

**University of Central Arkansas
College of Education
Quality Assurance Handbook
2019-2020**



UNIVERSITY OF
**CENTRAL
ARKANSAS™**

COLLEGE OF
EDUCATION

**University of Central Arkansas
201 Donaghey Avenue
Conway, AR 72034
<https://uca.edu/education/>**

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Overview

The University of Central Arkansas (UCA) has historically been the primary source of teachers in Arkansas. Established in 1907 by the General Assembly as the Arkansas State Normal School, the institution was charged with the responsibility of training teachers. Instruction began in 1908 with 107 students and a faculty of eight. In 1925, the college was renamed the Arkansas State Teachers College. In 1967, the college was renamed to State College of Arkansas. The institution became the University of Central Arkansas in 1975 to reflect its status as a modern comprehensive university. Prior to 1920, the UCA mascot were the fighting "Pedagogues." The term pedagogues comes from our roots as the Arkansas State Normal School dedicated to preparing those who would become teachers.

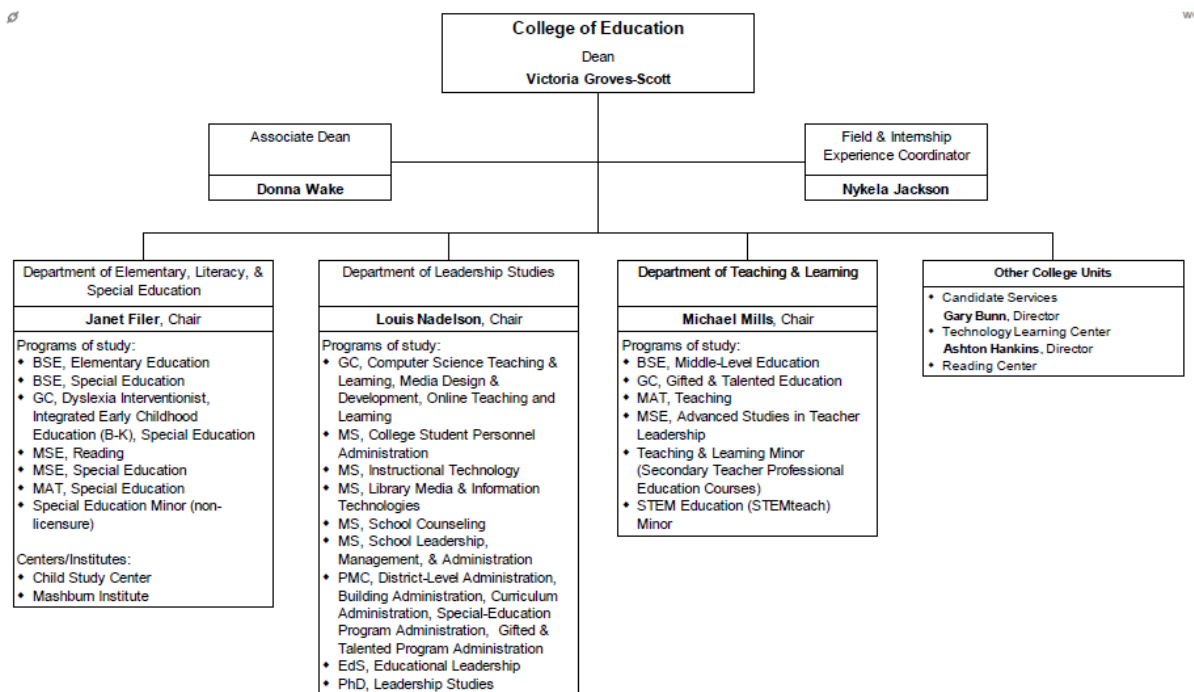
UCA offers 162 total certificates and degrees including 3 Associate Degrees, 89 Undergraduate Degrees, 11 Graduate Certificates, 34 Master's Degrees, 11 Post-Master's Certificates, 2 Specialist Degrees, and 7 Doctoral Degrees. The EPP includes 49 programs which are approved by the Arkansas Department of Education (ADE) for educator licensure.

EPP programs prepare candidates for various roles in K-12 schools and districts across the state. Arkansas is one of 12 states where over half of the state's public K-12 school districts are classified as rural. The EPP prepares candidates for this setting as well as for possible work in Arkansas urban districts (e.g., Little Rock area schools) due to our proximity to the city. Data on Arkansas students report 63% of children in the state are classified as low income. Student demographics include 61% white students, 20% Black/African American students, and 13% Latino students. These numbers vary widely based on school district location and enrollment. Implications of these data speak to a need to prepare educators for a wide variety of contexts.

Organizational Structure

The Educator Preparation Provider (EPP) is primarily housed in the College of Education (COE); however, the secondary programs should be considered an integral part of the organization. Secondary candidates come from the College of Liberal Arts (English, SS, WLAN), the College of Fine Arts and Communication (Art, Music), the College of Health and Behavioral Sciences (FACS, PE/Health), and the College of Natural Sciences and Mathematics (Mathematics, Sciences).

The Dean of the College of Education serves as the head of the EPP and reports directly to the institution Provost and Executive Vice President. The UCA Organizational Chart is provided here - <http://bit.ly/2P1F6S4>. The EPP Organizational Chart is provided below and linked here - <http://bit.ly/2YJ09fq>



The EPP supports 49 programs approved by the Arkansas Department of Education (ADE) for educator licensure. These programs are organized based on commonality and alignment within the 3 EPP departments: the department of Elementary, Literacy, and Special Education (ELSE), the department of Leadership Studies (LS), and the department of Teaching and Learning (T&L) with T&L assuming shared responsibility for support of all secondary education candidates. All approved programs as of October 2019 are included in the provided ADE matrix - <http://bit.ly/2qPihHU>.

Roles

The EPP Leadership Team (College Administrative Council – CAC) oversee candidate progress, faculty and resource allocation, and program continuous improvement. This team includes the EPP Dean, Associate Dean, Department Chairs, Director of the Office of Candidate Services (OCS), and the Field and Internship Experience Coordinator - <https://uca.edu/education/leadership/>.

The Dean supervises the chairs, and the chairs supervise faculty. The dean and chairs oversee academic programming; develop policies and procedures; manage recruitment and retention; develop college strategic initiatives and participate in university long-term planning and policy setting. These roles provides senior level administrative leadership in areas of curriculum development, institutional assessment and improvement, human resource, faculty development and performance appraisals, budget and finance, and facilities planning and management.

The Associate Dean has responsibility for program evaluation and oversees all curriculum and assessment within the EPP. Her role includes ensuring data collection, supporting program and EPP analysis and use of data, overseeing the program annual report system, supporting the curriculum revision process, and coordinating program and EPP advisory board activities. The Associate Dean also serves as the EPP representative on the institution Assessment Committee and the institution Core Council committee.

The Director of OCS serves as a resource for students throughout their preparation program overseeing licensure of all candidates and progression of initial candidates from pre-admission to completion. The Director of OCS curates and markets resources, provides academic counseling, and ensures compliance with ADE licensure rules and regulations.

The Field and Internship Experience Coordinator works with the program coordinators and department-based field coordinators to manage partnerships with K-12 stakeholders, maintain and develop program clinical practices, and support candidates in their clinical experiences.

The EPP Technology Learning Center (TLC) provides tools, resources, and facilities that enrich and support the programs offered by the departments. The center's mission is to provide a climate conducive to individual and group inquiry, research, and study use of the TLC's facilities. Access to the facilities, materials, equipment, programs, production services, instructional and consultation services are all vital components to this mission. The TLC Director supports the Dean's office in data and data systems management.

The UCA Office of Institutional Research supports the EPP QAS in collecting, aggregating, and disaggregating EPP-specific data to fulfill mandatory reporting requirements. The office supports the EPP in collecting data from the following institution data systems: Argos, Banner, Degree Works, Digital Measures, eXplorance Blue (course evaluation), etc. - <https://uca.edu/ir/>.

EPP Mission, Vision, Goals, and Foundational Documents (CAEP 5.3)

The College of Education at the University of Central Arkansas, as Arkansas' premier educator preparation college, is dedicated to providing exemplary programs for the preparation of professional educators, including teacher preparation, educational leadership, school counseling, library media, instructional technologies, higher education student personnel administration, and other related professional fields. With an emphasis on teaching, research, and service, the members of the College of Education, along with their counterparts in supporting programs across campus, demonstrate a commitment to the improvement of educational programs and services by collaboratively working with organizations that have teaching and human development as their mission. The professional education programs in the College prepare professionals who demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn - <https://uca.edu/education/mission-statement/>

The EPP mission aligns to the institution mission. UCA aspires to be a premier learner-focused public comprehensive university, a nationally recognized leader for its continuous record of excellence in undergraduate and graduate education, scholarly and creative endeavors, and engagement with local, national, and global communities - <https://uca.edu/about/mission/>. The University of Central Arkansas dedicates itself to Academic Vitality, Integrity, and Diversity (AVID).

In line with this vision, the EPP mission statement asserts that the EPP is dedicated to providing exemplary programs for the preparation of professional educators, including teacher preparation, educational leadership, school counseling, library media, instructional technologies, higher education student personnel administration, and other related professional fields. With an emphasis on teaching, research, and service, the members of the College of Education, along with their counterparts in supporting programs across campus, demonstrate a commitment to the improvement of educational programs and services by collaboratively working with organizations that have teaching and human development as their mission. The professional education programs in the College prepare professionals who demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.

Vision (CAEP 5.3)

The EPP has an established vision statement which focuses on the promotion of every educator's sense of professional efficacy. Professional efficacy affects an educator's sense of responsibility and competence to contribute to the growth and development of all learners and is grounded in: (1) content and pedagogical knowledge; (2) guided clinical experiences with diverse students in diverse settings; (3) collaborative learning communities; (4) authentic assessment and reflective decision making; and (5) professional integrity including leadership, collaboration, and service.

Goals (CAEP 5.3)

The EPP goals are aligned to the institution strategic plan and include the following: (1) The College will develop, sustain, and enhance partnerships that ensure program quality and maximize opportunity for all; (2) The College will affirm the importance of a culture of professionalism, appropriate dispositions, and change; (3) All College programs will sustain a data-driven quality assurance process for continuous program improvement, which ensures programs meet external review expectations; (4) The College will incorporate transformational and innovative learning experiences that are grounded in evidence-based practices; (5) The College will recruit, retain, and support high quality students, faculty, and staff while recognizing diversity as critical for excellence; and (6) College faculty will be actively involved in research/scholarship that contributes to their discipline and to the profession - <https://uca.edu/education/goals/>.

Foundational Documents (CAEP 5.3)

The EPP has developed foundational documents to guide our work in the following areas:

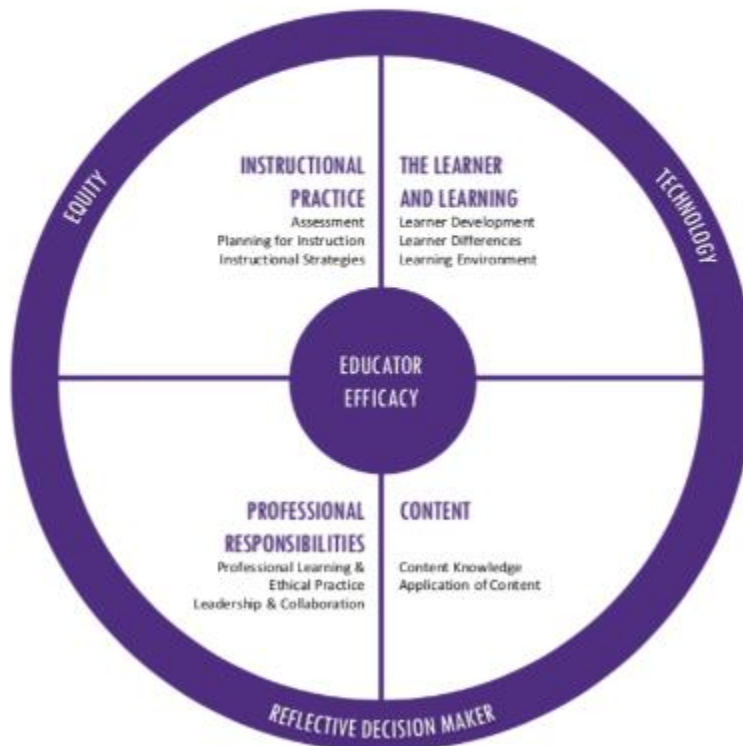
- EPP Diversity Proficiencies - <https://uca.edu/education/coe-diversity/>
- EPP Technology Proficiencies - <https://uca.edu/education/coe-technology/>
- Advanced Program Clinical Practices Guidelines – Initial Programs - <https://uca.edu/education/initial-teacher-program-clinical-practices/>
- Advanced Programs Clinical Practices Guidelines – Advanced Programs - <https://uca.edu/education/advanced-program-clinical-practices/>
- EPP Professional and Ethical Conduct Policy - <https://uca.edu/education/files/2013/07/UCA-COE-Professional-and-Ethical-Conduct-Policy-4-21-20151.pdf>

EPP Shared Values for Student Learning Outcomes – Initial Programs (CAEP 5.3)

The College of Education’s (COE) mission states that “... [we] prepare professionals who demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.” To honor this mission, the College recruits candidates who are prepared for a rigorous program of study, who represent the diversity of our communities, and who are fully committed to becoming effective and enduring educators.

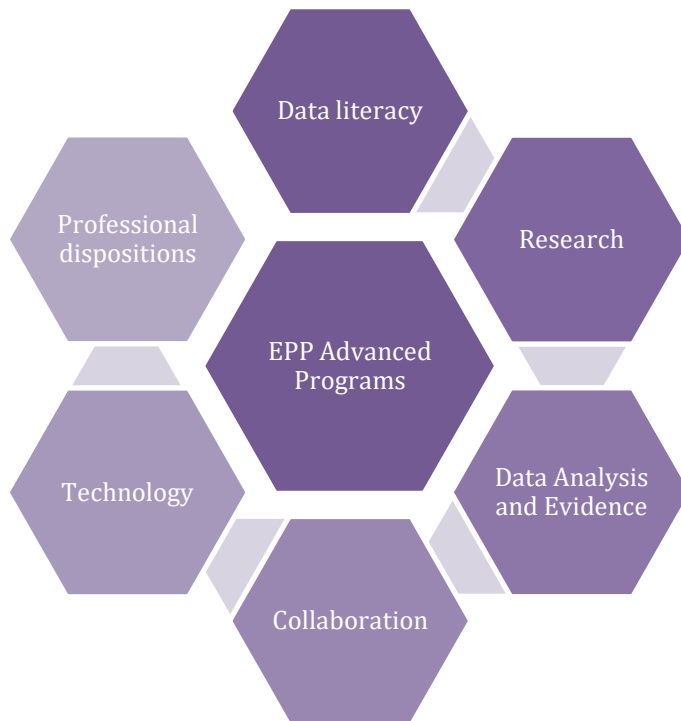
Although the conceptual framework is no longer an accreditation requirement, the EPP has adopted the InTASC Standards as its articulated conceptual framework - <https://uca.edu/education/conceptualframework/>. As noted in the InTASC Learning Progressions, “these core teaching standards embrace [accountability for improved student outcomes] and describe what effective teaching that leads to improved student achievement looks like. They are based on our best understanding of current research on teaching practice with the acknowledgement that how students learn and strategies for engaging them in learning are evolving more quickly than ever” – <http://bit.ly/2PkT8go>.

UCA College of Education CONCEPTUAL FRAMEWORK



EPP Shared Values for Student Learning Outcomes – Advanced Programs (CAEP 5.3)

The EPP Advanced Programs have aligned their practices around the CAEP expectations for advanced program accreditation. Candidates are expected to demonstrate proficiency to understand and apply knowledge and skills appropriate to their professional field of specialization. Candidates are expected to support learning and development opportunities for all P-12 learners that are enhanced through applications of data literacy, use of research, employment of data analysis and evidence, collaboration, technology integration, and application of professional dispositions.



Accreditation Standards and Accountability Reporting (CAEP 5.3)

UCA is a public institution, accredited by the Higher Learning Commission (HLC) of the North Central Association. The university includes six colleges: the College of Fine Arts and Communication, the College of Natural Sciences and Mathematics, the College of Business, the College of Health and Behavioral Sciences, the College of Liberal Arts, and the College of Education. UCA is home to five residential colleges and one commuter college and maintains relationships with multiple accrediting bodies - <https://uca.edu/accreditation/>.

The [Council for the Accreditation of Educator Preparation \(CAEP\)](#) accredits the [teacher education programs](#) at the initial teacher preparation and advanced levels.

- CAEP Standards for Initial Programs - <http://bit.ly/2PH8oEj>
- CAEP Standards for Advanced Programs - <http://bit.ly/38wgbxB>

The EPP maintains an active continuous improvement system based on review of data and evidence, including the annual Arkansas Educator Preparation Program Report, the annual CAEP report, annual Federal Title II report, annual department level reports, and the annual COE report. The EPP shares all reports on the EPP accountability webpage - <https://uca.edu/education/accountability/>.

Program Review and Accountability (CAEP 5.3)

All EPP programs are aligned with the ADE educator competencies (AR–EC) for teacher certification (<http://bit.ly/37fnxEZ>) and the Arkansas Teaching Standards (ATS) (<http://bit.ly/2Od7joi>). Each program has gone through a state review process as outlined by ADE. All approved programs as of October 2019 are listed on the ADE Approved Programs Matrix (<http://bit.ly/2qPihHU>). ADE periodically updates the competencies and requires EPP programs to revise and update curriculum and to resubmit evidence for this work.

In addition to state approval, programs align to the expectations set forth by the Specialized Professional Associations (SPAs) for each content area and submit to either the SPA or to CAEP with Feedback for program level review. Programs moving through SPA review submit a report to the SPA three years prior to the CAEP Site Visit. Programs using the SPA review process follow the CAEP established SPA reporting schedule for UCA (i.e., reports are submitted every seven years: 2017, 2024, 2031). In the SPA years, those programs report directly to the SPA, and that SPA report stands in that given year for the EPP required annual report.

Programs not aligned to a SPA or choosing not to report to a SPA use the SPA report format for consistency across programs. The EPP annual report serves as the CAEP with feedback report for all programs not submitting for SPA approval and use an established template following CAEP formatting guides for SPA reporting.

Program coordinators write the reports in collaboration with appropriate program faculty. Programs are tasked with keeping agendas and minutes around these meetings and reporting program changes based on this input in their subsequent annual reports.

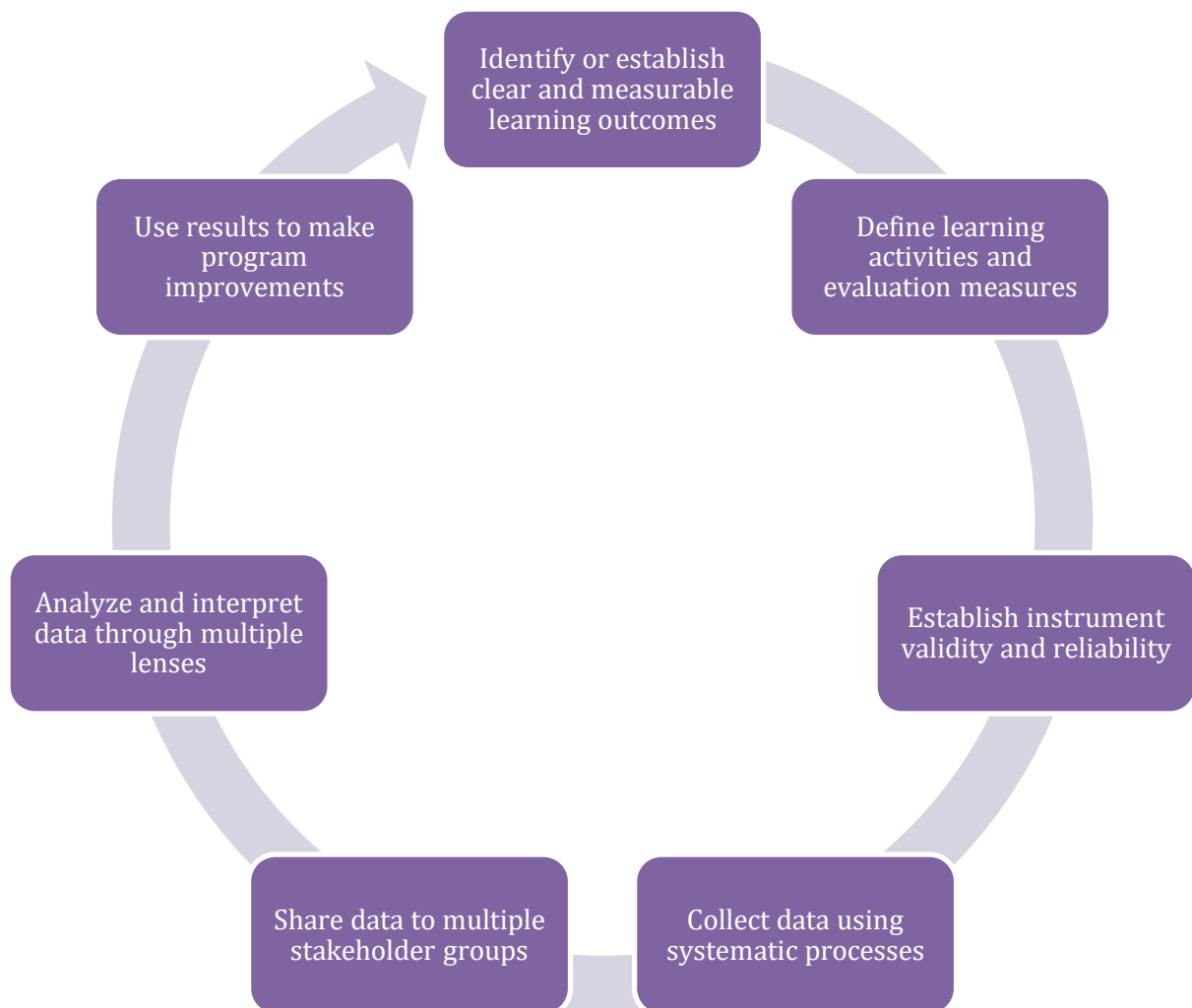
Accreditation and Program Review Cycle



Overview of Assessment of Learning (CAEP 5.1 – 5.5)

The following graphic represents the assumptions for learning assessment within the UCA EPP. This graphic is based on the premise that (1) assessment should be designed to support candidate learning, (2) all faculty members should be involved, (3) external stakeholders should be intentionally included in the assessment processes from co-construction to making data-informed decisions, and (4) assessment should be made relevant through integration into course and program activities.

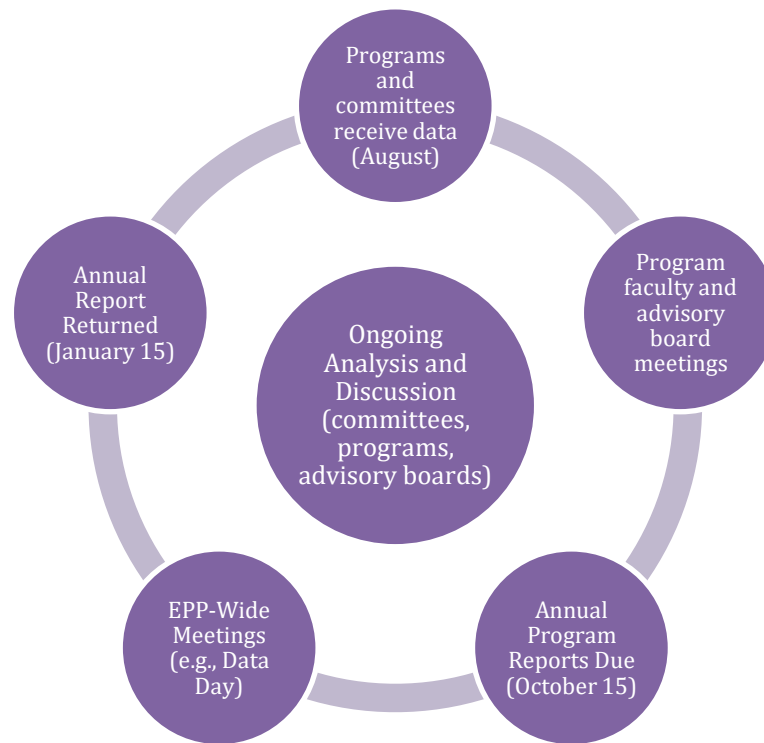
The EPP assessment system is reviewed each spring by EPP. Changes updated in the Assessment System each summer and/or as needed. The updated Quality Assurance Handbook is published on the EPP website.



Program Assessment (CAEP 5.3, 5.5)

The UCA College of Education has established protocol around program assessment. All EPP programs submit annual reports to the EPP Dean’s Office for review and feedback (due: October 15). Programs analyze program data against relevant benchmark data (e.g., EPP, national/state) as part of the EPP QAS system.

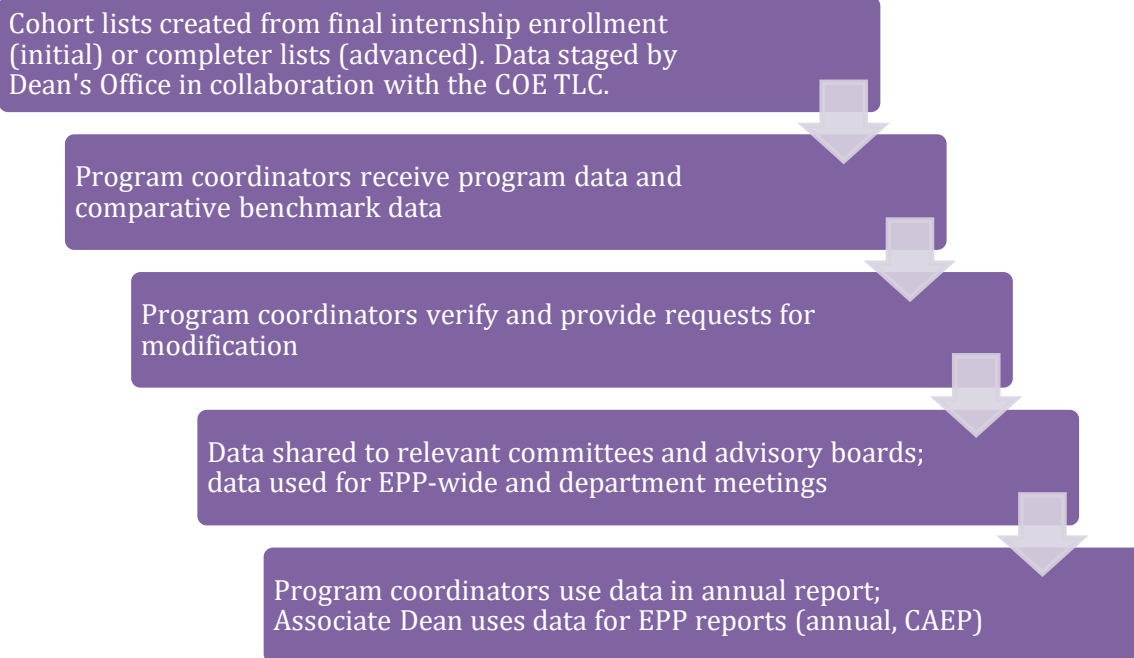
Program coordinators are charged with holding a data review meeting(s) with program faculty as well as with sharing data with external partners and gathering their feedback via established program advisory groups. All reports submitted to the Dean’s office are reviewed by the Associate Dean and returned to the program coordinator with embedded comments and discussion points for the program to consider (due: January 15). The program coordinators work with the Associate Dean to make program changes and take action to respond to the data. Changes programs make are documented and tracked in the annual reports.



Programs align their assessments and data to SPA and/or ATS identified as most relevant by the program coordinator in collaboration with the EPP Dean’s office (Appendix A). The EPP has five “add-on” endorsement programs with either minimal coursework and/or enrollment too low to gather reliable data. For that reason, these programs are not included in EPP review processes although completer numbers and relevant Praxis scores are tracked. School Psychology and Speech Pathology are considered “ancillary” programs not subject to CAEP review per ADE guidance.

Data Analysis (CAEP 5.1, 5.3, 5.5)

The EPP has an established workflow for data analysis and EPP faculty involvement with data. This workflow is described below. The EPP maintains a quality assurance system (QAS) comprised of valid data from multiple measures. The EPP QAS supports continuous improvement and uses data on candidates' and completers' performance to establish priorities, to enhance programs, and to test innovations to improve completers' impact on P-12 student learning and development. The EPP QAS embodies an ongoing process that uses multiple, comprehensive, and integrated assessment measures to evaluate the achievement of the EPP mission and goals. The EPP QAS provides data for use in decision making to determine applicant qualifications; interpret aggregated data to monitor, evaluate, and improve instructional programs; ensure and maintain the quality of candidates and graduate performance; and manage and improve unit operations. The EPP QAS system is comprised of a robust review and decision-making system predicated on data collected, aggregated, disaggregated and analyzed by multiple stakeholders internal and external to the EPP. Data are managed through multiple systems. Current protocol is depicted below.



All measures used in the quality assurance system are detailed in Appendices B-F (CAEP 5.1, 5.4). Additional data and data sources specific to CAEP Standard 4 expectations detailed in Appendix H.

Department Level Data and Analysis (CAEP 5.3)

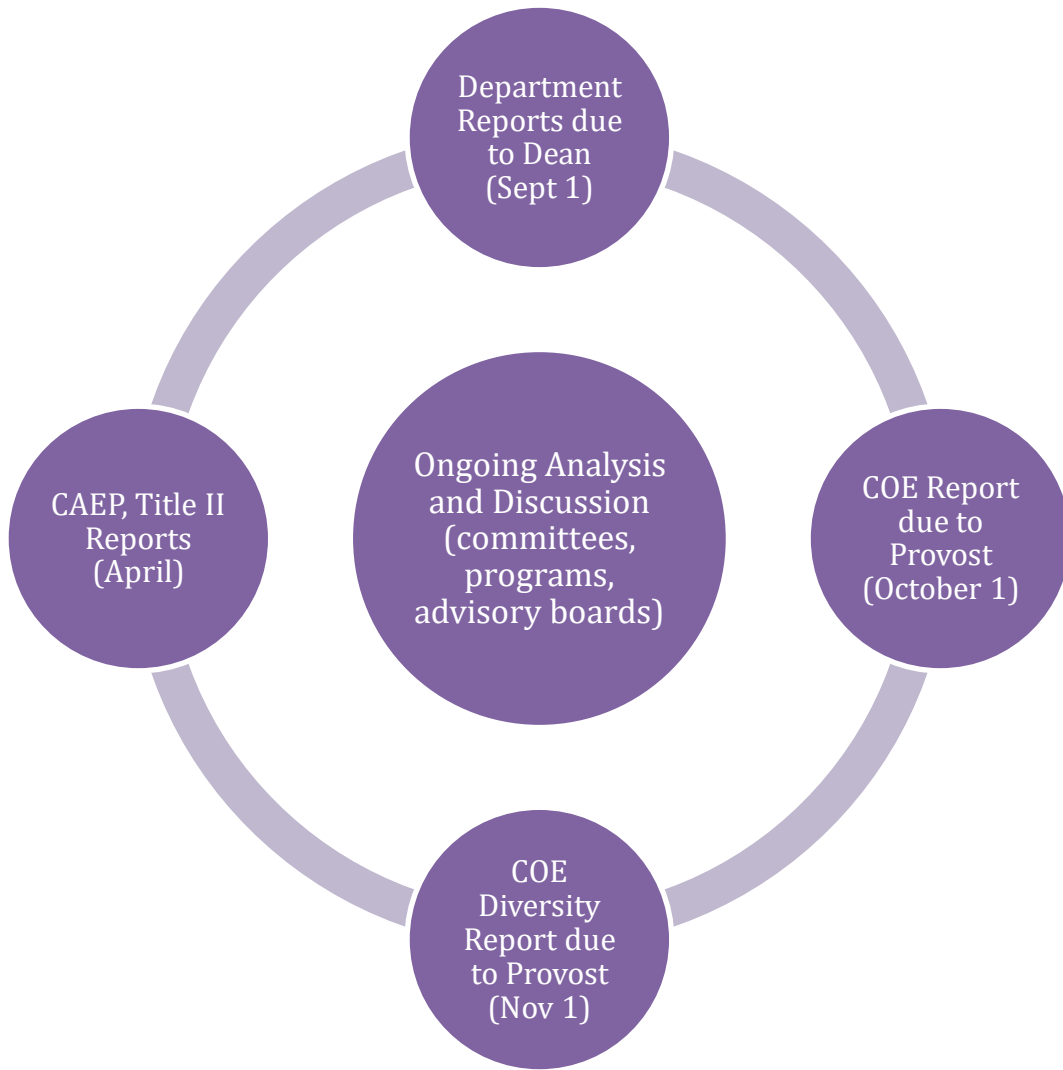
In addition to program reports submitted each fall, each of the three departments in the EPP COE submits an annual report documenting progress against identified goals (<https://uca.edu/education/accountability/>). Faculty within departments meet annually to establish goals as well as to review and measure progress against goals. These reports provide another mechanism for programs within each department to collaborate on common initiatives and foci and to track the success of goals. These reports ensure that faculty within each department share a vision for the work they are doing preparing candidates for the field and document the work they are undertaking to support candidate and completer performance. According to institution policy, department level reports are due to the Dean's Office (due: Sept 1).

Each department in the COE establishes department goals for the academic year usually in the department's August faculty workshop. All department goals are aligned to the college goals (see below). Goals are revisited periodically at faculty meetings. Faculty then provide evidence for meeting department goals in the final months of the academic year (often via a shared google document) followed by a final faculty meeting to discuss, analyze, interpret, and reflect. Department chairs then write an annual report for submission to the Provost's office in the following fall. The provost determines the due date each year, but generally annual reports are due to the COE dean by September 1st and to the provost by October 1st. All reports are linked on the UCA education accountability page.

College Level Data and Analysis (CAEP 5.3)

The EPP also submits a unit-wide comprehensive annual report to the institution's Office of the Provost (due: Oct 1). This report provides evidence of work against identified goals for the EPP as a whole. The CAC membership meets annually to establish goals as well as to review and measure progress against goals. This report provides another mechanism for EPP faculty to define common initiatives and foci and to track the success of goals (<https://uca.edu/education/accountability/>). Finally, the EPP files its CAEP report tracking data for the CAEP annual reporting measures as well as the federal Title II report (same link).

The COE dean's office establishes goals for the college each academic year usually in the department's August CAC retreat workshop. Goals are revisited periodically at CAC meetings. Department chairs then provide evidence for meeting COE goals at the department level with additional data provided by the Associate Dean, the Director of Candidate Services (OCS), and the Director of the Technology Learning Center (TLC) in the final months of the academic year (often via a shared google document) followed by a final CAC meeting to discuss, analyze, interpret, and reflect. Faculty are invited to review and edit the document as well. The COE Dean then writes an annual report for submission to the Provost's office in the following fall. The provost determines the due date each year, but generally annual reports are due to the provost by October 1st. All reports are linked on the UCA education accountability page.



Data Sharing (CAEP 5.5)

EPP-wide data are shared with faculty and discussed in monthly department faculty meetings as well as in the EPP-wide meetings open to all EPP Stakeholders. The EPP faculty routinely meet as one body each August, October, and January. The various CAEP-specific committees are asked to set the agenda and facilitate EPP-wide faculty meetings based on their review of the data. The October and January meetings may be based on an EPP-wide meeting structure with all faculty looking at the same data. Conversely, initial and advanced programs may break into two smaller faculty groups to look at data specific to initial and advanced level preparation. For example, in the most recent Data Day (October 2019) initial programs' faculty examined completer data as led by the CAEP Standard 4 committee while advanced programs looked at EPP recruitment for those programs as led by the Graduate Program Coordinators' Working Group.

The Undergraduate (Initial) Program Coordinators (UPC) and/or the Graduate (Advanced) Program Coordinators (GPC) are the primary committee structures for discussions and decisions for EPP-wide changes. These committees ensure EPP curricular integrity. The UPC and GPC groups analyze EPP-wide aggregate data and disaggregated program data to inform EPP-wide changes affecting all programs. In addition to the GPC and UPC, committee structures responsible for analyzing EPP and program data include the following - <https://uca.edu/education/committees/> (Appendix G).

Program-specific advisory boards are instrumental in this process in supporting program faculty and program coordinators in analyzing data and responding to needs identified in the field. Programs are required to meet with their advisory boards at least once a year and encouraged to meet with their advisory boards each semester. Committees have the option to establish committee-based advisory boards as part of their charge, but are not required to do so. All advisory board meetings and information are tracked and made publicly available on the EPP website - <https://uca.edu/education/advisory-boards/>.

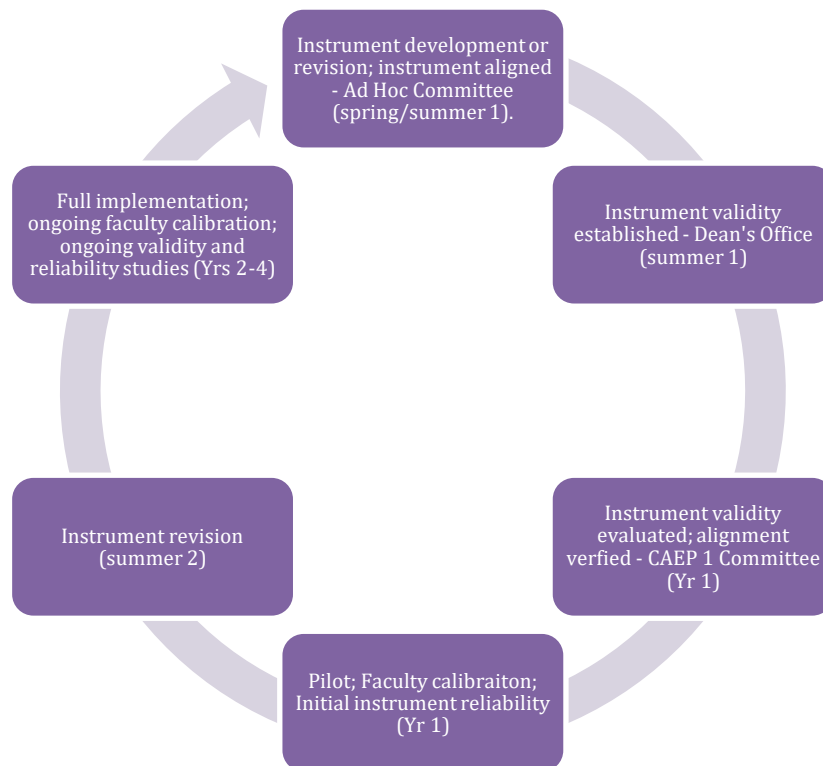
The EPP Executive Advisory Board (EAB) meets twice a year (e.g., fall, spring) and more frequently if needed to respond to unit-level data. Members of the EAB (e.g., principals, superintendents, HR directors) support work to co-construct EPP practices informing preparation of initial and advanced candidates - <https://uca.edu/education/advisory-boards/>. The spring EAB meeting is usually held in conjunction with the EPP "Partnership Café" where external K-12 partners are invited each spring to engage in discussions with EPP faculty. All cooperating teachers are invited as well as K-12 administrators at partner schools. The Partnership Café allows the EPP to present awards to school partners as well as to engage in structured round-table discussions to inform continuous improvement.

Quality of EPP-Created Assessments (CAEP 5.2) ¹

Protocols are in place for establishing instrument validity and reliability and stipulate the involvement of K-12 stakeholders in the co-construction and validation process of the assessment. All provided EPP assessments have documentation of multiple validity and reliability studies. Shared assessments have been subjected to iterative self-studies involving validity and reliability measures. Development and implementation of assessments adhere to an established workflow.

All assessments and surveys are typically reviewed on a four-year iterative cycle ensuring instrument validity and reliability. For each assessment, the EPP engages in an iterative self-study.

- Assessments and supporting documents are developed in working committee structures that include K-12 partners. This committee also aligns the instrument to the appropriate standards. This work typically occurs in the spring or summer with the assessment piloted in year one and calibration required of all faculty using the assessment. The CAEP Standard 1 committee verifies instrument alignment and vets validity data.
- The Dean's office establishes initial content validity on the instrument. The assessment is sent to K-12 partners to review using Qualtrics. Partners are asked to evaluate each criterion using the Lawshe method approach.
- Based on the pilot, the working committee then reviews all assessment data and faculty input into the new or revised instrument and makes any agreed on changes.
- The assessment is then fully implemented and used for at least three consecutive years to provide adequate trend data (years 2-4).

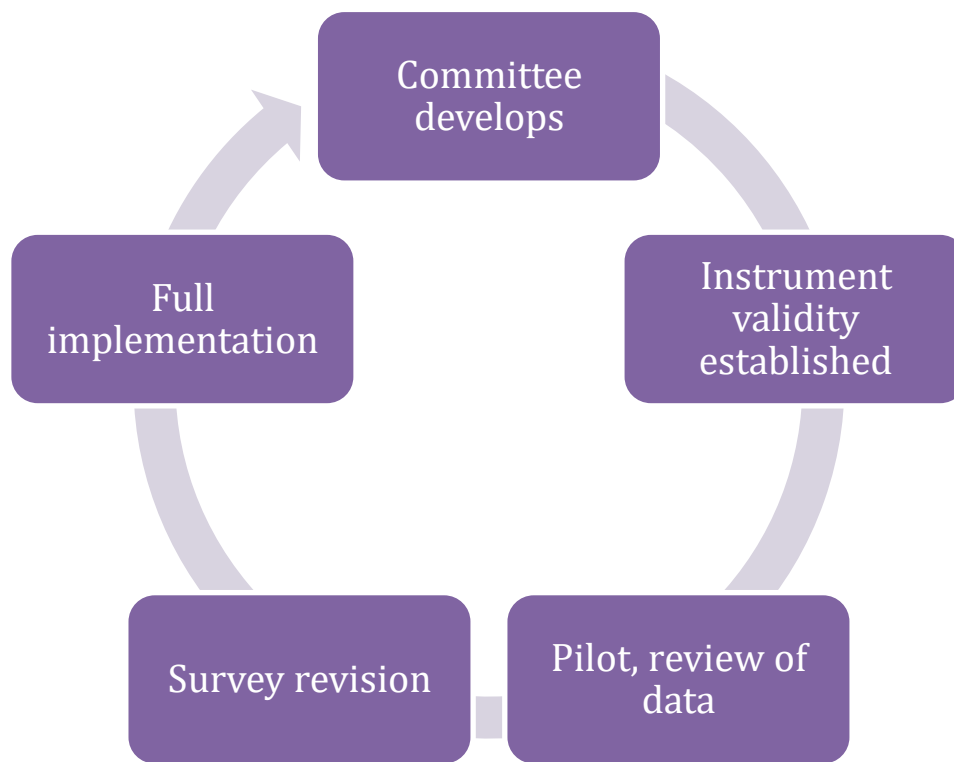


¹ Resource: <http://caepnet.org/~media/Files/caep/accreditation-resources/caep-assessment-tool.pdf?la=en>

Quality of EPP-Created Surveys (CAEP 5.2) ²

A protocol similar to the one described for EPP-created assessments is enacted for EPP-created surveys. While working groups are formed for the purpose of reviewing, creating, and revising key assessments, surveys are more typically handled by one of the EPP standing committee structures. For example, the employer survey for advanced program candidates was recently revised by the Graduate Program Coordinators' Working Group whereas the employer survey for the initial program candidates is reviewed by the CAEP Standard 4 committee. Once a survey is drafted and aligned to the appropriate standards (e.g., InTASC, CAEP, SPA), it is shared with K-12 partners for revision and feedback. Surveys are also subject to an iterative self-study process.

All EPP-created surveys are carefully vetted by the committee overseeing that effort to ensure the survey meets the CAEP sufficient level for EPP-created assessments. Survey respondents are provided with clearly defined actionable terms with specific criteria aligned with indicators in a developmental sequence. Items are aligned to INTASC and/or CAEP standards. Leading questions are avoided, and items are stated in terms of behaviors or practices instead of opinions. Survey items tied to dispositions make clear to the participants how the survey item relates to effective teaching.



² Resource: <http://caepnet.org/~media/Files/caep/accreditation-resources/caep-assessment-tool.pdf?la=en>

Instrument Validity (CAEP 5.2)

Assessment content validity is established through multiple steps starting with the working group drafting the measure as it aligns the assessment to the InTASC and CAEP standards. This work is then verified by the CAEP Standard 1 Committee, and the assessment is sent to K-12 partners to review using Qualtrics. Partners are asked to evaluate each criterion using the Lawshe method. These data are then reviewed and used by the appropriate committee(s) to make recommendations for revisions during the pilot of the instrument.

Steps to establish Lawshe Content Validity Ratio:

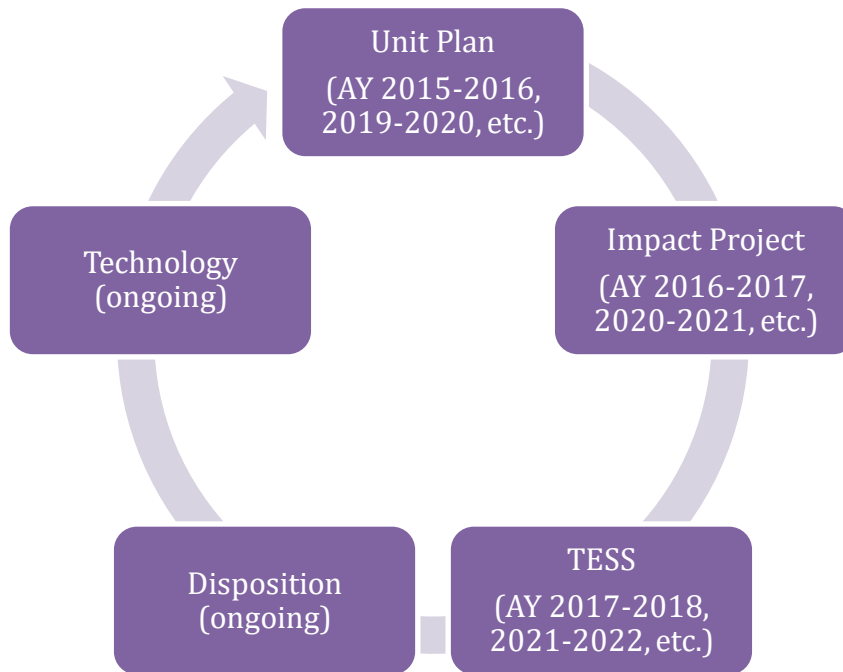
1. Identify panel of experts relative to the assignment. Panel must include P-12 based clinical educators. Panel should include additional members as follows: EPP based clinical educators, candidates, completers, and faculty.
2. Panel provided list of indicators/criterion (rubric) or items (survey). Meeting may be focus groups and/or via electronic means (i.e., Qualtrics)
3. Panel members independently rate each indicator/item as “essential”, “useful but not essential” or “not necessary”
4. Calculate the content validity ration as follows. $CVR = (n_e - n/2)/(n/2)$
 - n_e = items perceived as essential
 - N = total number of panelists

Instrument Reliability (CAEP 5.2)

Assessment reliability is established through F2F calibration meetings with inter-rater data gathered and then analyzed either using Fleiss Kappa (for more than 2 faculty) or weighted Cohen’s Kappa. Fleiss Kappa is a statistical measure for assessing the reliability of agreement between raters when assigning categorical ratings to a number of items or classifying items. The Associate Dean coordinates professional development efforts and responsible for gathering and compiling these data using online or face-to-face means (e.g., Blackboard-based PD). Data are reported to the CAEP Standard 1 committee for review.

Faculty Calibration (CAEP 5.2)

Calibrations around key assessments are enacted on a calibration schedule. Faculty are calibrated on all EPP-created assessment at least once every three years with supports in place for training new faculty or offering additional calibrations as indicated by data or faculty need. For example, when an assessment is revised, that instrument will be the focus of calibration within the pilot year implementation. Similarly, if data indicate a need for continued focus, that instrument will become an additional focus for faculty calibration.



New faculty using the EPP-created unit assessments are provided training by the Associate Dean and are paired with a mentor to co-score assessments to ensure a high degree of inter-rater reliability. Collaborating teachers working with candidates in the field are also provided supports for use of assessments and surveys shared to them through multiple options (e.g., F2F or Zoom meetings, online course modules, supervisor coaching, and developed handbooks).

Additionally, the EPP has developed online blackboard courses to provide continued support to faculty and cooperating teachers around the unit plan and impact project EPP-created assessments.

- To access the blackboard courses for university supervisors, (1) go to <https://bblearn.uca.edu/>, (2) login: coeguest, (3) password: uca1234; (4) access courses menu
- To access the blackboard community for cooperating teachers, (1) go to <https://bblearn.uca.edu/>, (2) login: coeguest, (3) password: uca1234; (4) access community menu

Use of Data for Continuous Improvement (CAEP 5.3 - 5.5)

Program coordinators work with the Associate Dean to make program changes based on annual review of data and submitted program reports. Programs take action to respond to the data. Changes programs make are documented and tracked in the annual reports. EPP programs and committees also report recommendations and changes based on review of data through a Qualtrics survey (<http://bit.ly/2OFQEKd>). This Qualtrics forms asks for links to agenda and minutes as well as recommendations for consideration. The EPP uses this information to track changes across and within programs.

Committee recommendations are vetted and passed to the appropriate EPP stakeholders by the Associate Dean. Committee structures for analyzing data include the Graduate Program Coordinators' Working Group, CAEP 1-4 Committees, COE Technology Committee, COE Diversity Committee, and the College Administrative Council (CAC). Committee memberships are archived on the EPP website (<https://uca.edu/education/committees/>).

Committee recommendations that involve EPP-wide initiatives or decisions are most frequently shared with the Undergraduate (Initial) Program Coordinators (UPC) and/or the Graduate (Advanced) Program Coordinators (GPC). These groups are the primary committee structures for discussions and decisions for EPP-wide changes and these committees ensure EPP curricular integrity. The UPC and GPC groups analyze EPP-wide aggregate data and disaggregated program data to inform EPP-wide changes affecting all programs. These groups are often led in a review of data by faculty embedded in the other committee structures as well as the Associate Dean. If a recommendation is received favorably, then the body votes to adopt the action for pilot implementation. The Associate Dean tracks changes on data-informed improvements.

EPP-wide data are shared with faculty and discussed in monthly department faculty meetings as well as in the EPP-wide meetings open to all EPP Stakeholders. The EPP faculty routinely meet as one body each August, October, and January. The various CAEP-specific committees are asked to set the agenda and facilitate EPP-wide faculty meetings based on their review of the data.

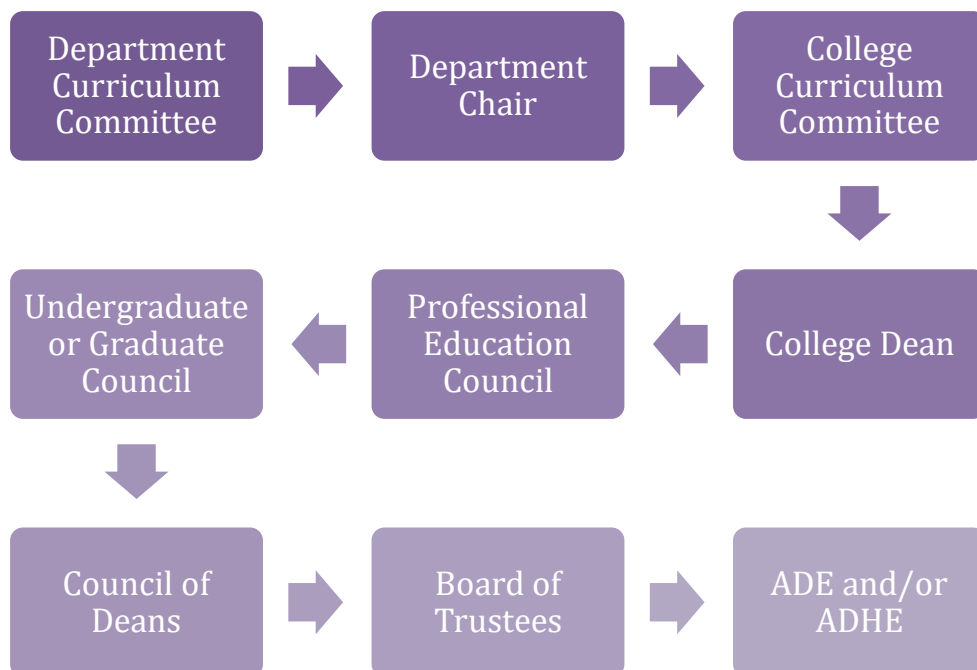
Curriculum Revision Process (CAEP 5.5)

Program changes involving significant curriculum revision require the program to move through a formal institutional curriculum review process to document the requested changes. The university structures stipulate that major program revisions must originate with the program coordinator and then move through the following committees for review:

- (1) department curriculum committee,
- (2) department chair,
- (3) college curriculum committee,
- (4) dean,
- (5) professional education council (PEC)*,
- (6) undergraduate or graduate council,
- (7) council of deans, and
- (8) board of trustees.
- (9) Items may then be send to the Arkansas Department of Education and/or the Arkansas Department of Higher Education.

The Dean of the Graduate School (Dr. Barlow) and the Associate Provost for Instructional Effectiveness (Dr. Glenn) work with the EPP to move through this process. Agenda and minutes for this work are available here - <http://bit.ly/2qm9WeA>.

*The PEC is comprised of members from all COE departments as well as members from all other university colleges (COE, CHBS, CNMS, CFAC, CLA). These members meet once a month as needed to review and vote on program curriculum changes. A recent example of this is the fall 2019 review of the building level leadership program revision based on ADE adoption of the new NELP standards.



Tracking field

The EPP has a developed system to track candidate placements. Each semester, the instructors of courses identified as having embedded field are sent a Google spreadsheet of candidates enrolled in their course(s) and asked to verify the placement location, activities associated with the placement, and student completion of required hours. Enrollment from Argos is pulled into the Google spreadsheet.

Programs have established scope and sequence maps on file in the EPP Dean's Office. Once the Google spreadsheets are finalized each term, the information is recorded in the EPP online tracking system (i.e., Airtable) where updated state data on school demographics are cross-referenced with that placement (source: <https://myschoolinfo.arkansas.gov/>). These demographics include the school race/ethnicity demographics and percentage of students at the school considered low income.

In Airtable, school data has been coded for school categories reflecting (1) a continuum of low to high diversity and (2) a continuum of low to high poverty. Schools are categorized in quintiles based on percent of students of color and percent of students classified as low income (extremely high, high, moderate, low, extremely low). Data from the state is pulled annually into the system, and these data are used each summer to update the EPP clinical experiences scope and sequence maps and compare candidate experiences with state data.

When candidates apply for Internship I and Internship II, program and field coordinators review candidates' prior clinical experiences to ensure that they have had experiences working in both high diversity and high poverty schools. Program and field coordinators then use that review process to determine placements for candidates in their final experiences. Program coordinators also review and verify their program's scope and sequence map each fall and are specifically asked to review that candidates in their program are intentionally placed so that they have experiences working with different populations of students.

Advanced programs track candidate field experiences via established requirements aligned to course enrollment and placement of program assessments. Program coordinators verify candidate clinical experiences on scope and sequence maps annually. Advanced program coordinators also track where candidate complete clinical experiences to establish MOUs with partner districts. Programs have established scope and sequence maps on file in the EPP Dean's Office.

For the most part, advanced preparation candidates already serve in their schools/districts and fulfill their clinical expectations within those schools as the EPP and the school/district collaborate to support the candidate's development. For those very few candidates who need help finding a placement, the program coordinator works with the candidate to find an appropriate school or district. A notable exception to this structure is within the gifted program where experiences are created on-campus as a staged practicum for candidates (e.g., STEMulate Engineering Academy).

Appendix A - Program Alignment and Review

Program Name – Initial Programs	Coordinator 2019-2020	Standards	Review Option
Elementary K-6	Dan Barrington	ACEI	SPA: ACEI
Special Education K-12	DeeDee Cain	CEC	CAEP Feedback
Middle Level 4-8	Steve Ward	AMLE	SPA: AMLE
English 7-12	Melissa Smith	NCTE	SPA: NCTE
FACS 7-12	Lee Ann Bullington	ATS	CAEP Feedback
Social Studies 7-12	Hillary Anderson	NCSS	SPA: NCSS
Mathematics 7-12	Todd Abel	NCTM	SPA: NCTM
Science 7-12 (Bio, Chem, Phys)	Michelle Buchanan	NSTA	SPA: NSTA
Art K-12	Jeff Young	NASAD	SPA: NASAD
PE/Health K-12	Sean Engle	NASPE	CAEP Feedback
Music K-12 (Instrumental, Vocal)	Jennifer Hawkinson	NASM	SPA: NASM
Foreign Language K-12 (Chin, Fren, Span)	Suzanne Johnston	ACTFL	SPA: ACTFL
MAT (non-SPED)(Elem, ML, SecEd)	Sunny Styles-Foster	ATS	CAEP Feedback
MAT SPED	Keith Lenz	CEC	CAEP Feedback
Program Name – Advanced Programs	Coordinator 2019-2020	Standards	Review Option
Library Media	Erin Shaw	AASL	SPA: AASL
Reading and Dyslexia (DT, MSE)	Amy Thompson	ILA, IDA	SPA: ILA, IDA
School Counseling	Valerie Couture	AR - EC	CAEP Feedback
School Leadership (Bldng-Level)	Shelly Albritton	ELCC	SPA: ELCC
School Leadership (Distr-Level)	Shelly Albritton	ELCC	SPA: ELCC
Special Education (MSE/GC)	Keith Lenz	CEC	SPA: CEC
Gifted and Talented	Debbie Dailey	GATE	CAEP Feedback
Integrated B-K	Keith Lenz	ATS	CAEP Feedback
Program Name – Other Programs	Description	Standards	Review Option
Coaching	Add-On	ATS	CAEP Feedback
English as a Second Language	Add-On	ATS	CAEP Feedback
SPED Resource	Add-On	ATS	CAEP Feedback
Career Development	Add-On	*	CAEP Feedback
Driver's Education	Add-On	*	CAEP Feedback
School Psychology	Ancillary	NASP	SPA: NASP
Speech Language Pathology	Ancillary	CAA	SPA: CAA

Appendix B - Proprietary Assessments

The EPP uses data from proprietary assessments to analyze candidate and completer performance. The EPP Associate Dean ensures that all data are collected according to an identified schedule, that data are staged and analyzed, and that data are shared to appropriate program and committee structures.

EPP-Created Assessment	Data Use	Platform	Data Collection	Data Staged	Data Review
Praxis Core	Initial Program Admission Option; MAT Program Admission	ETS, AirTable	Pgm Adm	Summer	CAEP 3, Dept Chairs
ACT	Initial Program Admission Option	ETS, AirTable	Pgm Adm	Summer	CAEP 3, Dept Chairs
Praxis Subject Assessments	Admission to Final Internship	ETS, AirTable, Qualtrics	Gate 3 - Fall, Spring	Summer	CAEP 1, Pgm Coor
Praxis Pedagogy Assessments	Licensure	ETS, AirTable, Qualtrics	Gate 4 - Fall, Spring	Summer	CAEP 1, Pgm Coor
Pearson Foundations of Reading	Licensure	Pearson, AirTable	Gate 4 - Fall, Spring	Summer	CAEP 1, Pgm Coor
Danielson Framework for Teaching (a.k.a. "TESS")	Program Completion. Summative: Clinical Internship Summative Assessment (exit requirement) Formative: Clinical Internship Lesson Observations, Internship I/Methods Lesson Observations (UG), MAT Practicum (MAT)	Chalk and Wire	Gate 4 - Fall, Spring	Summer	CAEP 1, Pgm Coor

EPP-Created Assessment	Data Use	Platform	Data Collection	Data Staged	Data Review
Multicultural Efficacy Survey ³	Impact on Student Perceptions of Diverse Learners. Survey used at candidate program admission and program exit. The survey includes three constructs; Experience, Attitude and Efficacy. An additional question requires candidates to select a Multicultural statement that most aligns with their own beliefs. To assess program impact, candidates create a Unique ID to complete the survey. Data analyzed include matched pairs data and “snapshot” data by semester.	Qualtrics	Fall, Spring	Summer	Div Comm
ADE Employer Satisfaction Survey	Post-Graduation	ADE	Spring	Upon Receipt	CAEP 4, Pgm Coor
ADE Novice Teacher Survey	Post-Graduation	ADE	Spring	Upon Receipt	CAEP 4, Pgm Coor

³ Guyton, E. M., & Wesche, M. V. (2005). The multicultural efficacy scale: Development, item selection, and reliability. *Multicultural Perspectives*, 7(4), 21-29.

Appendix C - EPP-Created Assessments

The EPP has created unit-wide assessments at both the initial (four assessments) and advanced levels (one shared assessment). The EPP Associate Dean ensures that all assessments and surveys are deployed according to an identified schedule, that data are staged and analyzed, and data are shared to appropriate program and committee structures. The Associate Dean, in collaboration with the Technology Learning Center, monitors Chalk and Wire Pending Assessments to encourage appropriate faculty, candidate, and completers to provide feedback on the EPP-wide and program-specific assessments.

EPP-Created Assessment	Point(s) of Distribution	Platform	Data Collection	Data Staged	Data Review
Unit Plan (Initial)	Final Clinical Internship – Gate 4	Chalk and Wire	Fall, Spring	Summer	CAEP 1, Pgm Coor
Impact on Student Learning (Initial)	Final Clinical Internship – Gate 4	Chalk and Wire	Fall, Spring	Summer	CAEP 1, Pgm Coor
Disposition (Initial)	Ongoing – used as part of the EPP “Gates” system for program progression (see Appendix F)	Qualtrics	Fall, Spring	Summer	Pgm Coor
Technology Portfolio (Initial)	EDUC 4210 – Gate 3. Undergraduate initial preparation programs (except STEM, Music). Within exit portfolio, candidates verify completion of Apple Teacher for iPad micro-credential and Google Certified Educator (Level 1) status	Google Drive	Fall, Spring	Summer	Tech Comm, Pgm Coor

EPP-Created Assessment	Point(s) of Distribution	Platform	Data Collection	Data Staged	Data Review
Course Grades (Initial) ⁴	All program coordinators analyze candidate content course grades prior to approving candidate for final internship. Most program coordinators use grades as their key assessment #2. EPP Dean’s Office compiles grade distribution for course enrollment to compare education majors against course average – Gate 3	Argos, Banner	Fall, Spring	Summer	Pgm Coor
Shared Values Rubric (Advanced)	Program Completion Summative: Survey used at candidate program exit. Formative: Secondary Evaluation Rubric attached to every program assessment	Chalk and Wire	Fall, Spring, Summer	August	GPCWG ⁵ , Pgm Coor

⁴ Technically not an “EPP-created assessment” but still used as evaluation measure for candidate progression
⁵ GPCWG = Graduate Program Coordinators’ Working Group

Appendix D - EPP-Created Surveys

The EPP has created unit-wide surveys at both the initial and advanced levels. The EPP Associate Dean ensures that all assessments and surveys are deployed according to an identified schedule, that data are staged and analyzed, and data are shared to appropriate program and committee structures. The Associate Dean, in collaboration with the Technology Learning Center, monitors response rates to encourage appropriate faculty, candidate, and completers to provide feedback on the provided surveys. Survey links provided in Appendix E.

EPP-Created Survey	Point(s) of Distribution	Platform	Data Collection	Data Staged	Data Review
Intro Class / Cadet (Initial)	Survey link shared to all instructors of EDUC 1300 or STEM 1100 courses at the end of each semester by Associate Dean. Survey link shared to all Cadet and Impact Tomorrow candidates at February Impacting Tomorrow Summit event by Cadet Program coordinator.	Qualtrics	Fall, Spring	Summer	Intro Class Working Group, Dept Chairs
Technology in COE (Initial, Advanced)	Survey link shared to all EPP faculty by Associate Dean at the end of each semester. Faculty asked to share to candidates widely.	Qualtrics, Chalk and Wire	Fall, Spring, Summer	Each term	Tech Comm, Dept Chairs
Candidate Feedback on Field (Initial)	Survey link shared to EPP faculty teaching coursework with embedded field each semester by Associate Dean. Faculty asked to share to candidates widely	Qualtrics, Chalk and Wire	Fall, Spring, Summer	Each term	CAEP 2 Comm, Pgm Coor, Dept Chairs
Candidate Feedback on Field (Advanced)	Survey link shared to program coordinators each semester by Associate Dean. Faculty asked to share to candidates widely	Qualtrics, Chalk and Wire	Fall, Spring, Summer	Each term	GPCWG Comm, Pgm Coor, Dept Chairs

EPP-Created Survey	Point(s) of Distribution	Platform	Data Collection	Data Staged	Data Review
End-of-Program (Initial, General)	Survey link shared to exiting interns at end of each semester by field coordinator. Candidates required to submit certificate of completion. EoP survey has “pass-thru” to secondary “name collection” survey to gather additional data significant for CAEP 4 expectations.	Qualtrics	Fall, Spring	Summer	CAEP 4 Comm, Dept Chairs
End-of-Program (Advanced, General)	Survey link shared to exiting candidates at end of each semester by program coordinator. EoP survey has “pass-thru” to secondary “name collection” survey to gather additional data significant for CAEP 4 expectations.	Qualtrics	Fall, Spring, Summer	Summer	Pgm Coor, Dept Chairs
Program Specific Evaluation (Initial, Advanced)	In addition to the End-of-Program “General” surveys for initial and advanced programs, candidates may also receive a program-specific survey.	Qualtrics	Fall, Spring, Summer	Summer	Pgm Coor, Dept Chairs
Post-Graduate Satisfaction (Initial)	<p>IR sends survey link to all initial program graduates at the 1-, 2-, and 3-year out mark.</p> <p><i>Note: (1) ADE also surveys candidates teaching in APS at 1-year post graduation and provides data to EPPs; (2) Arch Ford Novice Mentoring system surveys candidates teaching in local APS at 1-, 2-, and 3- year post graduation and provides data to EPPs (first year implementation 2017-2018)</i></p>	Qualtrics	Spring (May)	Summer	CAEP 4 Comm, Pgm Coor, Dept Chairs

EPP-Created Survey	Point(s) of Distribution	Platform	Data Collection	Data Staged	Data Review
Post-Graduate Satisfaction (Initial)	IR sends survey link to all advanced program graduates at the 1-, 2-, and 3-year out mark.	Qualtrics	Spring (May)	Summer	GPCWG Comm, Pgm Coor, Dept Chairs
Employer (Initial)	Sent to all employers of graduates. Names/emails pulled from Post-Graduate and EoP (Name Collection) Survey Responses as well as ADE data on graduates teaching in Arkansas public schools <i>Note: ADE also surveys employers and provides data to EPPs</i>	Qualtrics	Spring (May)	Summer	CAEP 4 Comm, Pgm Coor, Dept Chairs
Employer (Advanced)	Sent to all employers of graduates. Names/emails pulled from Post-Graduate and EoP (Name Collection) Survey Responses	Qualtrics	Spring (May)	Summer	GPCWG Comm, Pgm Coor, Dept Chairs
Committee and Program Reporting	Sent to all program coordinators and committee chairs by Associate Dean at the end of each semester.	Qualtrics	Fall, Spring	Summer	Assoc. Dean., CAC
Program Disposition Reporting and Tracking	Each department has a survey for faculty to report concerns regarding candidate dispositions. Sent to all program coordinators and COE faculty by Associate Dean at the end of each semester. ELSE Disposition Tracking MAT Disposition Tracking T&L Disposition Tracking ML Program Disposition Tracking Content Faculty Disposition Tracking	Google Drive	Fall, Spring	Summer	Assoc. Dean, Dept Chairs

In addition to the surveys listed above, the EPP uses a collection of surveys around the initial programs' final clinical internship to ensure ongoing quality of that experience.

EPP-Created Survey	Point(s) of Distribution	Platform	Data Collection	Data Staged	Data Review
Mentor Feedback on UCA Field Practices	Survey link shared to all mentor teachers by field coordinator at end of each semester	Qualtrics	Fall, Spring	Each Term	CAEP 2, Dept Chairs, Field Coor
Mentor Teacher Evaluation of University Supervisor					
Mentor Teacher Feedback on Candidate Dispositions and TESS Performance					
University supervisor evaluation of the mentor teacher	Survey link shared to all university supervisors by field coordinator at end of each semester.	Qualtrics	Fall, Spring	Each Term	Dept Chairs
Teacher candidate evaluation of the mentor teacher	Survey link shared to all teacher candidates by field coordinator at end of each semester.	Qualtrics	Fall, Spring	Each Term	CAEP 2, Dept Chairs, Field Coor
Teacher candidate evaluation of the supervisor		Qualtrics	Fall, Spring	Each Term	Dept Chairs

Appendix E - EPP-Created Surveys (Links)

End of Program Surveys for all Initial Licensure Candidates

- End of Program Evaluation (Teacher Candidates) - <http://uca.edu/go/InitialEOP>
- Multicultural Efficacy Survey (Post-Program) - <http://uca.edu/go/PostMES>
- Teacher Candidate Evaluation of the Mentor Teacher - <http://uca.edu/go/UCAMentor>
- Teacher Candidate Evaluation of the Supervisor - <http://uca.edu/go/UCAsupervisor>

Program Specific Evaluation

- Program Evaluation (MAT) – <http://uca.edu/go/MATEoP>
- Program Evaluation (K-6) - <http://uca.edu/go/ElemEOP>
- Program Evaluation (K-12 SPED) - <http://uca.edu/go/SpEdEOP>
- Program Evaluation (Middle Level) - <http://uca.edu/go/MLEOP>
- Program Evaluation (Secondary) - <http://uca.edu/go/SecEOP>

End of Program Surveys for all Advanced Licensure Students

- End of Program Evaluation (Graduate) - <http://uca.edu/go/GradEOP>

Additional Surveys Shared to Each Semester

- Technology in COE Student Survey (Initial, Advanced) - <http://uca.edu/go/coetech>
- Candidate Feedback on UCA Field Experience (Initial) - <http://uca.edu/go/COEfield>
- Candidate Feedback on UCA Field Experience (Advanced) - <http://uca.edu/go/GradField>
- Intro Class Survey: <http://uca.edu/go/IntroClassSvy>
- For committee and program reporting - <http://uca.edu/go/CommChairs>

Surveys For Mentors/Collaborating Teachers

- Mentor Feedback on UCA Field Experience - https://ucaeducation.co1.qualtrics.com/jfe/form/SV_9HWC58oZ7uiOnVX
- Mentor Teacher Evaluation of the University Supervisor - https://ucaeducation.co1.qualtrics.com/jfe/form/SV_0PdupmGZQPHaQAJ
- Mentor Teacher Feedback on Candidate Dispositions - https://ucaeducation.co1.qualtrics.com/jfe/form/SV_9Sjuv27MfRn9P2l

Surveys for UCA Supervisors

- University Supervisor Evaluation of the Mentor Teacher -
https://ucaeducation.co1.qualtrics.com/jfe/form/SV_3CSR4plsveSn61T

Post-Graduation

- Graduate Satisfaction (Initial) -
https://ucaeducation.co1.qualtrics.com/jfe/form/SV_06Zzh5JOaY5M36B
- Graduate Satisfaction (Advanced) -
https://ucaeducation.co1.qualtrics.com/jfe/form/SV_6mXjSnMYInFyG5D
- Employer Survey (Initial) -
https://ucaeducation.co1.qualtrics.com/jfe/form/SV_1ZzOq27PNIT463z
- Employer Survey (Advanced) -
https://ucaeducation.co1.qualtrics.com/jfe/form/SV_cvadWx0Y1TviMKh

Appendix F - Gates

Undergraduate Initial Programs - Gates

GATE	Place in Program	Criteria
GATE 1	Approval to enroll in professional education courses	Candidates must complete the following steps to be approved to enroll in designated professional education courses: <ul style="list-style-type: none"> • Submit teacher education application • Clear preliminary background check • Satisfactorily complete foundation coursework • Demonstrate basic skills proficiency • Earn required minimum grade point average • Receive a satisfactory candidate review
GATE 2	Approval to enroll in Internship I	To be approved for Internship I, candidates must: <ul style="list-style-type: none"> • Complete all requirements to be approved for professional education courses (Gate 1) • Maintain cumulative GPA of 2.70 or better • Receive recommendation by program coordinator who will review class performance and verify that candidate has sufficient preparation for Internship I • Receive satisfactory candidate review by program or program coordinator(s) to determine if candidate demonstrates appropriate dispositions and academic preparedness for Internship I
GATE 3	Approval to enroll in Internship II	To be approved for Internship II, candidates must: <ul style="list-style-type: none"> • Complete all major and professional education coursework requirements with a C or better • Have a minimum cumulative GPA of 2.70 • Earn satisfactory score on Internship I summative evaluation • Submit scores on required Praxis subject assessment(s) • Clear criminal history and child maltreatment background checks • Demonstrate appropriate dispositions as measured by COE rubric • Receive satisfactory candidate review by program or program coordinator(s)
GATE 4	Teacher education program exit	To exit the program, candidates must: <ul style="list-style-type: none"> • Have minimum cumulative GPA of 2.70 • Complete Internship II with grade of C or better • Satisfactorily complete of all program key assessments • Submit scores on required Principles of Learning & Teaching (or World Languages pedagogy) exam • Earn undergraduate degree <p>Note: Candidates meeting teacher education program completion requirements may not have met Arkansas teacher licensing requirements. These candidates will not be recommended for licensure until the completion of all Arkansas Department of Education requirements.</p>

Initial MAT Programs - Gates

GATE	Place in Program	Criteria
GATE 1	Program Admission	<p>In addition to meeting the graduate school requirements, candidates are required to</p> <ul style="list-style-type: none"> • Complete the MAT application found at https://uca.edu/mat/mat-admission-requirements/. • Submit of a written statement of purpose (see guidelines). • Have achieved a competitive grade point average on prior work. • After admission to the graduate school and the MAT program, competitive standardized test scores to establish competency in Reading, Writing, and Mathematics must submitted to the program within the first semester of enrollment. Failure to submit these scores will result in the candidate being unable to move forward in their chosen program of study.
GATE 2	Mid-Program Review	<p>Provisional license awarded https://uca.edu/ocs/mat-provisional-license/</p> <p>OR</p> <p>Candidate contacts program coordinator after the completion of 12-15 hours for a Mid-Program Review (dispositions and GPA will be reviewed at this time–Degree Works will have reminder). Candidates must maintain a 3.0 GPA.</p>
GATE 3	Approval to enroll in Internship	<p>Successful application and acceptance into Internship See this page for requirements– https://uca.edu/mat/internship/</p> <p>Upon completion of 33 hours and prior to Internship, candidates must submit passing Praxis II Content scores. Candidates must also have an overall minimum GPA of 3.0 in program coursework and have no dispositional issues that could impact their performance in internship.</p>
GATE 4	Teacher education program exit	<p>Candidates must submit passing scores on the Principles of Learning and Teaching exam (PLT Praxis exam).</p> <p>Note: In order to apply for a standard teaching license in any K–12 content area, candidates MUST pass the Praxis II content assessment and the Principles of Learning and Teaching (PLT) assessment.</p>

Advanced Programs - Gates

GATE	Place in Program	Criteria
GATE 1	Program Admission	<p>Advanced program candidates must:</p> <ul style="list-style-type: none"> • Complete the graduate school application • Provide evidence of a valid baccalaureate degree from an accredited institution • Provide evidence of a minimum cumulative undergraduate GPA of 2.70 on a scale of 4.00 OR at least a 3.00 in the last 60 hours of undergraduate study (<u>with cohort average held at to CAEP minimum criteria</u>); • Provide evidence of a minimum 3.00 GPA on any graduate course work taken at another accredited institution • Submit a valid standard educator license or a two-page, double-spaced letter of intent that includes reasons for entering the program (except school counseling initial program option) • Program specific application (some, but not all, programs) • Engage in an interview with faculty (some, but not all, programs) • Program specific statement of purpose/intent and/or provide two professional references (most, but not all, programs)
GATE 2	Ongoing Review	<p>Programs establish retention criteria separately based on guidance from the graduate school. Retention is contingent upon making satisfactory academic progress toward the degree. Candidates must maintain a 3.0 GPA. Candidates are reviewed for their academic performance throughout the program. EPP advanced students are expected to maintain continuous enrollment throughout their program of study until achieving program completion. Specifically, EPP graduate students are expected to be enrolled in at least two of the three semesters in a given calendar year (Spring, Summer I or II, and Fall). If a student must take a time-out, the student is expected to notify his/her home department. If a student fails to register for more than one semester out of three in a given calendar year, he/she may be ineligible for readmission unless granted by the home department.</p> <p>Serious violations of the state ethics mandates for P-12 educators, and/or serious violations of UCA student academic conduct policies may result in suspension or dismissal from the program. To remain within their program, candidates must (1) maintain at least a 3.00 GPA with a maximum of six hours of "C" grades, and (2) satisfactorily complete all student assessments required as part of the program and EPP accreditation process. Candidates are reviewed by their assigned faculty advisor and program coordinator <i>each semester</i> for ongoing progress. Candidates are reviewed for grades earned in coursework and performance on key assessments. Candidate enrollment holds <i>are not lifted</i> until they speak with their coordinator and/or assigned faculty advisor. Program advisors communicate directly with candidates who do not connect with the EPP for advising prior to the start of each term based on a list provided by the graduate school of non-enrolled, active students in each program.</p>
GATE 3	Education program exit	<p>To be recommended for a degree and/or license, candidates must meet the following requirements:</p> <ul style="list-style-type: none"> • (degree/license) Complete all required course work with at least a 3.00 GPA with a maximum of six hours of "C" grades;

		<ul style="list-style-type: none">• (degree/license) Complete satisfactorily all student assessments required as part of the state and CAEP (formerly NCATE) accreditation process with a score at the “basic” or “progressing” level;• (license) Present score report on the state-mandated external standardized examination (Praxis) and meet at least the minimum score set by the state for licensure; and• (license) Present other documentation that is required by the state in order for the department to recommend you for the appropriate license.
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Appendix G - EPP Committees

Committee	Description
Undergraduate Program Coordinators (UPC)	<p>Primary committee structure for discussions and decisions for EPP-wide changes and assurance of EPP curricular integrity. The UPC analyzes EPP-wide aggregate data and disaggregated program data to inform EPP-wide changes affecting all initial licensure programs.</p> <p>Membership: Program coordinators, Field Coordinators, OCS Director, Dean, Associate Dean, Department Chairs, TLC Representative</p>
Graduate Program Coordinators (GPC)	<p>Primary committee structure for discussions and decisions for EPP-wide changes and assurance of EPP curricular integrity. The GPC analyzes EPP-wide aggregate data and disaggregated program data to inform EPP-wide changes affecting all advanced licensure programs.</p> <p>Membership: Program coordinators, Field Coordinator, OCS Director, Dean, Associate Dean, Department Chairs, TLC Representative (as needed)</p>
CAEP Standard 1	<p>Analyze COE data aligned to initial candidate content and pedagogical knowledge and make recommendations for continuous improvement. Continue oversight comparing and verifying alignment of current EPP key assessments and common surveys to relevant standard sets and expectations for candidate content and pedagogical knowledge (INTASC, CAEP, TESS). Review, develop, and/or revise EPP key (not program) assessments and assessment practices based on best-practices research on validity and reliability (including all support materials: descriptions, support materials, resources, etc.).</p> <p>Membership: Even distribution of faculty members from all initial licensure program levels</p>
CAEP Standard 2	<p>Analyze COE data aligned to initial candidate clinical experiences and make recommendations for continuous improvement including review of candidates' experiences with technology (e.g., support in integrating technology) and diversity (e.g., range and diversity in placements, support in understanding diverse needs of K-12 students). Compare current practices in field/clinical experiences to relevant standards set and best practices expectations (e.g., CAEP, AACTE). Maintain oversight of partnerships for clinical experiences to include criteria for selection of mentor teachers, support for mentor teachers, and data collection for feedback on UCA clinical experiences.</p> <p>Membership: Field coordinators from all programs</p>

Committee	Description
CAEP Standard 3	<p>Analyze COE data aligned to initial candidate quality, recruitment, and selectivity and make recommendations for continuous improvement (e.g., recommendations might focus on “gates” within programs). Analysis should include tracking candidates’ attributes and dispositions beyond academic ability that candidates must demonstrate at admission and during the program. Compare current practices in candidate quality, recruitment, and selectivity to relevant standards set and best practices expectations (e.g., CAEP Standard 3). Maintain 5-7 year plan for UCA COE recruitment to include recruitment of diverse candidates.</p> <p>Membership: Even distribution of faculty members from all initial licensure program levels</p>
CAEP Standard 4	<p>Analyze COE data aligned to initial graduate impact and experiences in the field and make recommendations for continuous improvement. Analysis should include review of data from graduate surveys, employer surveys, ADE and other EPPR data, and data from induction experience. Compare current practices in supporting and assessing graduates’ impact to relevant standards set and best practices expectations (e.g., CAEP Standard 4, Teacher Work Sample, EdTPA, etc). Make recommendations for collecting and analyzing evidence of UCA initial teacher licensure graduates’ impact on K-12 student learning and their success in the field.</p> <p>Membership: Even distribution of faculty members from all initial licensure program levels</p>
Technology Committee	<p>Analyze COE data for initial and advanced programs supporting candidate proficiency in technology and technology integration compared to COE adopted technology proficiencies and recommend how to increase candidate competence in technology integration to support student learning (CAEP Standard 1.5).</p> <p>Membership: Even distribution of faculty members from all initial and advanced licensure program levels and TLC representative(s).</p>
Diversity Committee	<p>Analyze COE data for initial and advanced programs supporting candidate proficiency in diversity compared to COE adopted diversity proficiencies and recommend how to increase candidate competence in working in diverse settings with diverse stakeholders (CAEP Standard 2). 4. Write annual UCA Diversity Report (due November 15 to Office of Institutional Diversity).</p> <p>Membership: Even distribution of faculty members from all initial and advanced licensure program levels</p>
Graduate Program Coordinators’ Working Group (GPCWG)	<p>Analyze COE data and practices aligned to advanced candidate content and pedagogical knowledge and make recommendations for continuous improvement; candidate clinical experiences; candidate quality, recruitment, and selectivity and make recommendations for continuous improvement; graduate impact and experiences in the field; and candidate experiences with technology and diversity.</p> <p>Membership: Even distribution of faculty members from all advanced licensure program levels</p>

Committee	Description
College Administrative Council	The council provides vision, direction, and decision making to achieve the college goals and initiatives. The council is committed to creating and supporting within the college a culture of collaboration, responsiveness, transparency, leadership, fiscal responsibility, inclusivity, and innovation. Membership: College Leadership - https://uca.edu/education/leadership/ .

Appendix H - CAEP Standard 4

The EPP is able to demonstrate the impact of its completers on P-12 student learning and development, classroom instruction, and schools. Additionally, the EPP is able to provide data on the satisfaction of its completers with the relevance and effectiveness of their preparation as well as the satisfaction of employers on completer preparation. All initiatives and data sources with summary data are described here. All data are reviewed annually and disaggregated for each program where possible. Program coordinators and department chairs receive program data and available comparative benchmark data. Data are also reviewed by the CAEP Standard 4 committee, the GPCWG, and Executive Advisory Board.

The EPP has multiple measures documenting completer impact on their P-12 students' learning and development to include:

Measure	Source	Data Description	Data Shared
Value-Added Scores	ADE	ADE now provides EPPs student growth measures tied to EPP completers. The ADE VAS report provided a summary of the value-added growth scores for the EPP for three years of completer cohorts (AY 15-16, 16-17, 17-18). Tables provided include overview of value-added growth scores, summary of growth scores, trend charts, confidence bands, and distributions. State level data were provided as a benchmark. Provided data were based on the state mandated ACT Aspire results. Data are limited to student scores for grades 3-11 and only for ELA, math, and science.	Program Coor, UPC, CAEP 4, EAB
Value-Added Measures	LRSD	Data provided by LRSD include student aggregate results reported by completer for the NWEA test for Reading and Math (grades 1, 2) as well as the ACT Aspire for English, Math, Reading, and Science (grades 3-11).	Program Coor, UPC, CAEP 4, EAB
Arch Ford Novice Teacher Impact Measure	AF	AF NTs complete an Impact on Student Learning project in the spring term. They teach a unit of instruction in their classrooms and gather pre/post data around the identified unit. The NT report the unit context, learning targets, pre/post-test data, and their response to the data. The AF aggregate data is held as a comparative benchmark. The EPP is able to drill down to program specific enrollment of completers to examine performance according to licensure area and program enrollment (MAT vs UG).	Program Coor, UPC, CAEP 4, EAB
Induction Impact	EPP	In fall 2016, the EPP started a novice teacher induction program adding a formalized impact on student learning project in AY 2018-19. Completers write a differentiated lesson and provided pre/post data around that lesson.	Program Coor, UPC, CAEP 4, EAB

The EPP collects data using multiple measures to provide evidence that completers effectively apply the professional knowledge, skills, and dispositions that the preparation program experiences were designed to achieve. These sources of evidence all center on the state-wide use of the Danielson Framework for Teaching as a measure of candidates' and completers' abilities to enact the expected professional knowledge, skills, and dispositions based on an observation of their teaching practices.

Measure	Source	Data Description	Data Shared
EPP-Based Induction Initiative	EPP	Data from faculty observations of the novice teachers in their classrooms. Faculty partnered with novice teachers throughout the academic year and visited their classrooms at least once. In most cases, faculty visited classrooms multiple times and made multiple performance observations. Data were aggregated across all observations and disaggregated by licensure area to give insight into completers' performances. All faculty are trained and routinely calibrated on the TESS rubric as part of the EPP quality assurance system protocols to ensure instrument quality.	Program Coor, UPC, CAEP 4, EAB
Arch Ford Buddy Teacher Ratings	AF	Data provided in this report come from the mentor teacher (e.g., "buddy teacher") observations of the novice teacher in their 1-, 2-, and 3-years of induction. The buddy teachers are assigned by the school/district and supported by the Arch Ford program faculty where they receive PD in the form of coaching as well as 1-on-1 assistance for their work.	Program Coor, UPC, CAEP 4, EAB
Arch Ford Novice Teacher Self-Assessment	AF	In addition to the mentor teacher ("buddy teacher") scores on the novice teachers based on performance observations, the novice teachers also provide their own self-assessment of their performance on the TESS rubric.	Program Coor, UPC, CAEP 4, EAB
EPP Completer Self-Reporting	EPP	As part of the post-graduation survey sent to EPP completers 1-, 2- and 3-years post-graduation, the EPP asks if participants will provide their domain level TESS ratings from their principal. Every year, the EPP has participants provide these data through that avenue	Program Coor, UPC, CAEP 4, EAB

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