CAEP Measure 2 (Initial Licensure Programs)
Satisfaction of Employers and Stakeholder Involvement
Components R4.2 and R5.3

The Arkansas Tech University (ATU) College of Education receives follow-up employer survey data concerning program graduates from the Arkansas Department of Education (ADE) Division of Elementary and Secondary Education (DESE) and from the Arch Ford Education Service Cooperative. The College also receives information and feedback through various meetings with our stakeholders (We refer to these as "shareholders" since they share the process of developing educators.).

The College uses and receives data and information from a number of data collection tools and processes to determine how employers feel our education program graduates were prepared. The College also provides opportunities for shareholders to work with us in improving our programs of study through multiple informal and formal contexts. The following are ways in which we collect and or receive information from shareholders, including employers, in order to improve our education programs.

1. **ADE DESE Novice Teacher Supervisor Survey** – collected by the ADE DESE each spring semester. This information includes employer ratings of novice teachers' attainment of the Arkansas Teacher Excellence and Support System (TESS) domains and criteria (based upon Dr. Charlotte Danielson's Framework for Teaching).
2. **Arch Ford Novice Teacher Employer Survey** – collected by the Arch Ford Education Service Cooperative. This information includes employer ratings of novice teachers' attainment of the Arkansas TESS domains.
3. **Internal and External Shareholder Involvement** – the ATU College of Education involves shareholders internally and externally primarily through the following approaches.
   a. **Annual Shareholders Meetings** – occur during the fall and spring semesters for undergraduate initial educator licensure programs (in spring) and graduate initial educator licensure programs (in fall). Shareholders (public school administrators and faculty, education service cooperative representatives, and university faculty and administrators) analyze program data and provide recommendations concerning data, assessment approaches, clinical/field experiences, and revisions to the courses and curriculum.
   b. **Teacher Education Council** – meetings typically occur during the summer/fall semesters to examine changes to the education programs, curriculum, and courses. The Council consists of university and public-school faculty and administrators.
   c. **Cohort/Mentor Teacher Training and Feedback** – occurs during the summer semester. Cohort/Mentor teachers participate in training and provide feedback concerning clinical/field experiences and recommendations for evaluation forms and clinical experience processes.
   d. **College of Education Leadership Team** – meets once per month and organizes additional meetings with school personnel to examine programs and explore potential revisions.

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2021 Data Results

ADE DESE Novice Teacher Supervisor Survey

ADE DESE 2020-2021 Novice Teacher Supervisor Survey Statewide N = 570 4 - Highly Effective 3 - Effective 2 - Processing 1 - Ineffective Not Applicable - N/A	Domain 1 Planning and Preparation: Component A - Demonstrating Knowledge of Content and Pedagogy: Content knowledge, Prerequisite relationships, Content pedagogy	Domain 1 Planning and Preparation: Component B - Demonstrating Knowledge of Students: Child development; Learning process; Special needs; Student skills, knowledge, and Proficiency; Interests and cultural heritage	Domain 1 Planning and Preparation: Component C - Setting Instructional Outcomes: Value, sequence, and alignment; Clarity; Balance; and Suitability for diverse learners	Domain 1 Planning and Preparation: Component D - Demonstrating Knowledge of Resources: For classroom, To extend content knowledge, For students	Domain 1 Planning and Preparation: Component E - Designing Coherent Instruction: Learning activities, Instructional materials and resources, Instructional groups, Lesson and unit structure	Domain 1 Planning and Preparation: Component F - Designing Student Assessments: Congruence with outcomes, Criteria and standards, Formative assessments, Use for planning
ATU All (N=67)	3.1	3.1	3.1	3.2	3.1	3.0
ATU Alt. Route (N=11)	3.5	3.3	3.3	3.3	3.4	3.3
ATU Traditional (N=56)	3.1	3.1	3.1	3.1	3.0	2.9
Statewide (N=570)	3.2	3.2	3.1	3.2	3.1	3.0

ADE DESE 2020-2021 Novice Teacher Supervisor Survey Statewide N = 570 4 - Highly Effective 3 - Effective 2 - Processing 1 - Ineffective Not Applicable - N/A	Domain 2 The Classroom Environment: Component A - Creating an Environment of Respect and Rapport: Teacher interaction with students, Student interaction with students	Domain 2 The Classroom Environment: Component B - Establishing a Culture for Learning: Importance of content, Expectations for learning and achievement, Student pride in work	Domain 2 The Classroom Environment: Component D - Managing Classroom Procedures: Instructional groups, Transitions, Materials and supplies, Non-instructional duties, Supervision of volunteers and paraprofessionals	Domain 2 The Classroom Environment: Component D - Managing Student Behavior: Expectations, Monitoring of student behavior, Response to misbehavior	Domain 2 The Classroom Environment: Component E - Organizing Physical Space: Safety and accessibility, Arrangement of furniture and resources
ATU All (N=67)	3.3	3.1	3.1	3.1	3.3
ATU Alt. Route (N=11)	3.5	3.3	3.2	3.4	3.6
ATU Traditional (N=56)	3.2	3.1	3.1	3.0	3.3
Statewide (N=570)	3.3	3.2	3.2	3.1	3.3

ADE DESE 2020-2021 Novice Teacher Supervisor Survey Statewide N = 570 4 - Highly Effective 3 - Effective 2 - Processing 1 - Ineffective Not Applicable - N/A	Domain 3 Instruction: Component A - Communicating with Students: Expectations for learning, Directions and procedures, Explanations of content, Use of oral and written language	Domain 3 Instruction: Component B - Using Questioning and Discussion Techniques: Quality of questions, Discussion techniques, Student participation	Domain 3 Instruction: Component C - Engaging Students in Learning: Activities and assignments, Student groups, Instructional materials and resources, Structure and pacing	Domain 3 Instruction: Component D - Using Assessment in Instruction: Assessment criteria, Monitoring of student learning, Feedback to students, Student self-assessment and monitoring	Domain 3 Instruction: Component E - Demonstrating Flexibility and Responsiveness: Lesson adjustment, Response to students, Persistence
ATU All (N=67)	3.2	3.0	3.1	3.1	3.1
ATU Alt. Route (N=11)	3.2	3.3	3.3	3.3	3.3
ATU Traditional (N=56)	3.2	3.0	3.1	3.0	3.1
Statewide (N=570)	3.2	3.1	3.2	3.0	3.2

ADE DESE 2020-2021 Novice Teacher Supervisor Survey Statewide N = 570 4 - Highly Effective 3 - Effective 2 - Processing 1 - Ineffective Not Applicable - N/A	Domain 4 Professional Responsibilities: Component A - Reflecting on Teaching: Accuracy, Use in future teaching	Domain 4 Professional Responsibilities: Component B - Maintaining Accurate Records: Student completion of assignments, Student progress in learning, Non-instructional records	Domain 4 Professional Responsibilities: Component C - Communicating with Families: About instructional program, About individual students, Engagement of families in instructional program	Domain 4 Professional Responsibilities: Component D - Participating in a Professional Community: Relationships with colleagues, Participation in school projects, Involvement in culture of professional inquiry, Service to school	Domain 4 Professional Responsibilities: Component E - Growing and Developing Professionally: Enhancement of content knowledge and pedagogical skill, Receptivity to feedback from colleagues, Service to the profession	Domain 4 Professional Responsibilities: Component F - Showing Professionalism: Integrity/ethical conduct, Service to students, Advocacy, Decision-making, Compliance with school/district regulations
ATU All (N=67)	3.1	3.2	3.1	3.2	3.2	3.3
ATU Alt. Route (N=11)	3.3	3.5	3.2	3.5	3.5	3.5
ATU Traditional (N=56)	3.0	3.1	3.1	3.1	3.1	3.3
Statewide (N=570)	3.2	3.3	3.2	3.2	3.2	3.3

Arch Ford Novice Teacher Employer Survey

2020-2021 Education Cooperative's Novice Teacher (NT) Employer Results for ATU Education Program Graduate (Ratings from 1 to 4) 1 - Unsatisfactory, 2 - Needs Improvement, 3 - Satisfactory, 4 - Exceptional	2020-2021 NT Year 1 N = 13	2020-2021 NT Year 2 N = 25	2020-2021 NT Year 3 N = 23
Overall, how would you categorize this novice's performance in Planning & Preparation (Domain 1)?	M = 3.3	M = 3.3	M = 3.5
Overall, how would you categorize this novice's performance in Establishing the Classroom Environment? (Domain 2)	M = 3.2	M = 3.4	M = 3.4
Overall, how would you categorize this novice's performance in Instruction (Domain 3)	M = 3.3	M = 3.4	M = 3.4
Overall, how would you categorize this novice's performance in Professional Responsibilities? (Domain 4)	M = 3.5	M = 3.4	M = 3.4
How prepared do you believe this novice came to your school?	M = 3.3	M = 3.3	M = 3.4

Shareholder Involvement – Annual Shareholder Meeting

Suggested Revisions/Recommendations/ Participation	Revisions Made
1. Need to continue to increase recruitment of teacher candidates from underrepresented populations to better match school demographics. 2. Need to continue to increase awareness of PLCs for education program students. 3. Incorporate Science of Reading Proficiency modules in Middle Level program. 4. Communication with partner districts about lack of field experiences for this 2021 cohort due to COVID. 5. Need to continue to increase emphasis of RTI Tier 2 and 3 strategies training particularly for secondary students with special learning needs. 6. Revise the student internship formative observation digital form. 7. Have more opportunities to discuss clinical experience processes and issues.	1. Concurrent credit education course instructors worked with the college in this effort within local high schools. The College also worked through SSS – Trio services to pursue this goal. 2. Developed a PLC video training for students with experts in this area and worked with local school partners to have discussions, presentations, and panels in this area. 3. Science of Reading modules incorporated in middle level. 4. Communication pursued with principals and faculty. 5. More emphasis placed in secondary program in courses as related to RTI Tier 2 and 3 strategies. 6. Worked with cohort/mentor teachers to revise the internship formative observation digital form. 7. Worked with principals and mentor teachers with a schedule to design more frequent standing appointments.

Shareholder Involvement – Teacher Education Council

Activities in 2020-2021
1. Reviewed and approved revisions to the Music Education for Teacher Licensure program. 2. Reviewed and approved revisions to the Elementary Education program based on feedback from shareholders.

Shareholder Involvement – Cohort/Mentor Teacher Training and Feedback

Suggested Revisions/Recommendations/ Participation	Revisions Made
1. Revise the student internship formative observation digital form.	1. Worked with cohort/mentor teachers to revise the internship formative observation digital form.
2. Have more opportunities to discuss clinical experience processes and issues.	2. Worked with principals and mentor teachers with a schedule to design more frequent standing appointments.
3. Request to help prepare students more for digital learning platforms.	3. Increased emphasis on digital learning platforms.

Shareholder Involvement – College of Education Leadership Team

Activities in 2021
1. Met with school partners participating in the yearlong internship program to determine improvements in the placement process and experience.
2. Worked with faculty to revise handbooks based on candidate, faculty, and public-school personnel feedback.
3. Worked with partners to help establish a Trio SSS program that would help College of Education students.
4. Worked with public-school partners to revise MOUs.
5. Worked with the Walton Foundation and schools in Northwest Arkansas to design a loan forgiveness program for initially-licensed teachers from ATU.

Summary and Notes

The employer feedback for our education program graduates in the Arkansas TESS domains of Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities rated at approximately the state average for all categories. The alternative licensure program graduates (MAT and MTLL-NTL) scored slightly above the state average ratings for most TESS domains and criteria. Arch Ford Novice Teacher Surveys' results indicated that principals rated novice teachers from the ATU education programs between "satisfactory" and "exceptional" for the TESS domains.

The ATU College of Education worked with shareholders from within the university, community, and across the state to make several revisions to its education programs. The ATU College of Education has included selected examples of these efforts with our shareholders and the resulting changes to our programs in the above tables.