



## NOVICE TEACHER SUPERVISOR SURVEY

ARKANSAS STATE UNIVERSITY

This survey was given to the building administrators and/or supervisors of the A-State Educator Preparation Provider (EPP) completers to assess how well the novice teachers who graduated from A-State were prepared to teach. This data was gathered by Michael K. Rowland, Educator Preparation Program Advisor, at the Arkansas Department of Education.

All novice teachers in the state of Arkansas are observed by their school supervisors and evaluated using the standards for teacher preparation based on the Arkansas Teacher Excellence Support System (TESS) implemented by the Arkansas Department of Education (ADE). ADE has also adopted the 2011 Model Core Teaching Standards (InTASC Standards) as the Arkansas Teaching Standards (ATS), and all initial teacher preparation programs must respond to both ATS and TESS for licensure in the state. Beginning Fall 2016, the A-State teacher candidates capstone internship performance was measured by the *Arkansas State University Intern Evaluation Rubric*. This instrument has been adapted from Arkansas Teacher Excellence Support System (TESS) Evaluation Form, based on Charlotte Danielson Framework for Teaching, 2011. The Framework for Teaching is a research-based set of components of instruction, aligned to the InTASC standards and Arkansas Teaching Standards (ATS). The teacher intern evaluation rubric is comprised of four domains of teaching: (1) Planning and Preparation; (2) Classroom Environment; (3) Instruction; and (4) Professional Responsibilities. These domains are further divided into 22 components of teaching performance which defines a distinct aspect of a specific domain. These four domains of teaching are the criteria used to assess the A-State completers' classroom application of professional knowledge, skills and dispositions measured in this report.

Enclosed is the data delineating how prepared are the novice teachers who graduated from the A-State EPP as perceived by their supervisors. The data is collected from supervisors of 2017-2018 A-State completers (n=49) and supervisors of 2018-2019 A-State completers (n=77), representing all programs across the EPP who are employed in Arkansas classrooms. For each of the 22 components of teaching performance, supervisors rated the performance using a quantitative four-point Likert-type response format 4 (highly effective), 3 (effective), 2 (processing), 1 (ineffective) or N/A (not applicable). A mean score was calculated for each of the 22 items on the survey instrument, indicating results for the statewide means and mean scores for supervisors of A-State completers.

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**2019  
Statewide  
Respondents  
(N = 457)**

**2020  
Statewide  
Respondents  
(N = 543)**

**Total Number Responding: n = Supervisors of A-State Novice Teachers**

**n = 49**

**n = 77**

		State. Mean	A-State Mean	State Mean	A-State Mean
<b>Domain I.</b>	<b>Planning and Preparation</b>				
1a - Demonstrating Knowledge of Content and Pedagogy: Knowledge of content and the structure of the discipline, Knowledge of prerequisite relationships, and Knowledge of content-related pedagogy		3.04	3.22	3.10	3.20
1b - Demonstrating Knowledge of Students: Knowledge of child and adolescent development, Knowledge of the learning process, Knowledge of student skills, knowledge, and language proficiency, Knowledge of students, interests and cultural heritage		3.07	3.14	3.10	3.20
1c - Setting Instructional Outcomes: Value, sequence, and alignment; Clarity; Balance; and Suitability for diverse learners		2.97	3.05	3.10	3.10
1d - Demonstrating Knowledge of Resources: Resources for classroom use, Resources to extend content knowledge and pedagogy, and Resources for students		3.04	3.09	3.10	3.10
1e - Designing Coherent Instruction: Learning activities, Instructional materials and resources, Instructional groups, and Lesson and unit structure		3.02	3.16	3.10	3.10
1f - Designing Student Assessments: Congruence with instructional outcomes, Criteria and standards, Design of formative assessments, and Use for planning		2.83	2.88	3.00	3.00
<b>Domain 1: Prepared to demonstrate knowledge, skills and dispositions in planning and preparation.</b>		<b>3.00</b>	<b>3.09</b>	<b>3.08</b>	<b>3.12</b>
<b>Domain II.</b>	<b>Classroom Environment</b>				
2a - Creating an Environment of Respect and Rapport: Teacher interaction with students, and Student interaction with other students		3.17	3.28	3.30	3.30
2b - Establishing a Culture for Learning: Importance of the content, Expectations for learning and achievement, and Student pride in work		3.07	3.20	3.20	3.20
2c - Managing Classroom Procedures: Management of instructional groups, Management of transitions, Management of materials and supplies, Performance of non- instructional duties, and Supervision of volunteers and paraprofessionals		2.96	3.02	3.10	3.10
2d - Managing Student Behavior: Expectations, Monitoring of student behavior, and Response to student misbehavior		2.85	2.94	3.00	2.90
2e - Organizing Physical Space: Safety and accessibility, and Arrangement of furniture and use of physical resources		3.21	3.28	3.30	3.30
<b>Domain 2: Prepared to demonstrate knowledge, skills and dispositions in managing the classroom environment.</b>		<b>3.05</b>	<b>3.14</b>	<b>3.18</b>	<b>3.16</b>
<b>Domain III.</b>	<b>Instruction</b>				
3a - Communicating with Students: Expectations for learning, Directions and procedures, Explanations of content, and Use of oral and written language		3.09	3.19	3.20	3.20
3b - Using Questioning and Discussion Techniques: Quality of questions, Discussion techniques, and Student participation		2.84	2.90	3.00	3.00
3c - Engaging Students in Learning: Activities and assignments, Grouping of students, Instructional materials and resources, and Structure and pacing		3.00	3.06	3.10	3.10
3d - Using Assessment in Instruction: Assessment criteria, Monitoring of student learning, Feedback to students, and Student self-assessment and monitoring of progress		2.88	2.99	3.00	3.00
3e - Demonstrating Flexibility and Responsiveness: Lesson adjustment, Response to students, and Persistence		3.07	3.13	3.10	3.20
<b>Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.</b>		<b>2.98</b>	<b>3.05</b>	<b>3.08</b>	<b>3.10</b>
<b>Domain IV.</b>	<b>Professional Responsibilities</b>				
4a - Reflecting on Teaching: Accuracy and Use in future teaching		3.00	2.97	3.10	3.10
4b - Maintaining Accurate Records: Student completion of assignments, Student progress in learning, and Non- instructional records		3.14	3.28	3.20	3.30
4c - Communicating with Families: Information about the instructional program, Information about individual students, and Engagement of families in the instructional program		3.01	3.04	3.20	3.20

4d - Participating in a Professional Community: Relationships with colleagues, Involvement in a culture of professional inquiry, Service to the school, and Participation in school and district projects	3.15	3.20	3.20	3.20
4e - Growing and Developing Professionally: Enhancement of content knowledge and pedagogical skill, Receptivity to feedback from colleagues, and Service to the profession	3.15	3.22	3.20	3.30
4f - Showing Professionalism: Integrity and ethical conduct, Service to students, Advocacy, Decision making, and Compliance with school and district regulations	3.27	3.43	3.30	3.40
<b>Domain 4: Prepared to demonstrate knowledge, skills and dispositions in exercising professional responsibility.</b>	<b>3.12</b>	<b>3.19</b>	<b>3.20</b>	<b>3.25</b>