

**Program Assessment Report  
Birth – Kindergarten / Special Education Teacher Licensure Program  
University of Arkansas  
Academic Year 2018-2019**

**1. Department Name & Contact Information**

Birth – Kindergarten / Special Education Teacher Licensure Program  
Program Leader: Laura K. M. Herold  
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**2. Department Mission**

The mission of the HDFS undergraduate program is to provide educational experiences that (1) provide students with accurate and evidence based knowledge of the bio-ecological context of human development, (2) develop students' appreciation for the diversity in the lived experiences of individuals and families, (3) give students the cognitive tools to critically evaluate theory and research in HDFS, (4) provide students with a cognitive framework to understand and affect positive change in the lives of individuals, families, and social systems, and (5) develop students' professional skills in regard to writing, making oral presentations, and evaluating social service programs and social contexts.

**3. Program Goals**

The purpose of the Birth through Kindergarten (BRKD) program is to ensure that educators are prepared to teach infants, toddlers, preschoolers, and kindergarteners with and without disabilities. The Birth through Kindergarten program will prepare educators to work in settings that serve young children, including public schools, early intervention programs, child care and education centers, and residential placement centers. The BRKD program will meet the need for a teacher licensure program that leads to Arkansas' Integrated Birth through Kindergarten/Special Education teacher license, as set forth in Arkansas Department of Education Rules Regarding Teacher Licensure.

**CAEP Assessment**

*The BRKD program is assessed along with other teacher licensure programs at the University of Arkansas by the Council for the Accreditation of Educator Preparation (CAEP). Faculty in our program participate on subcommittees alongside education faculty across the university, assisting in data collection and analysis for various standards. Our joint report addresses the CAEP requirements and is prepared with that body in mind. For the purposes of this documentation of our program assessment, I have attempted to include the relevant information in text. All referenced attachments are linked below and can also be found here: <https://w.taskstream.com/ts/manager406/CAEPPortfolio.html/uif9e6ea00uhfiffifkf7ecf6el>.*









**Standard 1: Content and Pedagogical Knowledge**

**The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.**

### 1.1 Candidate Knowledge, Skills, and Professional Dispositions

Candidates demonstrate an understanding of the 10 In TASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

*File Attachments:*

1.  [E 1.1a Benchmark Exit Survey Evidence for CAEP Report.pdf](#)
2.  [E 1.1c Completer Data Evidence for CAEP Report.pdf](#)
3.  [E 1.1f Focused Candidate Interview Evidence for CAEP Report.pdf](#)
4.  [E 1.1h Mentor Survey of Candidate Evidence for CAEP Report.pdf](#)
5.  [E 1.1i TESS Summative Data Evidence for CAEP Report.pdf](#)
6.  [E 1.5b ADE Supervisor Survey Evidence for CAEP.pdf](#)
7.  [E 1.5d Benchmark Employer Survey Evidence for CAEP Report.pdf](#)
8.  [E 5.2a TESS Summative Evidence for CAEP Report.pdf](#)

### 1.2 Provider Responsibilities





Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

Each program at the University of Arkansas creates opportunities for candidates to impact P-12 learners. At this time, each program designates an assignment in their course where candidates measure their students' achievement prior to and after implementation of a lesson or instructional strategy. Candidates learn to utilize a variety of assessments to guide their instructional decisions and reflect on the decisions they make following the lesson or implementation of the instructional strategy. To give a snapshot of each experience, this link below includes program assignments and candidate work in their course.

<https://w.taskstream.com/ts/manager406/CAEPExamplesforImpactDiversityandTechnology>

Other examples of EPP examples are attached below.







*File Attachments:*

1.  [E 1.1a Benchmark Exit Survey Evidence for CAEP Report.pdf](#)
2.  [E 1.1c Completer Data Evidence for CAEP Report.pdf](#)
3.  [E 1.1f Focused Candidate Interview Evidence for CAEP Report.pdf](#)
4.  [E 1.1h Mentor Survey of Candidate Evidence for CAEP Report.pdf](#)

### 1.3 Provider Responsibilities

Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).



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1.  [E 1.1a Benchmark Exit Survey Evidence for CAEP Report.pdf](#)
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3.  [E 1.1f Focused Candidate Interview Evidence for CAEP Report.pdf](#)
4.  [E 1.1h Mentor Survey of Candidate Evidence for CAEP Report.pdf](#)
5.  [E 1.1i TESS Summative Data Evidence for CAEP Report.pdf](#)
6.  [E 1.3a Benchmark Alumni Survey Evidence for CAEP Report.pdf](#)

### 1.4 Provider Responsibilities

Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).







*File Attachments:*



1.  [E 1.1h Mentor Survey of Candidate Evidence for CAEP Report.pdf](#)
2.  [E 1.1i TESS Summative Data Evidence for CAEP Report.pdf](#)

### 1.5 Provider Responsibilities

Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

*File Attachments:*

1.  [E 1.1a Benchmark Exit Survey Evidence for CAEP Report.pdf](#)
2.  [E 1.1f Focused Candidate Interview Evidence for CAEP Report.pdf](#)
3.  [E 1.1h Mentor Survey of Candidate Evidence for CAEP Report.pdf](#)
4.  [E 1.1i TESS Summative Data Evidence for CAEP Report.pdf](#)
5.  [E 1.3a Benchmark Alumni Survey Evidence for CAEP Report.pdf](#)
6.  [E 1.5a ADE Alumni Survey Evidence for CAEP.pdf](#)

7.  [E 1.5b ADE Supervisor Survey Evidence for CAEP.pdf](#)
8.  [E 1.5d Benchmark Employer Survey Evidence for CAEP Report.pdf](#)

Each program at the University of Arkansas creates opportunities for candidates to integrate technology. At this time, each program designates an assignment in their course. Candidates utilize technology as they create high quality lessons. To give a snapshot of each experience, this link below includes program assignments and candidate work in their course.










<https://w.taskstream.com/ts/manager406/CAEPExamplesforImpactDiversityandTechnology>

### **A 1.1**

Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced through:

- Applications of data literacy;
- Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;
- Employment of data analysis and evidence to develop supportive school environments;
- Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
- Supporting appropriate applications of appropriate technology for their field of specialization; and
- Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.



*File Attachments:*

1.  [E 1.1i TESS Summative Data Evidence for CAEP Report.pdf](#)
2.  [E 3.2a Academic Criteria Evidence for CAEP Report.pdf](#)
3.  [E A 1.1a SPED MED course alignment.pdf](#)
4.  [E A 1.1b Phase in Plan A1.1 SPED.pdf](#)
5.  [E A 1.1c Phase in Plan A1.1 EDLE.pdf](#)
6.  [E A 1.1d CATE Course Alignment.pdf](#)
7.  [E A 1.1e Advanced and Add On Programs.pdf](#)
8.  [E ADVANCED ADD ONS Praxis content mean scores 2016-2018.pdf](#)
9.  [E CAEP EDLE Plan.pdf](#)

## A 1.2

Providers ensure that advanced program completers have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards.

*File Attachments:*




1.  [E A 1.1b Phase in Plan A1.1 SPED.pdf](#)
2.  [E A 1.2b Phase in Plan A1.2 EDLE.pdf](#)

### **Program Review with Feedback Evidence**

Even though early program review through CAEP was optional, the EPP submitted the following programs for review: Elementary Education baccalaureate and post-baccalaureate; Family and Consumer Science, Business Education, Industrial Technology; Birth to Kindergarten; Secondary Education English, Drama/Speech, Foreign Language, Science, and Math graduate; UATeach Math, Science, and Computer Science undergraduate; Physical Education; Agricultural Education; and Special Education undergraduate.

Attached is the original program review with feedback report along with our addendum. We have also included the CAEP Panel feedback.

*File Attachments:*

1.  [E Program Review Feedback.pdf](#)
2.  [E Program Review with Feedback Addendum.pdf](#)
3.  [E Program Review with Feedback Report REVISED.pdf](#)

### **Standard 2: Clinical Partnerships and Practice**

**The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.**

#### **2.1 Partnerships for Clinical Preparation**

Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, 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.










*File Attachments:*

1.  [E 1.1h Mentor Survey of Candidate Evidence for CAEP Report.pdf](#)
2.  [E 1.1i TESS Summative Data Evidence for CAEP Report.pdf](#)
3.  [E 1.5d Benchmark Employer Survey Evidence for CAEP Report.pdf](#)
4.  [E 2.1c Graduate Employment Survey Evidence for CAEP Report.pdf](#)
5.  [E 2.1d U of A Grant Programs for Mutually Beneficial Partnerships.pdf](#)
6.  [E 2.1f MOU Evidence.pdf](#)
7.  [E 2.1g Partnership Agendas Evidence.pdf](#)
8.  [E 2.1i University Teacher Education Board Evidence for CAEP.pdf](#)
9.  [E 2.1j Professional Development School Meeting with Sonora Middle School.pdf](#)
10.  [E 2.1k Professional Development School Model Evidence CIED 4153.pdf](#)

## **2.2 Clinical Educators**

Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

*File Attachments:*







1.  [E 1.1a Benchmark Exit Survey Evidence for CAEP Report.pdf](#)
2.  [E 1.1f Focused Candidate Interview Evidence for CAEP Report.pdf](#)
3.  [E 1.1h Mentor Survey of Candidate Evidence for CAEP Report.pdf](#)
4.  [E 1.3a Benchmark Alumni Survey Evidence for CAEP Report.pdf](#)
5.  [E 2.1g Partnership Agendas Evidence.pdf](#)
6.  [E 2.2f Faculty Survey of Mentor Evidence for CAEP Report.pdf](#)
7.  [E 2.2g Intern Survey of Mentor Evidence for CAEP Report.pdf](#)
8.  [E 2.2h Mentor Qualification Survey Evidence for CAEP Report.pdf](#)
9.  [E 2.2j Mentor Training Evidence.pdf](#)

10.  [E 2.2I Professional Development Evidence.pdf](#)

### **2.3 Clinical Experiences**

The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.




*File Attachments:*

1.  [E 1.1a Benchmark Exit Survey Evidence for CAEP Report.pdf](#)
2.  [E 1.1f Focused Candidate Interview Evidence for CAEP Report.pdf](#)
3.  [E 1.1h Mentor Survey of Candidate Evidence for CAEP Report.pdf](#)
4.  [E 1.2a Phase in Plan Impact on P-12 Learners.pdf](#)
5.  [E 1.2b Candidate Impact on P-12 Learners Evidence for CAEP Report.pdf](#)
6.  [E 2.3b Plan for Diverse Field Experiences Evidence for CAEP Report.pdf](#)

### **A 2.1**

Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for advanced program 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 advanced program candidate outcomes.




*File Attachments:*

1.  [E 1.2a Phase in Plan Impact on P-12 Learners.pdf](#)
2.  [E A 2.1a Phase in Plan A2.1 SPED.pdf](#)
3.  [E A 2.1b Phase in Plan A2.1 EDLE.pdf](#)

## A 2.2

The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component A.1.1.

*File Attachments:*

1.  [E A 2.2a Phase in Plan A2.2 SPED.pdf](#)
2.  [E A 2.3b Recruitment EDLE.pdf](#)
3.  [E CAEP EDLE Plan.pdf](#)




### **Standard 3: Candidate Quality, Recruitment, and Selectivity**

**The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.**

#### **3.1 Plan for Recruitment of Diverse Candidates who Meet Employment Needs**

The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

*File Attachments:*

1.  [E 1.1c Completer Data Evidence for CAEP Report.pdf](#)
2.  [E 2.1d U of A Grant Programs for Mutually Beneficial Partnerships.pdf](#)
3.  [E 3.1c Phase in Plan 3.1 Recruitment Plan.pdf](#)

#### **3.2 Admission Standards Indicate That Candidates Have High Academic Achievement and Ability**

The provider sets admissions requirements, including CAEP minimum criteria or the state's minimum criteria, whichever are higher, and gathers data to monitor applicants and the



selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE:

- is in the top 50 percent from 2016-2017;
- is in the top 40 percent of the distribution from 2018-2019; and
- is in the top 33 percent of the distribution by 2020.

If any state can meet the CAEP standards, as specified above, by demonstrating a correspondence in scores between the state-normed assessments and nationally normed ability/achievement assessments, then educator preparation providers from that state will be able to utilize their state assessments until 2020. CAEP will work with states through this transition.

Over time, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard. In this case, the admitted cohort group mean on these criteria must meet or exceed the standard that has been shown to positively correlate with measures of P-12 student learning and development.

The provider demonstrates that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence. The provider reports the mean and standard deviation for the group.





*File Attachments:*







1.  [E 1.1c Completer Data Evidence for CAEP Report.pdf](#)
2.  [E 3.2a Academic Criteria Evidence for CAEP Report.pdf](#)

### **3.3 Additional Selectivity Factors**

Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

*File Attachments:*





1.  [E 1.1a Benchmark Exit Survey Evidence for CAEP Report.pdf](#)
2.  [E 1.1f Focused Candidate Interview Evidence for CAEP Report.pdf](#)
3.  [E 1.1h Mentor Survey of Candidate Evidence for CAEP Report.pdf](#)
4.  [E 1.3a Benchmark Alumni Survey Evidence for CAEP Report.pdf](#)

5.  [E 1.5a ADE Alumni Survey Evidence for CAEP.pdf](#)
6.  [E 1.5b ADE Supervisor Survey Evidence for CAEP.pdf](#)
7.  [E 1.5d Benchmark Employer Survey Evidence for CAEP Report.pdf](#)
8.  [E 3.3a Phase in Plan 3.3 Educator Disposition Assessment.pdf](#)
9.  [E 3.3h Non Academic Criteria Disposition Data Evidence.pdf](#)
10.  [E 3.3i UA Candidate Disposition Inventory Evidence for CAEP.pdf](#)

### **3.4 Selectivity during Preparation**

The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.







*File Attachments:*

1.  [E 1.1c Completer Data Evidence for CAEP Report.pdf](#)
2.  [E 1.1f Focused Candidate Interview Evidence for CAEP Report.pdf](#)
3.  [E 1.1i TESS Summative Data Evidence for CAEP Report.pdf](#)
4.  [E 3.2a Academic Criteria Evidence for CAEP Report.pdf](#)

### **3.5 Selection at Completion**

Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.







*File Attachments:*

1.  [E 1.1c Completer Data Evidence for CAEP Report.pdf](#)
2.  [E 1.1f Focused Candidate Interview Evidence for CAEP Report.pdf](#)
3.  [E 1.1h Mentor Survey of Candidate Evidence for CAEP Report.pdf](#)
4.  [E 1.1i TESS Summative Data Evidence for CAEP Report.pdf](#)
5.  [E 3.3h Non Academic Criteria Disposition Data Evidence.pdf](#)
6.  [E 3.3i UA Candidate Disposition Inventory Evidence for CAEP.pdf](#)

### **3.6 Selection at Completion**

Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results.




*File Attachments:*

1.  [E 1.1a Benchmark Exit Survey Evidence for CAEP Report.pdf](#)
2.  [E 1.1f Focused Candidate Interview Evidence for CAEP Report.pdf](#)
3.  [E 1.3a Benchmark Alumni Survey Evidence for CAEP Report.pdf](#)
4.  [E 1.5b ADE Supervisor Survey Evidence for CAEP.pdf](#)
5.  [E 1.5d Benchmark Employer Survey Evidence for CAEP Report.pdf](#)
6.  [E 3.6a Child Maltreatment with Sherry Williamson April 2017.pdf](#)

### **A 3.1**

The provider sets goals and monitors progress for admission and support of high-quality advanced program candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's teacher pool and, over time, should reflect the diversity of P-12 students. The provider demonstrates efforts to know and addresses community, state, national, regional, or local needs for school and district staff prepared in advanced fields.

*File Attachments:*

1.  [E 3.1c Phase in Plan 3.1 Recruitment Plan.pdf](#)
2.  [E A 3.1a Phase in Plan A3.1 SPED.pdf](#)
3.  [E ADVANCED ADD ONS Praxis content mean scores 2016-2018.pdf](#)

### **A 3.2**

The provider sets admissions requirements for academic achievement, including CAEP minimum criteria, the state's minimum criteria, or graduate school minimum criteria, whichever is highest and gathers data to monitor candidates from admission to completion. The provider determines additional criteria intended to ensure that candidates have, or develop, abilities to complete the program successfully and arranges appropriate support and counseling for candidates whose progress falls behind.



*File Attachments:*

1.  [E A 3.2a Phase in Plan\\_A3.2\\_EDLE.pdf](#)

### **A 3.3**

The provider creates criteria for program progression and uses disaggregated data to monitor candidates' advancement from admissions through completion.





*File Attachments:*

1.  [E A 3.3a SPED Phase in Plan A3.3.pdf](#)
2.  [E A 3.3b Phase in Plan\\_A3.3\\_EDLE.pdf](#)

### **A 3.4**

Before the provider recommends any advanced program candidate for completion, it documents that the candidate has reached a high standard for content knowledge in the field of specialization, data literacy and research-driven decision making, effective use of collaborative skills, applications of technology, and applications of dispositions, laws, codes of ethics, and professional standards appropriate for the field of specialization.

*File Attachments:*

1.  [E A 3.4a Phase in Plan\\_A3.4\\_SPED.pdf](#)
2.  [E A 3.4c EDLE In Box Assessment.pdf](#)
3.  [E A A 3.3c EDLE Graduate Student Review Form.pdf](#)
4.  [E CAEP EDLE Plan.pdf](#)




## **Standard 4: Program Impact**

**The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.**

### **4.1 Impact on P-12 Student Learning and Development**

The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

*File Attachments:*


1.  [E 4.1a Phase in Plan 4.1 4.2 Razorback Legacies.pdf](#)
2.  [E 4.1b COMPLETER Impact on P-12 Learners Evidence for CAEP Report.pdf](#)
3.  [E 4.1c ADE VAM Scores.pdf](#)

CAEP: 4.1, 4.2, 5.1, 5.4

#### **4.2 Indicators of Teaching Effectiveness**

The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.





*File Attachments:*

1.  [E 4.1a Phase in Plan 4.1 4.2 Razorback Legacies.pdf](#)

#### **4.3 Satisfaction of Employers**

The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.





*File Attachments:*

1.  [E 1.1e Employer Survey Year One.pdf](#)
2.  [E 1.5b ADE Supervisor Survey Evidence for CAEP.pdf](#)
3.  [E 1.5d Benchmark Employer Survey Evidence for CAEP Report.pdf](#)
4.  [E 2.1c Graduate Employment Survey Evidence for CAEP Report.pdf](#)

#### **4.4 Satisfaction of Completers**

The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

*File Attachments:*

1.  [E 1.1d Completer Survey Year One.pdf](#)
2.  [E 1.3a Benchmark Alumni Survey Evidence for CAEP Report.pdf](#)
3.  [E 1.5a ADE Alumni Survey Evidence for CAEP.pdf](#)
4.  [E 2.1c Graduate Employment Survey Evidence for CAEP Report.pdf](#)

#### **A 4.1**

The provider demonstrates that employers are satisfied with completers' preparation and that completers reach employment milestones such as promotion and retention.

*File Attachments:*

1.  [E A 4.1a Phase in Plan A4.1 EDLE.pdf](#)

#### **A 4.2**

The provider demonstrates that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job and that the preparation was effective.

*File Attachments:*

1.  [E A 4.2b INSPIRE Graduate Survey.pdf](#)







### **Standard 5: Provider Quality Assurance and Continuous Improvement**

**The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.**

#### **5.1 Quality and Strategic Evaluation**

The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

*File Attachments:*










1.  [E 1.1a Benchmark Exit Survey Evidence for CAEP Report.pdf](#)
2.  [E 1.1c Completer Data Evidence for CAEP Report.pdf](#)
3.  [E 1.1f Focused Candidate Interview Evidence for CAEP Report.pdf](#)
4.  [E 1.1h Mentor Survey of Candidate Evidence for CAEP Report.pdf](#)
5.  [E 1.1i TESS Summative Data Evidence for CAEP Report.pdf](#)
6.  [E 1.3a Benchmark Alumni Survey Evidence for CAEP Report.pdf](#)

7.  [E 1.5a ADE Alumni Survey Evidence for CAEP.pdf](#)
8.  [E 1.5b ADE Supervisor Survey Evidence for CAEP.pdf](#)
9.  [E 2.2f Faculty Survey of Mentor Evidence for CAEP Report.pdf](#)
10.  [E 2.2g Intern Survey of Mentor Evidence for CAEP Report.pdf](#)
11.  [E 2.3b Plan for Diverse Field Experiences Evidence for CAEP Report.pdf](#)
12.  [E 3.1c Phase in Plan 3.1 Recruitment Plan.pdf](#)
13.  [E 3.2a Academic Criteria Evidence for CAEP Report.pdf](#)
14.  [E 3.3h Non Academic Criteria Disposition Data Evidence.pdf](#)
15.  [E 3.3i UA Candidate Disposition Inventory Evidence for CAEP.pdf](#)
16.  [E 4.1a Phase in Plan 4.1 4.2 Razorback Legacies.pdf](#)
17.  [E 5.1a Description of CAEP Evidence Files.pdf](#)
18.  [E 5.1b Quality Assurance System Evidence.pdf](#)
19.  [E 5.1c Table of Continuous Improvement.pdf](#)
20.  [E 5.1c UA Organizational Chart.pdf](#)
21.  [E 5.2a TESS Summative Evidence for CAEP Report.pdf](#)

## 5.2 Quality and Strategic Evaluation

The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

### *File Attachments:*

1.  [E 1.1a Benchmark Exit Survey Evidence for CAEP Report.pdf](#)
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5.  [E 1.3a Benchmark Alumni Survey Evidence for CAEP Report.pdf](#)
6.  [E 1.5d Benchmark Employer Survey Evidence for CAEP Report.pdf](#)
7.  [E 2.2f Faculty Survey of Mentor Evidence for CAEP Report.pdf](#)
8.  [E 2.2g Intern Survey of Mentor Evidence for CAEP Report.pdf](#)
9.  [E 5.1b Quality Assurance System Evidence.pdf](#)

10.  [E 5.2a ADE EPP Report.pdf](#)

### 5.3 Continuous Improvement

The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.






*File Attachments:*

1.  [E 1.1c Completer Data Evidence for CAEP Report.pdf](#)
2.  [E 2.1g Partnership Agendas Evidence.pdf](#)
3.  [E 2.3b Plan for Diverse Field Experiences Evidence for CAEP Report.pdf](#)
4.  [E 5.1b Quality Assurance System Evidence.pdf](#)
5.  [E 5.1c UA Organizational Chart.pdf](#)
6.  [E 5.3a EPP Organization Contacts.pdf](#)

### 5.4 Continuous Improvement

Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

*File Attachments:*

1.  [E 1.3a Benchmark Alumni Survey Evidence for CAEP Report.pdf](#)
2.  [E 1.5a ADE Alumni Survey Evidence for CAEP.pdf](#)
3.  [E 1.5b ADE Supervisor Survey Evidence for CAEP.pdf](#)
4.  [E 2.1c Graduate Employment Survey Evidence for CAEP Report.pdf](#)
5.  [E 4.1a Phase in Plan 4.1 4.2 Razorback Legacies.pdf](#)

### 5.5 Continuous Improvement

The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

*File Attachments:*

1.  [E 1.5d Benchmark Employer Survey Evidence for CAEP Report.pdf](#)











2.  [E 2.1g Partnership Agendas Evidence.pdf](#)
3.  [E 2.2j Mentor Training Evidence.pdf](#)
4.  [E 2.2l Professional Development Evidence.pdf](#)

## **Cross-Cutting Themes**


### **Diversity**

*File Attachments:*

1.  [E 1.1a Benchmark Exit Survey Evidence for CAEP Report.pdf](#)
2.  [E 1.1i TESS Summative Data Evidence for CAEP Report.pdf](#)
3.  [E 1.2b Candidate Impact on P-12 Learners Evidence for CAEP Report.pdf](#)
4.  [E 1.3a Benchmark Alumni Survey Evidence for CAEP Report.pdf](#)
5.  [E 1.5a ADE Alumni Survey Evidence for CAEP.pdf](#)
6.  [E 1.5b ADE Supervisor Survey Evidence for CAEP.pdf](#)
7.  [E 2.3b Plan for Diverse Field Experiences Evidence for CAEP Report.pdf](#)
8.  [E 3.1c Phase in Plan 3.1 Recruitment Plan.pdf](#)

### **Technology**

*File Attachments:*

1.  [E TECHa Phase in Plan Technology.pdf](#)
2.  [E TECHa Technology Survey.pdf](#)