

## 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). Completer impact in contributing to P-12 student-learning growth.

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 2023, results of the completers' case studies demonstrated that CRC completers are reaching employment milestones such as having a great impact of contributing to P-12 student-learning growth. These case studies have concrete examples such as:

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

### [Completer Data Impacting Student Learning Spring 2021-22](#)

(A) Completer impact in contributing to P-12 student-learning growth AND (b) Completer effectiveness in applying professional knowledge, skills, and dispositions.

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 on Charlotte Danielson's 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 from our completers provides feedback to a candidate by looking at his/her effectiveness in teaching and providing feedback for growth in many areas.

At the EPP, candidates are introduced to the TESS components during their very first field course in their program and are given multiple opportunities to use the rubric when analyzing their own

teaching practices as they begin their field experiences. So when they become novice teachers, TESS is familiar to them. This TESS rating is completed by the completer's principal during their first year.

### **Employer TESS Summative Evaluation on Novice Teacher** [2020-2022 Data](#)

The Satisfaction of **Employers** provides Crowley's Ridge Education Department invaluable information from employers about their satisfaction with CRC'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 completers as they enter the workforce and assume the responsibility of teaching P-12 students.

[2020-2021 Satisfaction of Employers' Data](#)

[2021-2022 Satisfaction of Employers' Data](#)

## Measure 2. Satisfaction of Employers and stakeholder Involvement Components R4.2 R5.3 R4.3

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 Satisfaction of Employers' Data](#)

[2021-2022 Satisfaction of Employers' Data](#)

R4.3 Completers are first informed of this Alumni survey during their exit interview (the last time they meet with the Office of Teacher Education). The purpose of the survey is to find out where the EPP's completers are employed and basic employer information to help with tracking our completers. Employment is one of the success measures that demonstrate that employers are satisfied with our completer's preparation. This survey is also designed to assess graduates' perceptions of their preparation after exiting the program one year out. Questions on the survey are aligned to the INTASC and CAEP Standards in order to query graduates' input for areas they see as strengths in their program preparation and areas they feel could be improved.

## [Alumni Survey Data for Completers 2020-2022](#)

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](#)

One of the missions of the School of Education's Partnership Program is to provide a forum for collaboration between the District Schools and its education partners to ensure a mutually beneficial relationship for all involved. This EPP-created survey involves stakeholders of our interns to let CRC know what needs to be improved upon.

## [Cooperating Teacher's Evaluation of Internship](#) 2021-2023

# **Measure 3: Candidate Competency at Completion**

## **Component R3.3**

This Summative Evaluation is based on Charlotte Danielson's 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 toward 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.

[Fall 2021 TESS Data](#)

[Spring 2022 TESS Data](#)

[Fall 2022 TESS Data](#)

[Spring 2023 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

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 of 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 2021-2023.

2021-2022 [Data for 1st Time Pass Rates for both degree plans](#)

[2022-2023 Data for 1st Time Pass Rates for both degree plans](#)

CRC education program graduates find jobs they like in their areas of preparation.

[2020-2023 Graduation Data and Completer Rates](#)