

Arkansas State University

College of Education and Behavioral Science

EPP Assessment Day

One-Year Data Reports for 2020-2021



Fall Assessment Day

November 12, 2021

Name of Assessment: EPP Survey by Exiting Teacher Interns

Year: 2020-21

Standard #: 2

Disaggregated Data

	Domain 1	Domain 2	Domain 3	Domain 4
2020-2021	3.42	3.31	3.44	3.44

Data Summary

The purpose of this assessment survey is to gather evidence from teacher candidates to assess the quality of the teacher education program at Arkansas State University. The table above indicates the Grand Mean summary scores from the four domains of the Danielson Framework, which indicates the capstone teacher candidates' perceptions about how well they were prepared to teach.

The data indicates that the **highest domain scores** are from two areas: **Domain 3:** The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction and **Domain 4:** The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility. (Grand Mean = 3.44)

The data indicates the **lowest domain score** is from **Domain 2:** The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment. (Grand Mean = 3.31)

Of into 22 components of teaching performance, the three questions receiving the lowest average means across all groups were:

Domain 4: The EPP prepared me to communicate with families. (**Grand Mean = 3.17**)

Domain 2: The EPP prepared me to manage student behavior. (**Grand Mean = 3.20**)

Domain 2: The EPP prepared me to organize physical space. (**Grand Mean = 3.31**)

Of great concern, the teacher interns in Instrumental Music (K-12) and Social Studies (7-12) scored lower than the grand mean **on every domain component on the survey instrument.** Additionally, Elementary-MAT, Elementary-Jonesboro, Middle Level –Mountain Home, and Art (K-12) majors **scored lower on the majority of all domain components** than the grand mean scores. If a positive sense of preservice teacher preparation has a relationship to novice teacher success, these concerns must be further examined by our EPP. With declining enrollment numbers of education majors, these perceptions can impact the growing teacher shortages faced in Arkansas classrooms.

In addition to the A-State teacher education program outcomes, the report includes two “General Perception” items. The Educator Preparation Program (EPP) assessment survey indicates the following:

1. From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues. (Grand Mean = 3.51)
2. From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools. (Grand Mean = 3.55)

Team SMART Goal and Action Steps

Adapted from the Arkansas Teacher Excellence Support System (TESS) Evaluation Form, based on Charlotte Danielson Framework for Teaching (FfT), the assessment instrument is comprised of four domains of teaching: (1) Planning and Preparation; (2) Classroom Environment; (3) Instruction; and (4) Professional Responsibilities. Using the four domains of teaching, what criteria can be used to assess teacher candidates' perceptions about preparation at the end of each internship semester measured in this report?

A major area of concern is noted with the following majors: MLED/MAT, MLED-MH, SPED-MAT, Art K-12, Instrumental Music, & Social Studies interns: the grand mean score for these majors was lower on one or both questions, **indicating low levels of satisfaction with their preparation by the A-State EPP.** Overall, it is imperative for the EPP to focus attention on why teacher interns from these majors report lower averages concerning preparation. It is important to look at those components in which the teacher interns scored at or below 3.40 mean averages. The EPP must take on the responsibility of preparing its teacher candidates to be effective in today's classrooms.

All department chairs and program coordinators must increase communication and dissemination of the *EPP Survey by Exiting Interns* to assess their candidates' perceptions about performance. All professional education faculty must be willing to identify areas of growth to strengthen the training they provide to teaching candidates. It is also crucial that the EPP further investigates the low level of satisfaction by some of our exiting teacher interns.