

Accountability Measure 1: Completer Impact and Effectiveness

(R4.1) Data must address: (a) completer impact in contributing to P-12 student-learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions.

(A). CRC's program completers are making a positive impact on P-12 student learning and development.. A case study approach will be used to demonstrate the impact of CRC's EPP completers on P-12 student learning and development, classroom instruction, and schools. At the end of Spring 2022, results of the completers' case studies should demonstrate that CRC completers are reaching employment milestones such as having a great impact of contributing to P-12 student-learning growth. These case studies will have concrete examples such as:

- Classroom Assessments (perhaps mini-Teacher Work Sample without students' names)
- Technology-based Assessments and Monitoring (ex: NWEA, STAR, online gradebooks)
- Student Learning Objectives / Student Performance Measures
- Standardized Test Scores (without students' names)

*This data will be available at the end of Spring 2022

(A and B). The Arkansas Teacher Excellence and Support System (TESS) provides a statewide system for observation and support of K-12 classroom and specialty teachers. seeks input from employers This Summative Evaluation is based upon Charlotte Danielson Framework for Teaching (2013). CRC seeks TESS observations from employers of our first year teachers. The evaluation components and descriptors are aligned directly with Danielson's Framework for Teaching. TESS (Teacher Excellence Support System) Summative Evaluation is a research-based set of instructional components aligned to the InTASC Standards, and grounded in a constructivist view of learning and teaching that is divided into 22 components clustered into four domains: Domain 1 Planning and Preparation; Domain 2 Classroom Environment; Domain 3 Instruction; and Domain 4 Professional Responsibilities. This observation system is used by the state of Arkansas to observe and support all educators in the state. The evaluation provides feedback to a candidate by looking at his/her effectiveness in teaching and providing feedback for growth in many areas.

[2020-2021 Data](#)

(B). R4.2 The Satisfaction of Employers provides Crowleys' Ridge College of Education invaluable information from employers about their satisfaction with the COE's initial teacher education graduates (completers) as they enter the teaching profession. The survey results provide information

from employers about the knowledge, skills, and dispositions (preparedness) of the COE's completers as they enter the workforce and assume the responsibility of teaching P-12 students.

[2020-2021 Data](#)

(B) R4.3 The Satisfaction of Completers provides Crowley's Ridge College of Education invaluable information from graduates about their satisfaction with CRC's initial teacher education program after a year of teaching in the profession. The survey results provide information from completers about the knowledge, skills, and dispositions (preparedness) of the CRC's completers as they enter the workforce and assume the responsibility of teaching P-12 students.

[2020-2021 Data](#)

Measure 2. (Initial). Satisfaction of employers and stakeholder involvement

(Components R4.2|R5.3 | RA.4.1)

R4.2 The Satisfaction of Employers provides Crowley's Ridge College of Education invaluable information from employers about their satisfaction with the COE's initial teacher education graduates (completers) as they enter the teaching profession. The survey results provide information from employers about the knowledge, skills, and dispositions (preparedness) of the COE's completers as they enter the workforce and assume the responsibility of teaching P-12 students.

[2020-2021 Data](#)

R5.3 Partnerships provide Crowley's Ridge College of Education great opportunities for our Pre-Service Teachers. Partners co-construct mutually beneficial K-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit: ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes. CRC currently has several MOUs in place.

[MOU Documentation](#)

Measure 3: (Initial) Candidate competency at completion.

Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and are ready to be recommended for licensure

(R3.3) This Summative Evaluation is based upon Charlotte Danielson Framework for Teaching (2013). The evaluation components and descriptors are aligned directly with Danielson's Framework for Teaching. TESS (Teacher Excellence Support System) Summative Evaluation is a research-based set of instructional components aligned to the InTASC Standards, and grounded in a constructivist view of learning and teaching that is divided into 22 components clustered into four domains: Domain 1 Planning and Preparation; Domain 2 Classroom Environment; Domain 3 Instruction; and Domain 4 Professional Responsibilities. This observation system is used by the state of Arkansas to observe and support all educators in the state. The evaluation provides feedback to a candidate by looking at his/her effectiveness in teaching and providing feedback for growth. Candidates are observed using the TESS Summative Evaluation during their final internship experience. One observation occurs at the beginning of their internship, and one observation occurs towards the end of their internship. Observations are conducted by their mentor teacher, their university liaison, and themselves. This is a triangulation across all three observers.

[TESS Analysis](#)

[Fall 2021 Data](#)

[Spring 2022 Data](#)

Measure 4: Ability of completers to be hired in education positions for which they have been prepared:

To qualify for an educator license in Arkansas, applicants must complete the required degree, coursework and tests, including:

- completion of an approved program at an Arkansas institution, or if an out-of-state applicant, graduation from a regionally or nationally accredited institution
- submission of an official transcript indicating at least a bachelor's degree (master's degree when required) to the Office of Professional Licensure
- verification of successful completion of the grade-level-appropriate Principles of Learning and Teaching test and the appropriate *Praxis*® Subject Assessments, when applicable

K-6 completers will take the Multiple Subjects test along with the Foundations of Reading Exam.

Physical Education K-12 will take the PE Content Knowledge Exam.

One of the goals for CRC's education department is to have all completers completely certified prior to graduation. The title II coordinator keeps a very close track on these assessments. After the initial assessment, if a student does not pass, interventions are put into place to help that student pass. Below is the data of 1st time test assessments for 2021-2022.

[Data for 1st Time Pass Rates for both degree plans](#)

Title II Data