

The University of Arkansas at Pine Bluff
School of Education

CAEP ANNUAL REPORT



Reporting Period

September 1, 2022- August 31, 2023

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The Council for the Accreditation of Educator Preparation (CAEP) requires Educator Preparation Providers (EPPs) to share data for four annual reporting measures. These measures inform stakeholders about program outcomes and program impact for initial and advanced programs. The Annual Accreditation Report process monitors and evaluates an educator preparation provider's (EPP) continued compliance with CAEP standards. In the Annual Report, UAPB SOE EPP has provided the updated data/information on:

- A. The total number of individuals completing the program requirements for graduation in the specified academic year to monitor the overall growth of the EPP;
- B. Report substantive changes that may affect an EPP's accreditation status or eligibility with CAEP;
- C. Key data and indicators measuring completers' effectiveness and impact on P-12 student learning; and
- D. Information demonstrating the EPP's efforts in addressing any Areas for Improvement (AFIs) and Stipulations from prior accreditation decisions.

4.1 the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP (NCATE/TEAC) reviewed programs.

The School of Education received notice of a re-accreditation by the Council for the Accreditation of Educator Preparation (CAEP) from Spring 2020 and Spring 2027. This renewed our original accreditation status, which we received in 2019 from the NCATE.

The following programs were included in the CAEP 2020 Accreditation review:

Initial Programs English Education, Elementary Education K-6, Social Studies(7-12), Middle-Level Education(4-8), Health and Physical Education K-12), Music Education K-12, Math Education (7-12), Agriculture Education, Master of Arts in Teaching, Early Childhood Education, Master of Education in Secondary Education.

Advanced Programs

Educational Leadership- Building Level Administration

4.2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2022-2023

Measure 1: Completer Impact and Effectiveness

The Education Preparation Provider Growth Report summarizes the value-added growth scores for the Educator Preparation Provider for three years of Completer Cohorts. A simple value-added model assesses student growth relative to the student's score history and expected growth (predicted score). This model is often called a residual gain model. It reflects the difference between observed and expected (predicted) achievement for each student. A student value-added score of 0 indicates the student met the expected growth in achievement. Teacher and Educator Preparation Provider (EPP) VAS are the means of student growth in each subject: English language arts (ELA), math, and science (if available). An Overall VAS is obtained using a weighted mean of all available subjects. The Arkansas Department of Education transforms mean VAS to ease the interpretation of the score. A score of 80 equals the value-added score of 0. A standard deviation of 35 is used to spread the scores around 80 so that school mean scores will typically range from 65 to 95. Mean teacher growth scores usually range from 60 to 100, with most falling between 70 and 90. Averaging over higher levels of aggregation results in less variation among the Mean VAS, and the values must be interpreted in this narrower range. Confidence intervals are provided to assist interpretation in the detailed sections of this report.

Value-Added Growth Report Analysis

[**UAPB EPP Growth Report 2021-22 and 2022-23 Combined**](#)

Novice Teacher Supervisor Survey (Initial Program)

[**2022 Completer Supervisor Data Survey**](#)

Employer Survey (Initial Programs)

[**2022 Supervisor Survey**](#)

Novice Teacher Survey (Initial Programs)

[**2022 Completer Data Survey**](#)

[**2022 Traditional EPP Completers' Data Survey**](#)

[**2022 Alternative EPP Completers' Data Survey**](#)

Measure 2: Satisfaction of Employers and Stakeholder Involvement

Data reported by the state indicates an overall level of program effectiveness in preparing completers, as does the University of Arkansas at Pine Bluff measure of employer satisfaction. Analysis from both indicates concerns with classroom management within the EPP's preparation. The EPP has focused on program responses, but given the preponderance of the evidence (also including completer responses), the EPP's Data Assessment Committee has determined to look more specifically at programs' content related to this knowledge and skill and work to determine a more consistent approach to classroom management across the EPP. State data is complex to benchmark, as it has been presented in different formats over the past several years. However, an external comparison of the EPP to state means suggests the EPP's performance is slightly below the state mean. 2018 was the second year for the University of Arkansas at Pine Bluff; generally, data were consistent. Both data sets are shared with faculty, students, and stakeholders.

Novice Teacher Supervisor Survey (Initial Programs)

All novice teachers in the state of Arkansas are observed and evaluated by their school supervisor using the Arkansas Teacher Excellence Support System (TESS). The domains range from 4 (Highly effective), 3 (Effective), 2- Progressing, and 1 (Ineffective) using the Framework for Teaching Domains. A mean score is calculated for each of the 22 items on the survey instrument, indicating results for the statewide means and mean scores for supervisors of UAPB completers.

[2022 Completer Supervisor Data Survey](#)

Employer Survey (Initial Programs)

A survey is distributed to all principals and superintendents on the performance of the most recent University of Arkansas at Pine Bluff (UAPB) graduates in the teacher education program. Graduates are defined as teachers/and or beginning administrators who have been employed in their respective districts for three years or less. The survey is aligned with the Interstate New Teacher Assessment and Support Consortium (InTASC) and the Teacher Excellence Support System (TESS) standards associated with teacher effectiveness in classrooms. Data is collected during the even years and distributed to each EPP.

[2022 Supervisor Survey](#)

Novice Teacher Survey (Initial Programs)

In the spring of each year, the Arkansas Department of Education sends all first-year teachers the Novice Teacher Survey. The survey aims to identify novice teachers' perceptions of their educator preparation experience based on the four TESS domains. The domains range from 4 (Highly effective), 3 (Effective), 2- Progressing, and 1 (Ineffective) using the Framework for Teaching Domains. A mean score is calculated for each of the 22 items on the survey instrument, indicating results for the statewide means and mean scores for UAPB completers.

[2022 Completer Data Survey](#)

**Measure 3 (Initial and Advanced):
Candidate Competency at Program Completion**

The data provided is related to measures the EPP uses to determine if candidates meet program expectations and are ready to be recommended for licensure. (E.g., EPP’s Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements, or other measures the EPP uses to determine candidate competency at completion.)

- [AY 2022-2023 Graduation Rates](#)
- [AY 2022-2023 Praxis Score Results](#)
- [Title II Report AY 2022-23 Traditional](#)
- [Title II Report AY 2022-23 Alternative](#)

Measure 4 (Initial and Advanced): Ability of Completers to be Hired in Education Positions for Which They Have Been Prepared

The data from the Title II report indicates that 100% of completers are hired in positions they have been prepared for.

- [AY 2022-2023 Employment Rate](#)

Section 5: Areas for Improvement, Weaknesses, and Stipulations

Areas for Improvement (ITP): 5 Provider Quality Assurance and Continuous Improvement

The EPP provided insufficient evidence that most EPP-created assessments meet the CAEP minimum sufficiency level (Component 5.2).

The EPP’s quality assurance system relies on relevant, variable, representative, cumulative actionable measures and procedures. In the fall of 2023, the EPP implemented the validity and reliability plan for all EPP programs.

The EPP is committed to collecting data to assess candidates’ performance at the initial and advanced levels. To better manage the program and EPP-wide assessments, all programs were required to use LiveText beginning in the fall of 2019. The Data Assessment Coordinator is responsible for maintaining the unit assessment website and the college blackboard repository for program coordinators and providing program coordinators and department chairs with reports for their program’s data for annual reporting. The EPP continues to review and refine the Quality Assurance System. This is done annually during the assessment day, during which initial and advanced programs review, analyze, and make recommendations based on data gathered from key assessments.

The Data Assessment Committee (DAC) worked on establishing content validity and inter-rater reliability for the completer and employer surveys. The completer and employer surveys will be distributed in the fall of 2024. Results will be analyzed

The Data Assessment Committee (DAC) worked on establishing content validity and inter-rater reliability for the completer and employer surveys. The completer and employer surveys will be distributed in the fall of 2024.

Results of the novice teacher survey indicate that areas of concern regarding completer satisfaction include their ability to demonstrate knowledge and skills in evaluating and applying research for data collection, measurement, analysis, and program evaluation to support effective practices in an applied setting and support appropriate applications of technology in their field of specialization such as techniques and resources for data collection, measurement, analysis, and program evaluation.

All EPP initial programs began implementation of edTPA in fall 2023. EPP faculty developed a timeline for implementation and procedures to evaluate the existing curriculum for alignment to the edTPA at the spring 2023 Assessment Day. The EPP provided two training days for the edTPA in spring 2023 and fall 2023. All faculty assigned to interns or practicum teacher candidates also participated in edTPA local evaluation training during the fall and spring semesters. All programs within the EPP evaluated its current curriculum to determine its alignment with the edTPA. Next, each program completed curriculum mapping and course alignments to increase opportunities for teacher candidate engagement with the tasks associated with the edTPA and overall faculty engagement with the curriculum change process. Data has been collected for teacher candidates in all programs, whereas 10% of each program will undergo external evaluation through SCALE, and content area experts will locally evaluate all others.

Areas for Improvement (ITP): 5 Provider Quality Assurance and Continuous Improvement

The EPP provided limited evidence to demonstrate that program changes are systematically linked to data (Component 5.3).

The EPP is committed to collecting data to assess candidates' performance at the initial and advanced program levels. All programs were required to use LiveText beginning in the fall of 2022 to manage program-level assessments better. All candidates must upload key program assessments to LiveText, where the course instructor will be responsible for scoring the key student work at the end of the course. The data derived from the report is then collected at the end of the semester, analyzed, and reviewed annually during assessment day to address program improvement.

The Data and Assessment Committee (DAC) is charged with the primary responsibility of planning, advising, and directing program-level assessment. Program-level assessment is organized and led by faculty within the respective programs. Faculty accept responsibility for developing and executing a four-year or less assessment plan that assesses all outcomes at least once every four years. Assessment processes for programs include the following: articulated program-level student-learning outcomes or specialized accreditation standards for student learning, an assessment plan that provides for program-level student-learning outcomes, assessment measures, venue for the assessment measures/data collection, timeline, and responsible parties, annually submitted assessment reports that include the program-level student learning outcome/s, assessment measures, data (with appropriate explanation of collection methodology),

data analysis and interpretation, and recommendations and plans for action, annual review of previous year's plans for action and an articulated status of those plans, and a current curriculum map aligning the program-level student learning outcomes to the program's curriculum.

Program faculty evaluate the results of that year's assessment of students and alumni to determine if the program's learning outcomes have been fulfilled. The faculty then communicates their findings and conclusions to the unit/program's chair dean and the Assessment Office, including recommendations concerning changes in the curriculum, pedagogy, and other aspects of the program. Faculty identified areas to improve the program related to the student learning outcomes, pinpoint strengths and weaknesses in services, curriculum, or instruction, and develop a strategy to make operational and programmatic changes for implementation for the following year. The faculty document their evaluation in the form of a report.

The DAC will review multiple sources of data to evaluate the overall effectiveness of the program: annual exit interviews with program completers, completer and employer surveys, a yearly analysis of graduation rate to determine the strengths and needs of the program, and an annual analysis in pass rates for those completing licensure exams.

The process to monitor candidate data relative to enrollment, retention, graduation, licensure, employment trajectory, diversity, dispositions, and Praxis results is held annually during the Assessment Retreat. The data collected is analyzed by all program faculty and shared with the Admission Retention and Exit Committee (AREC) annually to establish recommendations for program improvements.

Areas for Improvement (ITP): 5 Provider Quality Assurance and Continuous Improvement

The EPP provided limited evidence of stakeholder involvement in decision-making, program evaluation, and the implementation of changes for improvement (Component 5.5)

The EPP is committed to continuously improving its advanced preparation programs and involves stakeholders, alumni, employers, practitioners, and school/community partners involved in program evaluation and efforts to improve programs. The EPP has identified several councils and committees in the organizational structure responsible for developing initiatives, process changes, and modifying key assessments. The committees listed below are the foundation of collaboration between the EPP and key stakeholders.

Partnership Assessment Committee (PAC)

The EPP has established partnership agreements with over 80 school districts that define shared expectations regarding candidate preparation during field experiences. Partner school personnel provide their expertise on university committees, training for professional development, and leadership in the co-construction of the EPP curriculum, assignments, and key assessments that help teacher candidates grow and learn.

The primary goals of this partnership are to facilitate communication between the EPP and P-12 partners, provide specific feedback about field and clinical experiences, and collaborate and share goals focused on strengthening the opportunities for better-prepared teaching professionals.

This advisory council meets annually to evaluate education concerns, provide feedback regarding the EPP's partnership, and make suggestions to improve the educator preparation programs.

Admission, Retention, and Exit Committee (AREC)

The Admission, Retention, and Exit Committee (AREC) ensures that all stakeholders prepare candidates collaboratively for the EPP's design, delivery, evaluation, and continuation. The responsibilities of DAC members include assisting in the design, delivery, and evaluation of the assessment system, providing support for the EPP in meeting all CAEP standards, and providing accountability measures for the program and its candidates. The AREC meets quarterly, and members include partners in P-12 schools and EPP faculty.

Program directors and faculty submitted names of current practitioners in each specialized program field, including EPP program faculty and program coordinators, superintendents, principals, teachers, and rehabilitation counselors. The membership of the DAC is reviewed annually by program chairs, coordinators, and the dean to ensure that representation is adequate and appropriate for each field.

Data Assessment Committee (DAC)

The Data and Assessment Committee (DAC) is a faculty committee that supports the assessment activities for all the SOE programs. The CAEP Coordinator, Dean, and Department Chairpersons will serve as ex-officio members of the DAC. Committee responsibilities include reviewing and analyzing unit assessment artifacts annually and reviewing the assessment system as it applies to advanced programs; annually reviewing assessment procedures to ensure fairness, accuracy, consistency, and the avoidance of bias; and preparing an annual unit assessment report for all advanced programs. The completed report is sent to the Dean of the School of Education no later than May 31 of each academic year. The report includes areas of strength, need, and recommendations for improvement. The Dean's review and response to recommendations are sent to the chair of DAC and the CAEP Coordinator for implementation for the next academic year.

Teacher Education Committee

The Teacher Education Committee (TEC) is an internal governance committee made up of the Vice Chancellor for Academic Affairs or designee, the Dean of the School of Education, the University Librarian, a representative from the Office of Admission and Academic Records, one teacher educator from the following departments: Art, Biology, Business, Chemistry and Physics, English, Theater, and Communication, Social and Behavioral Sciences, Mathematics and Technology and Music; one student majoring in education from each of the following areas: Agriculture, Fisheries, and Human Sciences, School of Arts and Science, Division of Military Science, Health, Physical Education and Recreation, Curriculum, and Instruction; ex officio members include Department Chairs, Site Coordinator, and CAEP Coordinator; and a representative from P-12 schools.

The committee meets monthly and discusses matters relevant to the EPP, such as curriculum proposals related to all Educator Preparation Programs, including initial and advanced programs, professional education coursework, revisions to programs, and standing committee proposals, which should be submitted to the Head of the Unit, who in turn will, if appropriate, route the

material to the TEC. TEC will review the requests, information, reports, curriculum proposals, etc., and take appropriate action. TEC may schedule regular or special reports from the standing and ad hoc committees. It may accept the reports in whole or in part, amend them, and return them to committees for revisions. The TEC then forwards the reports to the Dean for action. TEC is considered a policy and program recommending group, not a council, to manage the unit's daily operations. Editorial changes to undergraduate and graduate bulletins and minor changes in the teacher education handbook, such as dates, minor changes on forms, etc., are not subject to review, discussion, and approval of TEC.

Section 6. EPP's Continuous Improvement and Progress on (advanced level) Phase-in Plans and (Initial level) Transition Plan

5 Provider Quality Assurance and Continuous Improvement

Please share any continuous improvement initiatives at the EPP, AND (if applicable) provide CAEP with an update on the EPP's progress on its advanced-level phase-in plans and/or initial-level transition plans.

6.1 Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year. This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to two major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.

The EPP is committed to continuously improving its education preparation programs and involves stakeholders, including completers, candidates, employers, and the school/community, in program evaluation. The EPP continues to review and refine the Quality Assurance System. This is done annually during the assessment day, during which initial and advanced programs review, analyze, and make recommendations based on data gathered from key assessments. The Data Assessment Committee (DAC) was developed to include stakeholders (employers, completers, and candidates). The Admission, Retention, and Exit Committee (AREC) ensures that all stakeholders prepare candidates collaboratively for the EPP's design, delivery, evaluation, and continuation. Members of this committee were selected by EPP program faculty to ensure representation of each specialized program field to include advanced level program faculty and program directors, superintendents, principals, curriculum directors, notable education directors, reading specialists, school counselors, and school psychology specialists. The membership of EPAC is reviewed annually by program directors and faculty to ensure that representation is adequate and appropriate for each field. The responsibilities of EPAC members include assisting in the design, delivery, and evaluation of the assessment system, supporting the EPP in meeting all CAEP standards, and providing accountability measures for the program and its candidates. The PAC meets bi-annually, and members include partners in P-12 schools and EPP faculty.

Initial and advanced-level programs have identified key and proprietary assessments to monitor teacher candidates' progress. Evidence from the key assessments indicates that candidates

demonstrate all CAEP standards for initial programs are satisfactory. The results of the evaluations reviewed indicate a need to revisit the diversity recruitment and retention plan, develop a subcommittee to redesign the evaluation instrument, and address the classroom management deficiency among teacher education candidates in traditional and non-traditional programs. To address the technology needs of the EPP, the Technology-Ad hoc committee met bi-monthly to refine the plan to include advanced programs. The committee has distributed two surveys to determine the types and levels of technology integration across the EPP. The committee has also developed a Technology Integration Validation Panel of experts to validate the EPP-wide Technology Integration Survey.

The Data and Assessment Committee (DAC) worked on establishing content validity and interrater reliability for the completer and employer surveys. The completer and employer surveys will be distributed this summer, and results will be analyzed in the early fall. The committee also developed a CAEP proficiency chart to demonstrate that each program has identified key assessments that addressed all six proficiencies and a minimum of three that will be assessed. Each respective program will review all assessments and validate through content validity measures using the Lawshe method to establish interrater reliability. All programs' data will be reviewed, and recommendations will be made at the upcoming AREC Committee meeting in June. The School of Education at the University of Arkansas at Pine Bluff is confident in its programs, processes, and completers. Recognizing there is always room for improvement, the EPP ensures that appropriate stakeholders, practitioners, school and community partners are involved in program evaluation, improvement, and identification of models of excellence.