

Arkansas State University

Educator Preparation Program
Survey by Exiting Teacher Interns
2022-2023

Compiled by

Professional Education Programs Office
Audrey Bowser, Director

June 2023

TO: Department Chairs and Program Coordinators

FROM: Dr. Audrey Bowser, Director of Professional Education Programs
Mrs. Karen Melton, Data Assessment Coordinator

DATE: August 2023

SUBJECT: 2022-2023 Educator Preparation Program (EPP) Assessment Data

Enclosed is the data about your education preparation program as perceived by exiting teacher candidates. Please take time to meet with the professional education faculty and teacher candidates in your program that deal with your assessment process to explore and discuss the implications of these findings. This data and other data such as Praxis II scores will assist you in reviewing your program to make necessary changes.

I appreciate your interest and labors in this assessment process and thank you in advance for your contributions to making this process work.

ADB:kem

Introduction

The Educator Preparation Provider (EPP) - the “Unit” - at Arkansas State University is committed to demonstrating accountability and assessment to all constituents in a transparent manner. The main purpose of this assessment survey was to provide a means for continued improvement and development of academic and professional education programs at Arkansas State (A-State). This survey was given to gather evidence from teacher candidates to assess the quality of the institution’s teacher education program and to assess teacher candidates’ perceptions about how well they were prepared to teach. Assessment is a continuous process that underlies all excellent programs of teaching and learning. The paramount goal of the A-State EPP is to prepare teacher candidates who will have a positive impact on P-12 students. The objective of this assessment was to help professional education faculty make better evaluative judgments about the effectiveness of its teacher education program.

The assessment was designed to provide a systematic process for determining the extent to which educational outcomes were achieved by exiting teacher candidates. Criteria by which student achievement would be measured were originally developed in 1970 using the National Council for Accreditation of Teacher Education (NCATE) standards as guides. The first assessment report was completed in 1976. In recent reports, the criteria used for measuring student achievement were developed in 2000 using NCATE 2000 Unit Standards and was later revised using the 2008 standards, employed by a Conceptual Framework entitled “Learning to Teach, Teaching to Learn” (LTTL).

On July 1, 2013, the Council for the Accreditation of Educator Preparation (CAEP) became the new, sole accreditor for educator preparation providers as a result of the de facto consolidation of NCATE and the Teacher Education Accreditation Council (TEAC). Arkansas State’s last

accreditation visit by NCATE was in Fall 2009. The first onsite visit by CAEP was completed in Fall 2017. Assessment activities for the A-State EPP have continued from that date. The mission of CAEP is accountability and improvement of educator preparation. The accreditation process establishes rigorous standards for educator preparation programs and holds accredited institutions accountable for providing continuous evidence of meeting these standards. CAEP stands on a strong foundation and rich history of accreditation in teacher and educator preparation. CAEP seeks to increase the value of accreditation and to increase participation, building on the decades of institutional knowledge of education's previous accreditors. As mandated by the state of Arkansas, the A-State EPP must maintain accreditation through CAEP in order to recommend teachers for a license in all of their program areas. CAEP accreditation is granted at the initial-licensure level effective between Spring 2018 and Spring 2024.

In 2015 the EPP adopted new 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 capstone intern's teaching 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 teacher candidates' perceptions about preparation measured in this report.

Purpose of the Report

The purpose of this assessment survey was to gather evidence from teacher candidates to assess the quality of the teacher education program at Arkansas State University. This report will help to identify the relative strengths and areas of growth at the elementary, middle level, special education and secondary levels for candidates seeking initial licensure.

Definition of Terms

For the purpose of the report, the following terms were defined:

EPP - refers to the Educator Preparation Program at Arkansas State University (A-State).

Exit - refers to the A-State teacher education majors at the completion of the teaching internship.

Grand Mean - refers to the mean obtained by calculating mean scores for each of the twenty-eight items on the assessment and utilizing those scores to obtain a mean of item means.

Procedures

The procedures for compiling this report were, in part, adapted from previous reports and revised, or developed by faculty and staff from the Professional Education Programs (PEP) office. Assessment data were collected by the Director of Professional Education Programs, the Data Assessment Coordinator and the Coordinator of Teaching Internship and Field Experiences at the exit evaluation session of the teacher education candidates' internship semester for Fall 2022 and Spring 2023. Candidates were asked to rate twenty-eight descriptors corresponding to the four A-

State teacher education program outcomes. The Educator Preparation Program (EPP) assessment survey has been included in Appendix A, pages 18-20. Using LiveText by Watermark, each candidate rated descriptors of the EPP using a quantitative four-point Likert-type response format 4 (strongly agree), 3 (agree), 2 (disagree), or 1 (strongly disagree).

In an effort to better address the general perceptions of exiting teacher interns concerning professional and personal development as well as their own readiness to teach, two additional survey items on aspects of candidate preparation were included. The final section of the survey instrument comprised of three open-ended questions, soliciting feedback about teacher interns' support mechanisms received to assist with meeting program expectations, strengths and areas for growth of the Arkansas State University Educator Preparation Program. The question to identify and describe support mechanisms received to assist with meeting program expectation was added for Spring 2021 exiting interns only. Candidates were required to complete the assessment as part of the fulfillment of graduation requirements.

Participants

Candidates included in the exit report were teacher interns from the 2022-2023 academic year. During the Fall 2022 semester, the EPP had 13 elementary education (K-6) and 21 secondary education program completers. For the Spring 2023 semester, there were 56 elementary education, 26 middle level education, 6 special education, and 31 secondary education program completers. For Fall 2022 and Spring 2023 there were 63 Master of Arts in Teaching (MAT): 6 ELED MAT, 2 MLED MAT, and 55 SPED MAT interns. The total number of interns for 2022-2023 was 216. Of the 216, all interns have completed the evaluation form at the time of reporting. For the 2022-2023 academic year, the teacher education majors in middle level education MAT, agriculture, mathematics and general science - chemistry had two or less respondents. Therefore, the results for these four programs will not be reported.

Analysis of the Data

Data analysis is generally a descriptive technique. A mean score was calculated for each of the 28 items on the assessment instrument for each of the responding groups. Mean scores were then calculated from the item means. These mean scores became reference points and were called reference mean scores. A reference mean was placed next to each group's mean for program faculty to make comparisons. Data from LiveText by Watermark was converted to an excel file for compilation and analyses.

Organization of the Report

The contents of this report are presented in a very forthright manner. Reports for teacher education majors are presented at four levels: elementary (ELED), middle level education (MLED), special education (SPED), and secondary (7-12, K-12). Consistency of format has been maintained in order for the reader to readily understand the presentation of data and to facilitate continuity and comparative judgments.

Table 1 on page 9 has been provided to describe data for all respondents in elementary education (n = 69), all respondents for elementary including elementary MAT (75) and all respondents for middle level education (n = 26). Table 2 on page 10 has been provided to describe data for all respondents in middle level education including middle level MAT (n = 28), all respondents for special education (n = 6), and all respondents for special education including special education MAT (61). Table 3 on page 11 has been provided to describe data for all elementary education MAT at the Jonesboro campus and traditional (undergraduate) elementary education at Beebe and Jonesboro campuses. Table 4 on page 12 has been provided to describe data for all respondents in elementary education at the Mid-South and Mountain Home campuses and all respondents in traditional (undergraduate) middle level education at Beebe campus. Table 5 on page 13 has been provided to describe data for all respondents in traditional (undergraduate)

middle level education at Jonesboro, Mid-South and Mountain Home campuses. Table 6 on page 14 has been provided to describe data for all respondents for special education MAT, traditional special education at the Jonesboro campus, and to specify data from secondary candidates (n = 52) for the following secondary education area: Art (n = 3). Tables 7-8 on pages 15-16 have been provided to describe data from the remaining secondary candidates for the following secondary education areas: English (n = 8); Instrumental Music (n = 14); Vocal Music (n=3); Physical Education (n = 7); and Social Sciences (n = 8).

The number of candidates completing the assessment and the overall rating for each indicator responding to each A-State outcome has been included. The number of candidates by each major category, including: elementary education, middle level education, special education, and elementary MAT, middle level MAT, and special education MAT has been provided. Secondary is reported by individual program including the number responding.

Dissemination of the Data

Each department received an assessment of program preparation report sheet delineating the data collected for its specific program. The table provided the reference mean and the actual mean according to candidates' perceptions of preparation for each of the twenty-six descriptors. The results of each program were sent electronically to the department chairs and program coordinators with recommendations to share with the faculty for reflection and discussion. (Appendix B is a compilation of all assessment reporting sheets sent to department chairs.) The chair and faculty from each program were encouraged to examine the results and make decisions regarding program actions to be taken.

Table 1

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY
EDUCATOR PREPARATION PROVIDER

Year of Student Exit: 2022-2023

Total Number Responding: N = 216

All Respondents (ELED) n = 69
All Respondents (ELED-Traditional and MAT) n = 75
All Respondents (MLEd) n = 26

		All Respondents (ELED) n = 69		All Respondents (ELED-Traditional and MAT) n = 75		All Respondents (MLEd) n = 26	
		Grd. Mean	Mean	Grd. Mean	Mean	Grd. Mean	Mean
Domain I.	Planning and Preparation						
1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.		3.32	3.48	3.32	3.47	3.32	3.23
2. The EPP prepared me to demonstrate knowledge of students.		3.37	3.55	3.37	3.53	3.37	3.35
3. The EPP prepared me to set instructional outcomes.		3.37	3.49	3.37	3.50	3.37	3.35
4. The EPP prepared me to demonstrate knowledge of resources.		3.37	3.52	3.37	3.50	3.37	3.35
5. The EPP prepared me to design coherent instruction.		3.33	3.46	3.33	3.47	3.33	3.27
6. The EPP prepared me to design student assessment.		3.30	3.43	3.30	3.42	3.30	3.27
7. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.		3.39	3.59	3.39	3.56	3.39	3.38
Domain II.	Classroom Environment						
8. The EPP prepared me to create an environment of respect and rapport.		3.43	3.55	3.43	3.56	3.43	3.31
9. The EPP prepared me to establish a culture for learning.		3.46	3.57	3.46	3.57	3.46	3.35
10. The EPP prepared me to manage classroom procedures.		3.31	3.38	3.31	3.36	3.31	3.31
11. The EPP prepared me to manage student behavior.		3.12	3.23	3.12	3.21	3.12	3.08
12. The EPP prepared me to organize physical space.		3.24	3.38	3.24	3.35	3.24	3.23
13. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.		3.32	3.41	3.32	3.39	3.32	3.35
Domain III.	Instruction						
14. The EPP prepared me to communicate effectively with students.		3.38	3.52	3.38	3.51	3.38	3.31
15. The EPP prepared me to use questioning and discussion techniques.		3.38	3.54	3.38	3.52	3.38	3.38
16. The EPP prepared me to engage students in learning.		3.41	3.65	3.41	3.63	3.41	3.42
17. The EPP prepared me to use assessment in instruction.		3.37	3.57	3.37	3.53	3.37	3.35
18. The EPP prepared me to demonstrate flexibility and responsiveness.		3.34	3.54	3.34	3.51	3.34	3.27
19. Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.		3.39	3.54	3.39	3.53	3.39	3.35
Domain IV.	Professional Responsibilities						
20. The EPP prepared me to reflect on teaching.		3.48	3.59	3.48	3.58	3.48	3.50
21. The EPP prepared me to maintain accurate records.		3.32	3.41	3.32	3.39	3.32	3.27
22. The EPP prepared me to communicate with families.		3.15	3.20	3.15	3.19	3.15	3.15
23. The EPP prepared me to participate in a professional learning community.		3.37	3.49	3.37	3.47	3.37	3.46
24. The EPP prepared me to grow and develop professionally.		3.45	3.56	3.45	3.55	3.45	3.42
25. The EPP prepared me to show and demonstrate professionalism.		3.48	3.62	3.48	3.61	3.48	3.50
26. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.		3.43	3.55	3.43	3.53	3.43	3.42
27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.		3.43	3.59	3.43	3.58	3.43	3.54
28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.		3.43	3.57	3.43	3.56	3.43	3.54

Table 2

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY
EDUCATOR PREPARATION PROVIDER

Year of Student Exit: 2022-2023		All Respondents (MLED- Traditional and MAT)		All Respondents (SPED K-12)		All Respondents (SPED K-12- Traditional and MAT)	
Total Number Responding: N = 216		n = 28		n = 6		n = 61	
		Grd. Mean	Mean	Grd. Mean	Mean	Grd. Mean	Mean
Domain I.	Planning and Preparation						
	1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.	3.32	3.25	3.32	2.67	3.32	3.15
	2. The EPP prepared me to demonstrate knowledge of students.	3.37	3.36	3.37	2.83	3.37	3.15
	3. The EPP prepared me to set instructional outcomes.	3.37	3.32	3.37	3.17	3.37	3.18
	4. The EPP prepared me to demonstrate knowledge of resources.	3.37	3.36	3.37	3.33	3.37	3.22
	5. The EPP prepared me to design coherent instruction.	3.33	3.25	3.33	3.17	3.33	3.13
	6. The EPP prepared me to design student assessment.	3.30	3.29	3.30	2.83	3.30	3.13
	7. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.	3.39	3.36	3.39	3.00	3.39	3.15
Domain II.	Classroom Environment						
	8. The EPP prepared me to create an environment of respect and rapport.	3.43	3.32	3.43	3.17	3.43	3.34
	9. The EPP prepared me to establish a culture for learning.	3.46	3.36	3.46	3.17	3.46	3.32
	10. The EPP prepared me to manage classroom procedures.	3.31	3.32	3.31	3.00	3.31	3.15
	11. The EPP prepared me to manage student behavior.	3.12	3.07	3.12	3.00	3.12	3.07
	12. The EPP prepared me to organize physical space.	3.24	3.21	3.24	3.00	3.24	3.08
	13. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.	3.32	3.36	3.32	3.00	3.32	3.16
Domain III.	Instruction						
	14. The EPP prepared me to communicate effectively with students.	3.38	3.32	3.38	3.17	3.38	3.21
	15. The EPP prepared me to use questioning and discussion techniques.	3.38	3.39	3.38	3.00	3.38	3.11
	16. The EPP prepared me to engage students in learning.	3.41	3.43	3.41	3.00	3.41	3.18
	17. The EPP prepared me to use assessment in instruction.	3.37	3.36	3.37	2.50	3.37	3.10
	18. The EPP prepared me to demonstrate flexibility and responsiveness.	3.34	3.29	3.34	3.00	3.34	3.13
	19. Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.	3.39	3.32	3.39	3.20	3.39	3.17
Domain IV.	Professional Responsibilities						
	20. The EPP prepared me to reflect on teaching.	3.48	3.50	3.48	3.17	3.48	3.33
	21. The EPP prepared me to maintain accurate records.	3.32	3.29	3.32	3.17	3.32	3.23
	22. The EPP prepared me to communicate with families.	3.15	3.18	3.15	2.50	3.15	3.16
	23. The EPP prepared me to participate in a professional learning community.	3.37	3.46	3.37	3.00	3.37	3.23
	24. The EPP prepared me to grow and develop professionally.	3.45	3.43	3.45	3.17	3.45	3.28
	25. The EPP prepared me to show and demonstrate professionalism.	3.48	3.50	3.48	3.17	3.48	3.32
	26. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.	3.43	3.43	3.43	3.17	3.43	3.26
	27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.	3.43	3.54	3.43	3.00	3.43	3.20
	28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.	3.43	3.54	3.43	2.83	3.43	3.20

Table 3

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY
EDUCATOR PREPARATION PROVIDER

Year of Student Exit: 2022-2023

Total Number Responding: N = 216

All Respondents (ELED-MAT) n = 6
All Respondents (ELED-Beebe) n = 15
All Respondents (ELED-Jonesboro) n = 37

		n = 6		n = 15		n = 37	
		Grd. Mean	Mean	Grd. Mean	Mean	Grd. Mean	Mean
Domain I.	Planning and Preparation						
	1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.	3.32	3.17	3.32	3.33	3.32	3.51
	2. The EPP prepared me to demonstrate knowledge of students.	3.37	3.17	3.37	3.47	3.37	3.59
	3. The EPP prepared me to set instructional outcomes.	3.37	3.67	3.37	3.40	3.37	3.54
	4. The EPP prepared me to demonstrate knowledge of resources.	3.37	3.33	3.37	3.33	3.37	3.57
	5. The EPP prepared me to design coherent instruction.	3.33	3.67	3.33	3.33	3.33	3.51
	6. The EPP prepared me to design student assessment.	3.30	3.17	3.30	3.33	3.30	3.44
	7. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.	3.39	3.33	3.39	3.40	3.39	3.61
Domain II.	Classroom Environment						
	8. The EPP prepared me to create an environment of respect and rapport.	3.43	3.50	3.43	3.53	3.43	3.51
	9. The EPP prepared me to establish a culture for learning.	3.46	3.67	3.46	3.47	3.46	3.59
	10. The EPP prepared me to manage classroom procedures.	3.31	3.33	3.31	3.33	3.31	3.32
	11. The EPP prepared me to manage student behavior.	3.12	2.67	3.12	3.13	3.12	3.16
	12. The EPP prepared me to organize physical space.	3.24	2.83	3.24	3.27	3.24	3.46
	13. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.	3.32	3.17	3.32	3.40	3.32	3.38
Domain III.	Instruction						
	14. The EPP prepared me to communicate effectively with students.	3.38	3.00	3.38	3.40	3.38	3.51
	15. The EPP prepared me to use questioning and discussion techniques.	3.38	3.17	3.38	3.53	3.38	3.56
	16. The EPP prepared me to engage students in learning.	3.41	3.00	3.41	3.67	3.41	3.65
	17. The EPP prepared me to use assessment in instruction.	3.37	2.83	3.37	3.53	3.37	3.54
	18. The EPP prepared me to demonstrate flexibility and responsiveness.	3.34	3.00	3.34	3.47	3.34	3.57
	19. Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.	3.39	3.33	3.39	3.47	3.39	3.59
Domain IV.	Professional Responsibilities						
	20. The EPP prepared me to reflect on teaching.	3.48	3.17	3.48	3.47	3.48	3.62
	21. The EPP prepared me to maintain accurate records.	3.32	3.00	3.32	3.33	3.32	3.35
	22. The EPP prepared me to communicate with families.	3.15	3.17	3.15	3.20	3.15	3.14
	23. The EPP prepared me to participate in a professional learning community.	3.37	3.33	3.37	3.40	3.37	3.51
	24. The EPP prepared me to grow and develop professionally.	3.45	3.50	3.45	3.40	3.45	3.62
	25. The EPP prepared me to show and demonstrate professionalism.	3.48	3.33	3.48	3.53	3.48	3.65
	26. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.	3.43	3.33	3.43	3.40	3.43	3.62
	27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.	3.43	3.50	3.43	3.33	3.43	3.70
	28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.	3.43	3.33	3.43	3.53	3.43	3.56

Table 4

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY
EDUCATOR PREPARATION PROVIDER

Year of Student Exit: 2022-2023

Total Number Responding: N = 216

All Respondents (ELED-Mid-South) n = 9
All Respondents (ELED-Mt. Home) n = 8
All Respondents (MLED-Beebe) n = 6

		n = 9		n = 8		n = 6	
		Grd. Mean	Mean	Grd. Mean	Mean	Grd. Mean	Mean
Domain I.	Planning and Preparation						
1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.		3.32	3.56	3.32	3.50	3.32	3.50
2. The EPP prepared me to demonstrate knowledge of students.		3.37	3.56	3.37	3.50	3.37	3.33
3. The EPP prepared me to set instructional outcomes.		3.37	3.56	3.37	3.38	3.37	3.33
4. The EPP prepared me to demonstrate knowledge of resources.		3.37	3.67	3.37	3.50	3.37	3.33
5. The EPP prepared me to design coherent instruction.		3.33	3.56	3.33	3.38	3.33	3.00
6. The EPP prepared me to design student assessment.		3.30	3.56	3.30	3.38	3.30	3.33
7. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.		3.39	3.78	3.39	3.63	3.39	3.50
Domain II.	Classroom Environment						
8. The EPP prepared me to create an environment of respect and rapport.		3.43	3.67	3.43	3.63	3.43	3.50
9. The EPP prepared me to establish a culture for learning.		3.46	3.56	3.46	3.63	3.46	3.33
10. The EPP prepared me to manage classroom procedures.		3.31	3.56	3.31	3.50	3.31	3.33
11. The EPP prepared me to manage student behavior.		3.12	3.44	3.12	3.50	3.12	3.17
12. The EPP prepared me to organize physical space.		3.24	3.33	3.24	3.25	3.24	3.33
13. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.		3.32	3.56	3.32	3.38	3.32	3.33
Domain III.	Instruction						
14. The EPP prepared me to communicate effectively with students.		3.38	3.67	3.38	3.63	3.38	3.50
15. The EPP prepared me to use questioning and discussion techniques.		3.38	3.56	3.38	3.50	3.38	3.33
16. The EPP prepared me to engage students in learning.		3.41	3.67	3.41	3.63	3.41	3.50
17. The EPP prepared me to use assessment in instruction.		3.37	3.67	3.37	3.63	3.37	3.50
18. The EPP prepared me to demonstrate flexibility and responsiveness.		3.34	3.56	3.34	3.50	3.34	3.33
19. Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.		3.39	3.56	3.39	3.38	3.39	3.50
Domain IV.	Professional Responsibilities						
20. The EPP prepared me to reflect on teaching.		3.48	3.67	3.48	3.63	3.48	3.67
21. The EPP prepared me to maintain accurate records.		3.32	3.56	3.32	3.63	3.32	3.50
22. The EPP prepared me to communicate with families.		3.15	3.33	3.15	3.38	3.15	3.33
23. The EPP prepared me to participate in a professional learning community.		3.37	3.67	3.37	3.38	3.37	3.50
24. The EPP prepared me to grow and develop professionally.		3.45	3.67	3.45	3.43	3.45	3.50
25. The EPP prepared me to show and demonstrate professionalism.		3.48	3.56	3.48	3.75	3.48	3.50
26. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.		3.43	3.56	3.43	3.50	3.43	3.50
27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.		3.43	3.56	3.43	3.63	3.43	3.50
28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.		3.43	3.67	3.43	3.63	3.43	3.50

Table 5

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY
EDUCATOR PREPARATION PROVIDER

Year of Student Exit: 2022-2023

Total Number Responding: N = 216

All Respondents (MLED-Jonesboro) n = 11
All Respondents (MLED-Mid-South) n = 3
All Respondents (MLED-Mt. Home) n = 6

		n = 11		n = 3		n = 6	
		Grd. Mean	Mean	Grd. Mean	Mean	Grd. Mean	Mean
Domain I.	Planning and Preparation						
1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.		3.32	3.09	3.32	3.67	3.32	3.00
2. The EPP prepared me to demonstrate knowledge of students.		3.37	3.45	3.37	3.67	3.37	3.00
3. The EPP prepared me to set instructional outcomes.		3.37	3.45	3.37	3.67	3.37	3.00
4. The EPP prepared me to demonstrate knowledge of resources.		3.37	3.36	3.37	3.67	3.37	3.17
5. The EPP prepared me to design coherent instruction.		3.33	3.45	3.33	3.67	3.33	3.00
6. The EPP prepared me to design student assessment.		3.30	3.45	3.30	3.33	3.30	2.83
7. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.		3.39	3.45	3.39	4.00	3.39	2.83
Domain II.	Classroom Environment						
8. The EPP prepared me to create an environment of respect and rapport.		3.43	3.18	3.43	4.00	3.43	3.00
9. The EPP prepared me to establish a culture for learning.		3.46	3.36	3.46	4.00	3.46	3.00
10. The EPP prepared me to manage classroom procedures.		3.31	3.27	3.31	4.00	3.31	3.00
11. The EPP prepared me to manage student behavior.		3.12	2.91	3.12	4.00	3.12	2.83
12. The EPP prepared me to organize physical space.		3.24	3.27	3.24	3.33	3.24	3.00
13. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.		3.32	3.45	3.32	4.00	3.32	2.83
Domain III.	Instruction						
14. The EPP prepared me to communicate effectively with students.		3.38	3.18	3.38	4.00	3.38	3.00
15. The EPP prepared me to use questioning and discussion techniques.		3.38	3.36	3.38	4.00	3.38	3.17
16. The EPP prepared me to engage students in learning.		3.41	3.45	3.41	4.00	3.41	3.00
17. The EPP prepared me to use assessment in instruction.		3.37	3.55	3.37	3.00	3.37	3.00
18. The EPP prepared me to demonstrate flexibility and responsiveness.		3.34	3.27	3.34	4.00	3.34	2.83
19. Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.		3.39	3.36	3.39	3.67	3.39	3.00
Domain IV.	Professional Responsibilities						
20. The EPP prepared me to reflect on teaching.		3.48	3.55	3.48	4.00	3.48	3.00
21. The EPP prepared me to maintain accurate records.		3.32	3.27	3.32	3.67	3.32	2.83
22. The EPP prepared me to communicate with families.		3.15	3.09	3.15	3.67	3.15	2.83
23. The EPP prepared me to participate in a professional learning community.		3.37	3.55	3.37	4.00	3.37	3.00
24. The EPP prepared me to grow and develop professionally.		3.45	3.45	3.45	4.00	3.45	3.00
25. The EPP prepared me to show and demonstrate professionalism.		3.48	3.55	3.48	4.00	3.48	3.17
26. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.		3.43	3.45	3.43	4.00	3.43	3.00
27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.		3.43	3.82	3.43	3.67	3.43	3.00
28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.		3.43	3.82	3.43	3.67	3.43	3.00

Table 6

**ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY
EDUCATOR PREPARATION PROVIDER**

Year of Student Exit: 2022-2023		All Respondents (SPEDMAT K-12)		All Respondents (Art)		All Respondents (English)	
Total Number Responding: N = 216		n = 55		n = 3		n = 11	
		Grd. Mean	Mean	Grd. Mean	Mean	Grd. Mean	Mean
Domain I.	Planning and Preparation						
1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.		3.32	3.20	3.32	3.67	3.32	3.45
2. The EPP prepared me to demonstrate knowledge of students.		3.37	3.18	3.37	3.67	3.37	3.36
3. The EPP prepared me to set instructional outcomes.		3.37	3.18	3.37	3.67	3.37	3.36
4. The EPP prepared me to demonstrate knowledge of resources.		3.37	3.20	3.37	3.67	3.37	3.36
5. The EPP prepared me to design coherent instruction.		3.33	3.13	3.33	3.67	3.33	3.45
6. The EPP prepared me to design student assessment.		3.30	3.16	3.30	3.67	3.30	3.27
7. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.		3.39	3.16	3.39	3.67	3.39	3.27
Domain II.	Classroom Environment						
8. The EPP prepared me to create an environment of respect and rapport.		3.43	3.36	3.43	3.67	3.43	3.36
9. The EPP prepared me to establish a culture for learning.		3.46	3.34	3.46	3.67	3.46	3.45
10. The EPP prepared me to manage classroom procedures.		3.31	3.17	3.31	3.67	3.31	3.36
11. The EPP prepared me to manage student behavior.		3.12	3.07	3.12	3.00	3.12	2.91
12. The EPP prepared me to organize physical space.		3.24	3.09	3.24	3.67	3.24	3.27
13. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.		3.32	3.18	3.32	3.67	3.32	3.27
Domain III.	Instruction						
14. The EPP prepared me to communicate effectively with students.		3.38	3.22	3.38	3.67	3.38	3.45
15. The EPP prepared me to use questioning and discussion techniques.		3.38	3.13	3.38	3.67	3.38	3.73
16. The EPP prepared me to engage students in learning.		3.41	3.20	3.41	3.67	3.41	3.36
17. The EPP prepared me to use assessment in instruction.		3.37	3.16	3.37	3.33	3.37	3.55
18. The EPP prepared me to demonstrate flexibility and responsiveness.		3.34	3.15	3.34	4.00	3.34	3.30
19. Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.		3.39	3.16	3.39	3.67	3.39	3.55
Domain IV.	Professional Responsibilities						
20. The EPP prepared me to reflect on teaching.		3.48	3.35	3.48	3.67	3.48	3.64
21. The EPP prepared me to maintain accurate records.		3.32	3.24	3.32	3.67	3.32	3.73
22. The EPP prepared me to communicate with families.		3.15	3.24	3.15	3.00	3.15	2.91
23. The EPP prepared me to participate in a professional learning community.		3.37	3.25	3.37	3.67	3.37	3.36
24. The EPP prepared me to grow and develop professionally.		3.45	3.29	3.45	3.67	3.45	3.73
25. The EPP prepared me to show and demonstrate professionalism.		3.48	3.33	3.48	3.67	3.48	3.64
26. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.		3.43	3.27	3.43	3.33	3.43	3.64
27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.		3.43	3.22	3.43	3.67	3.43	3.45
28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.		3.43	3.24	3.43	3.67	3.43	3.55

Table 7

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY
EDUCATOR PREPARATION PROVIDER

Year of Student Exit: 2022-2023

Total Number Responding: N = 216

All Respondents
(Music-
Instrumental)

All
Respondents
(Music-Vocal)

All
Respondents
(Physical
Education)

n = 14

n = 3

n = 7

		n = 14		n = 3		n = 7	
		Grd. Mean	Mean	Grd. Mean	Mean	Grd. Mean	Mean
Domain I.	Planning and Preparation						
1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.		3.32	3.00	3.32	3.00	3.32	3.86
2. The EPP prepared me to demonstrate knowledge of students.		3.37	3.36	3.37	3.00	3.37	3.86
3. The EPP prepared me to set instructional outcomes.		3.37	3.29	3.37	3.00	3.37	3.86
4. The EPP prepared me to demonstrate knowledge of resources.		3.37	3.14	3.37	3.00	3.37	3.86
5. The EPP prepared me to design coherent instruction.		3.33	3.29	3.33	3.00	3.33	3.86
6. The EPP prepared me to design student assessment.		3.30	3.29	3.30	2.33	3.30	3.86
7. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.		3.39	3.43	3.39	3.00	3.39	3.86
Domain II.	Classroom Environment						
8. The EPP prepared me to create an environment of respect and rapport.		3.43	3.29	3.43	3.33	3.43	3.86
9. The EPP prepared me to establish a culture for learning.		3.46	3.36	3.46	3.33	3.46	3.86
10. The EPP prepared me to manage classroom procedures.		3.31	3.29	3.31	3.33	3.31	3.86
11. The EPP prepared me to manage student behavior.		3.12	3.07	3.12	3.33	3.12	3.86
12. The EPP prepared me to organize physical space.		3.24	3.14	3.24	3.00	3.24	3.86
13. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.		3.32	3.21	3.32	3.00	3.32	3.86
Domain III.	Instruction						
14. The EPP prepared me to communicate effectively with students.		3.38	3.43	3.38	3.33	3.38	3.86
15. The EPP prepared me to use questioning and discussion techniques.		3.38	3.29	3.38	3.33	3.38	3.86
16. The EPP prepared me to engage students in learning.		3.41	3.36	3.41	3.00	3.41	3.86
17. The EPP prepared me to use assessment in instruction.		3.37	3.36	3.37	2.67	3.37	3.86
18. The EPP prepared me to demonstrate flexibility and responsiveness.		3.34	3.36	3.34	3.00	3.34	3.86
19. Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.		3.39	3.43	3.39	3.00	3.39	3.86
Domain IV.	Professional Responsibilities						
20. The EPP prepared me to reflect on teaching.		3.48	3.36	3.48	3.00	3.48	3.71
21. The EPP prepared me to maintain accurate records.		3.32	3.07	3.32	3.00	3.32	3.43
22. The EPP prepared me to communicate with families.		3.15	2.93	3.15	2.33	3.15	3.43
23. The EPP prepared me to participate in a professional learning community.		3.37	3.21	3.37	3.00	3.37	3.57
24. The EPP prepared me to grow and develop professionally.		3.45	3.29	3.45	3.00	3.45	3.71
25. The EPP prepared me to show and demonstrate professionalism.		3.48	3.43	3.48	3.00	3.48	3.86
26. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.		3.43	3.36	3.43	3.00	3.43	3.86
27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.		3.43	3.29	3.43	3.00	3.43	3.86
28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.		3.43	3.29	3.43	3.00	3.43	3.86

**ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY
TEACHER EDUCATION PROGRAM**

Year of Student Exit: 2022-2023

All
Respondents
(Social Studies)

Total Number Responding: N = 216

n= 8

		Grd. Mean	Mean
Domain I.	Planning and Preparation		
1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.		3.32	3.50
2. The EPP prepared me to demonstrate knowledge of students.		3.37	3.50
3. The EPP prepared me to set instructional outcomes.		3.37	3.50
4. The EPP prepared me to demonstrate knowledge of resources.		3.37	3.38
5. The EPP prepared me to design coherent instruction.		3.33	3.38
6. The EPP prepared me to design student assessment.		3.30	3.43
7. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.		3.39	3.38
Domain II.	Classroom Environment		
8. The EPP prepared me to create an environment of respect and rapport.		3.43	3.38
9. The EPP prepared me to establish a culture for learning.		3.46	3.63
10. The EPP prepared me to manage classroom procedures.		3.31	3.25
11. The EPP prepared me to manage student behavior.		3.12	3.00
12. The EPP prepared me to organize physical space.		3.24	3.50
13. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.		3.32	3.50
Domain III.	Instruction		
14. The EPP prepared me to communicate effectively with students.		3.38	3.25
15. The EPP prepared me to use questioning and discussion techniques.		3.38	3.38
16. The EPP prepared me to engage students in learning.		3.41	3.38
17. The EPP prepared me to use assessment in instruction.		3.37	3.50
18. The EPP prepared me to demonstrate flexibility and responsiveness.		3.34	3.38
19. Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.		3.39	3.50
Domain IV.	Professional Responsibilities		
20. The EPP prepared me to reflect on teaching.		3.48	3.63
21. The EPP prepared me to maintain accurate records.		3.32	3.50
22. The EPP prepared me to communicate with families.		3.15	3.38
23. The EPP prepared me to participate in a professional learning community.		3.37	3.38
24. The EPP prepared me to grow and develop professionally.		3.45	3.63
25. The EPP prepared me to show and demonstrate professionalism.		3.48	3.38
26. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.		3.43	3.50
27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.		3.43	3.43
28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.		3.43	3.50

Appendix A

Educator Preparation Program Teacher Intern Exit Survey

Candidates perceptions of their preparedness

1 Major: Pick only one

- Elementary Education (K-6) Middle level Education (4-8) Special Education (K-12)
- Agriculture Education Art Education Business Technology English Education
- General Sciences-Biology General Sciences-Chemistry General Sciences-Physics
- Languages-French Languages-Spanish Mathematics Music-Instrumental
- Music-Vocal Physical Education/Health Social Sciences (History)
- Elementary Education MAT (K-6) Middle Level Education MAT (4-8)
- Special Education MAT (K-12)

2 Campus: Pick only one

- ANC Beebe EACC Jonesboro Mid-South Mt. Home Newport

3 Semester in which you did your teaching internship. (Fall or Spring and year – example Fall 2017)

Domain 1: Planning and Preparation.

Rate the Indicators for this Domain.

- | | | | | | |
|-----------|--|-------------------|----------|-------|----------------|
| 4 | The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 5 | The EPP prepared me to demonstrate knowledge of students. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 6 | The EPP prepared me to set instructional outcomes. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 7 | The EPP prepared me to demonstrate knowledge of resources. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 8 | The EPP prepared me to design coherent instruction. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 9 | The EPP prepared me to design student assessment. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 10 | Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation. | Strongly Disagree | Disagree | Agree | Strongly Agree |

Domain 2: Classroom Environment

Rate the Indicators for this Domain.

- | | | | | | |
|-----------|--|-------------------|----------|-------|----------------|
| 11 | The EPP prepared me to create an environment of respect and rapport. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 12 | The EPP prepared me to establish a culture for learning. | Strongly Disagree | Disagree | Agree | Strongly Agree |

13	The EPP prepared me to manage classroom procedures.	Strongly Disagree	Disagree	Agree	Strongly Agree
14	The EPP prepared me to manage student behavior.	Strongly Disagree	Disagree	Agree	Strongly Agree
15	The EPP prepared me to organize physical space.	Strongly Disagree	Disagree	Agree	Strongly Agree
16	Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.	Strongly Disagree	Disagree	Agree	Strongly Agree
	Domain 3: Instruction.				
	Rate the Indicators for this Domain.				
17	The EPP prepared me to communicate effectively with students.	Strongly Disagree	Disagree	Agree	Strongly Agree
18	The EPP prepared me to use questioning and discussion techniques.	Strongly Disagree	Disagree	Agree	Strongly Agree
19	The EPP prepared me to engage students in learning.	Strongly Disagree	Disagree	Agree	Strongly Agree
20	The EPP prepared me to use assessment in instruction.	Strongly Disagree	Disagree	Agree	Strongly Agree
21	The EPP prepared me to demonstrate flexibility and responsiveness.	Strongly Disagree	Disagree	Agree	Strongly Agree
22	Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.	Strongly Disagree	Disagree	Agree	Strongly Agree
	Domain 4: Professional Responsibilities.				
	Rate the Indicators for this Domain.				
23	The EPP prepared me to reflect on teaching.	Strongly Disagree	Disagree	Agree	Strongly Agree
24	The EPP prepared me to maintain accurate records.	Strongly Disagree	Disagree	Agree	Strongly Agree
25	The EPP prepared me to communicate with families.	Strongly Disagree	Disagree	Agree	Strongly Agree
26	The EPP prepared me to participate in a professional learning community.	Strongly Disagree	Disagree	Agree	Strongly Agree
27	The EPP prepared me to grow and develop professionally.	Strongly Disagree	Disagree	Agree	Strongly Agree

28 The EPP prepared me to show and demonstrate professionalism.
Strongly Disagree Disagree Agree Strongly Agree

29 Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.
Strongly Disagree Disagree Agree Strongly Agree

30 General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues
Strongly Disagree Disagree Agree Strongly Agree

31 General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.
Strongly Disagree Disagree Agree Strongly Agree

Key-enter your response to the two open-ended questions related to the Educator Preparation Program.

32 Identify and describe the support mechanisms received to assist with meeting program expectations while enrolled in the Arkansas State University Educator Preparation Program (e.g., advising, meetings, remediation, or mentoring).

33 Based on the four domains above, list two or more curricular/instructional strengths of the Arkansas State University Educator Preparation Program:

34 Based on the four domains above, list two or more curricular/instructional areas for growth of the Arkansas State University Educator Preparation Program:

Appendix B

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY

Elementary Education MAT (K-6)

Year of Student Exit: 2022-2023

N = 216, n = 6

		Grd. Mean	Mean
Domain I.	Planning and Preparation		
	1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.	3.32	3.17
	2. The EPP prepared me to demonstrate knowledge of students.	3.37	3.17
	3. The EPP prepared me to set instructional outcomes.	3.37	3.67
	4. The EPP prepared me to demonstrate knowledge of resources.	3.37	3.33
	5. The EPP prepared me to design coherent instruction.	3.33	3.67
	6. The EPP prepared me to design student assessment.	3.30	3.17
	7. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.	3.39	3.33
Domain II.	Classroom Environment		
	8. The EPP prepared me to create an environment of respect and rapport.	3.43	3.50
	9. The EPP prepared me to establish a culture for learning.	3.46	3.67
	10. The EPP prepared me to manage classroom procedures.	3.31	3.33
	11. The EPP prepared me to manage student behavior.	3.12	2.67
	12. The EPP prepared me to organize physical space.	3.24	2.83
	13. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.	3.32	3.17
Domain III.	Instruction		
	14. The EPP prepared me to communicate effectively with students.	3.38	3.00
	15. The EPP prepared me to use questioning and discussion techniques.	3.38	3.17
	16. The EPP prepared me to engage students in learning.	3.41	3.00
	17. The EPP prepared me to use assessment in instruction.	3.37	2.83
	18. The EPP prepared me to demonstrate flexibility and responsiveness.	3.34	3.00
	19. Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.	3.39	3.33
Domain IV.	Professional Responsibilities		
	20. The EPP prepared me to reflect on teaching.	3.48	3.17
	21. The EPP prepared me to maintain accurate records.	3.32	3.00
	22. The EPP prepared me to communicate with families.	3.15	3.17
	23. The EPP prepared me to participate in a professional learning community.	3.37	3.33
	24. The EPP prepared me to grow and develop professionally.	3.45	3.50
	25. The EPP prepared me to show and demonstrate professionalism.	3.48	3.33
	26. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.	3.43	3.33
	27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.	3.43	3.50
	28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.	3.43	3.33

Major: Elementary Education MAT (K-6)

X. Identify and describe the support mechanisms received to assist with meeting program expectations while enrolled in the Arkansas State University Educator Preparation Program (e.g., advising, meetings, remediation, or mentoring).

- The professors offered multiple resources to review and use for better understanding of content knowledge.
- I received instruction to assist meeting program expectations through meetings and fellow students. I did not receive support throughout my internship semester to meet expectations.
- All instructors, professors, and university staff were very supportive and helpful during my entire time in the program. I was always able to speak with someone to help or advise as needed, and I was always met with the utmost professionalism and respect. I would say that this is one of the University's most effective parts.
- I now understand how to email other people to receive correct answers.
- The professor provided frequent zoom meeting to share information.
- I received multiple advising meetings; whether they be scheduled or non-scheduled. These meetings were a huge benefit to clear up any questions that I had and they also provided encouragement and support through this internship while also teaching in the classroom. Both my university mentor and my clinical mentor provided the structure and support that I needed to understand how to develop through my coursework and complete this internship in a successful manner.

XI. Based on the four domains above, list two or more curricular/instructional strengths of the Arkansas State University Educator Preparation Program:

- Instructional strengths of the Arkansas State University Educator Preparation Program are Planning Preparation and Classroom Environment.
- Strengths of the program are availability of my professors and timeliness of responses.
- Above all, I would say that I gained the most from domains 1 and 2. The knowledge that I have gained in planning, understanding content and instructional strategies has given me the edge I needed to gain confidence and control in the classroom. I have learned to target each student's instructional needs, plan, group, and self-evaluate to continue growing in all areas. This program has solely provided that knowledge.
- "1. I had one class where I had to determine Tier 1, 2, 3 words, this was very helpful. 2. Some of their professors are great at explaining and helping with instruction."
- My professor was very informed as to the process of completing the program.
- Several of the required classes for the education program at ASU focus on these domains. I received explicit instruction on how to develop my classroom rules and regulations, how to build relationships with parents, and how to plan for varying levels of educational

comprehension with my students. Without these classes, I would not have understood how to even begin the requirements for my licensure.

XII. Based on the four domains above, list two or more curricular/instructional areas for growth of the Arkansas State University Educator Preparation Program:

- Instruction growths for the Arkansas State University Educator Preparation Program are Professional Responsibilities and Instruction.
- Instructional areas for growth of ASU EPP are staff knowledge of processes and information.
- "1. Professors, and advisors, need to know what they are teaching. Along with knowing answers to easy questions that their students ask. 2. Professors, and advisors, need to know how to reach out to students, and actually do it. "
- assessment in instruction and planning and preparation.
- Professionalism in the classroom with my students, parents, staff, and faculty was a huge focus throughout this process as well as curriculum construction; however, I feel that there was some disconnect between what was required of me in class and what documents were required for PEP. I think that more clarity needs to be distinguished between what is absolutely required and what is beneficial.

Note: Responses were typed by students online with no changes by the PEP office.

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY

Elementary Education (K-6) --- Beebe

Year of Student Exit: 2022-2023

N = 216, n = 15

		Grd. Mean	Mean
Domain I.	Planning and Preparation		
	1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.	3.32	3.33
	2. The EPP prepared me to demonstrate knowledge of students.	3.37	3.47
	3. The EPP prepared me to set instructional outcomes.	3.37	3.40
	4. The EPP prepared me to demonstrate knowledge of resources.	3.37	3.33
	5. The EPP prepared me to design coherent instruction.	3.33	3.33
	6. The EPP prepared me to design student assessment.	3.30	3.33
	7. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.	3.39	3.40
Domain II.	Classroom Environment		
	8. The EPP prepared me to create an environment of respect and rapport.	3.43	3.53
	9. The EPP prepared me to establish a culture for learning.	3.46	3.47
	10. The EPP prepared me to manage classroom procedures.	3.31	3.33
	11. The EPP prepared me to manage student behavior.	3.12	3.13
	12. The EPP prepared me to organize physical space.	3.24	3.27
	13. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.	3.32	3.40
Domain III.	Instruction		
	14. The EPP prepared me to communicate effectively with students.	3.38	3.40
	15. The EPP prepared me to use questioning and discussion techniques.	3.38	3.53
	16. The EPP prepared me to engage students in learning.	3.41	3.67
	17. The EPP prepared me to use assessment in instruction.	3.37	3.53
	18. The EPP prepared me to demonstrate flexibility and responsiveness.	3.34	3.47
	19. Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.	3.39	3.47
Domain IV.	Professional Responsibilities		
	20. The EPP prepared me to reflect on teaching.	3.48	3.47
	21. The EPP prepared me to maintain accurate records.	3.32	3.33
	22. The EPP prepared me to communicate with families.	3.15	3.20
	23. The EPP prepared me to participate in a professional learning community.	3.37	3.40
	24. The EPP prepared me to grow and develop professionally.	3.45	3.40
	25. The EPP prepared me to show and demonstrate professionalism.	3.48	3.53
	26. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.	3.43	3.40
	27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.	3.43	3.33
	28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.	3.43	3.53

Major: Elementary Education (K-6) --- Beebe

X. Identify and describe the support mechanisms received to assist with meeting program expectations while enrolled in the Arkansas State University Educator Preparation Program (e.g., advising, meetings, remediation, or mentoring).

- I had support all the way through this program. I was able to get ahold of my mentors anytime and be able to come to them with any questions or problems that I had. They were very prompt in answering me back and I felt like I could tell them anything I needed to. I was able to schedule meeting if needed and get all of the help I needed within the program.
- "Our instructors were wonderful Mentors and always available to answer questions or give support. "
- Through the Beebe campus, we received support through meetings and mentoring. There was plenty of opportunity to reflect on growth and areas of weakness, and the instructors approached this in a professional yet supportive way.
- My instructors did a great job advising me throughout the program.
- The support mechanisms I received while enrolled in the Arkansas State University Preparation Program were the organized documents on Blackboard that I had access to at all times as well as many trusted advisors that I could email or call with any questions. If I ever felt confused I knew who I could talk to to get clarification. The program prepared me greatly to meet expectations in all four domains.
- The EPP provided the meetings and advising I needed. I was provided with an excellent advisor (Dr. Tonja Fillippino) and she was there to give me clarification in areas I needed help with.
- Meetings and observations were helpful in my development as a pre-service teacher.
- The meetings that we attended helped assist me with program expectations. My university supervisors helped assist me with meeting program expectations while enrolled in the program. They ensured that we had regular meetings that walked us through different requirements and gave us appropriate materials that helped us with this program.
- Any time I had questions, I was always responded too in a timely manner. I gained great information as well that will help me for many years to come.
- I was given the opportunity to participate in meetings and advising meetings. These things really helped me when I had questions or concerns.
- Beebe Campus done a wonderful job during my two years of what to expect and how to prepare myself.
- Advisors meet with you often and are willing to answer any questions. They always answer within a timely manner. They are always sure to give you all the information you need. We had several meeting throughout the course of this programs that prepared us for coming up in the future.
- Meetings, clinical observation and post conferences

- My primary professors, Dr. McMurtry and Dr. Fillippino were excellent mentors and made their expectations clear. They were supportive throughout the entire program.
- The support mechanisms put into place were extremely helpful in answering questions and assisting with any needs outside of and inside of internship. Emails were responded to in a timely manner, support was given in challenging situations, and instructors were heartfelt and helpful in this difficult pathway.

XI. Based on the four domains above, list two or more curricular/instructional strengths of the Arkansas State University Educator Preparation Program:

- The program does an amazing job at making sure their students are professional .We were taught how to dress professionally and act professionally. Our mentors made sure we knew what was expected of us throughout the program.
- "Our program focused a lot of lesson plans and making sure that we were comfortable with teaching in front of a group and prepared with our lessons. We started creating lesson plans and presenting them from the beginning and built upon it over our time as students. (Domain 1) I also feel like we were prepared to act professionally as we were encouraged to dress professionally and act as such in different situations. We were allowed the opportunity to meet before a board of principals and prepare ourselves for future interviews. (Domain 4)" "Dr. Filippino's assessment class was vital for my work in the classroom. She implemented multiple strategies that I made use of, and helped me to better assess my students in the classroom. Another strength of the program was in planning. We went over a wide variety of lesson plan examples and what was expected of us as educators, this was a huge help while I was in the classroom. The ability to monitor and adjust during the lesson was also critical. "
- I was prepared to understand how to show professionalism during my internship in all situations.
- The Arkansas State University Preparation Program had great organization within Blackboard which made it easy for me to find documents to help me meet the expectations of the four designated domains. The program also made sure to have knowledgeable supervisors to hold me to a high standard during my internship which helped me to meet the expectations of the four designated domains.
- The EPP did a great job teaching me as far as planning and preparation, professional responsibilities, and instruction. I feel prepared to have my own classroom.
- Classroom and environment and planning and preparation.
- "One strength that is under the first domain is lesson planning. The program prepared us for creating lesson plans with great detail. Being able to prepare a lesson for each lesson has truly gave me great practice for my classroom. Another strength is assessments. We talked about assessments throughout the entire program and was able to see different assessments set in place which was extremely helpful. "
- We received thorough information on all four domains. I have a few pages of notes still from the seminar that I still refer back too. I have grown in all four domains,

- " - Domain 3 Instruction Domain 1 Planning and Preparation "
- We had scenarios of what students and parents might say and react in a class. We went over different teaching strategies.
- "Domain 1: Planning and Preparation Domain 2: Classroom Management Domain 3: Instruction Domain 4: Professional Responsibilities Going into my capstone internship, I felt prepared. Throughout the time in the program all 4 domains were covered. "
- "Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation. "
- Domain one and three were the domains which I received the most support and preparation for.
- Arkansas state was extremely supportive and although challenging the program was doable and appropriately prepared us for licensure and career.

XII. Based on the four domains above, list two or more curricular/instructional areas for growth of the Arkansas State University Educator Preparation Program:

- Within planning and preparation, I wish I would have gotten a little more information about how to make assessments that align with the standards being taught. I also wish I would have been opened up to more types of resources that are available to teachers. Other than that, the program was fantastic.
- I feel like domains 2 and 3, classroom management and instruction, could be improved upon. Our classroom management class was an online class and I do not feel like that prepares me at all for my internship. I also feel like I would have been better prepared if we had more content based classes geared to K-6 that taught basic things like phonemes.
- In regards to Domain 4, I would like to see a little more adaptations for your non-traditional students. The expectations were sometimes difficult to manage in regards to absences and emergencies. A student who has 3 children and is also working while attending college has different priorities than a 20ish student with no responsibilities except for themselves. I wish there were programs in place that made it so that I could have counted my para experience in the schools towards my intern credits, rather than having to quit my job with the district.
- When learning to write lesson plans It was not clearly taught. I feel that grading of lessons plans should not be done until students can practice and really understand what plans should look like. I felt like I did not receive positive support when learning this important skill. I was made to feel inadequate by my instructor.
- The program could have given more specific handouts regarding the four domains. I was placed in an inclusion classroom for my last 8-weeks, I loved my time in that placement but it would have been nice to have more information on inclusion classrooms during my time in the program.
- I think the EPP can grow as far as classroom management instruction. To me, that was one of the most important classes to take and our class ended up being an online class. It

would have been beneficial to have had that class be in-person to where we can discuss theories and theorists, as well as why/when these these theories are best to be applied.

- Professional responsibilities.
- "Classroom management is one area that I feel we need more to be more prepared on. I have observed in several different classes prior to the program but actually taking charge of the entire class was different. I knew several different management techniques but I feel it would be neat to know a bit more about to feel prepared for the program. Maintaining accurate records is another one that I feel like could use growth on when preparing for the program. I feel like I had several records but it never felt like enough. I wish we would be able to see which documents were important to keep and how to organize them all. "
- I do not have a suggestion for an area of growth.
- " - Classroom environment "
- none
- None
- "Domain 2: Classroom Environment Domain 3: Instruction "
- Domain two and four would be the greatest areas of growth for the educator preparation program. For domain two, I think having classroom management in person would have made a huge impact. I received a lot of information taking classroom management online but I feel if it would have been offered in person I would have gained more information. Having practice role playing in the area of classroom management would have been useful prior to student teaching. Domain four could be improved by being held more accountable. If it is very strict that we can only miss three days then there should be clear communication between the clinical supervisor, university supervisor and the school. All parties should be aware of the three days and communicate effectively to ensure no Intern misses more than three days.
- I felt that being off campus (in my case Astate mountain home and Astate Beebe) provided less support like allowing use of computers on campus, and extra supports during covid, and other amenities that should have been offered were not accessible to us. Other than that I greatly enjoyed my time at Arkansas State University and appreciate the effort put forth by staff members that allowed me to be successful.

Note: Responses were typed by students online with no changes by the PEP office.

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY
Elementary Education (K-6) --- Jonesboro

Year of Student Exit: 2022-2023

N = 216, n = 24

		Grd. Mean	Mean
Domain I.	Planning and Preparation		
	1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.	3.32	3.51
	2. The EPP prepared me to demonstrate knowledge of students.	3.37	3.59
	3. The EPP prepared me to set instructional outcomes.	3.37	3.54
	4. The EPP prepared me to demonstrate knowledge of resources.	3.37	3.57
	5. The EPP prepared me to design coherent instruction.	3.33	3.51
	6. The EPP prepared me to design student assessment.	3.30	3.44
	7. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.	3.39	3.61
Domain II.	Classroom Environment		
	8. The EPP prepared me to create an environment of respect and rapport.	3.43	3.51
	9. The EPP prepared me to establish a culture for learning.	3.46	3.59
	10. The EPP prepared me to manage classroom procedures.	3.31	3.32
	11. The EPP prepared me to manage student behavior.	3.12	3.16
	12. The EPP prepared me to organize physical space.	3.24	3.46
	13. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.	3.32	3.38
Domain III.	Instruction		
	14. The EPP prepared me to communicate effectively with students.	3.38	3.51
	15. The EPP prepared me to use questioning and discussion techniques.	3.38	3.56
	16. The EPP prepared me to engage students in learning.	3.41	3.65
	17. The EPP prepared me to use assessment in instruction.	3.37	3.54
	18. The EPP prepared me to demonstrate flexibility and responsiveness.	3.34	3.57
	19. Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.	3.39	3.59
Domain IV.	Professional Responsibilities		
	20. The EPP prepared me to reflect on teaching.	3.48	3.62
	21. The EPP prepared me to maintain accurate records.	3.32	3.35
	22. The EPP prepared me to communicate with families.	3.15	3.14
	23. The EPP prepared me to participate in a professional learning community.	3.37	3.51
	24. The EPP prepared me to grow and develop professionally.	3.45	3.62
	25. The EPP prepared me to show and demonstrate professionalism.	3.48	3.65
	26. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.	3.43	3.62
	27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.	3.43	3.70
	28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.	3.43	3.56

Major: Elementary Education (K-6) --- Jonesboro

X. Identify and describe the support mechanisms received to assist with meeting program expectations while enrolled in the Arkansas State University Educator Preparation Program (e.g., advising, meetings, remediation, or mentoring).

- There were plenty of support mechanisms in place for teacher interns to be successful and meet program expectations.
- Advising - Dr. Young was great throughout my entire process and was always very helpful. He would respond quickly and help me with whatever I may need.
- Dr. Choi was my advisor she helped me sign up for all of the right classes. She always made sure that I stayed on course for my degree plan. The seminars/meetings were a little overwhelming, especially when different majors/campuses were with us during those times, but they were helpful most of the time and really helped prepare me for my career in teaching.
- There were several meetings held to ensure that teacher candidates were well aware of expectations and requirements.
- Advising meetings were helpful in keeping me informed about my expectations.
- "Having a great advisor. Dr. Covey was there to help with anything and to help me solve any problem I had. She was always there when I needed her.
- Having a great mentor. Dr. Graham gave me that extra push. Times that I wanted to quit, she pushed me even harder and made me continue to push through. "
- There were an abundance of resources we were able to participate in such as advising, meetings, and monitoring which I feel benefited me throughout my capstone internship because it ensured I was on the right track at all times.
- advising
- I received some advising and meetings during my time.
- I had a lot of support. Many people have been there to answer my questions and help me.
- My advisor was always ready to meet with me when I needed it! My professors were ready to help me when I needed as well!
- I received advising as I went through the education program to help me identify exactly what I wanted to teach. I also attended several seminar meetings that gave me valuable information about the program and teaching in today's schools.
- My University Supervisor was always available to meet and advise. When I was doubting my success in a classroom of initially difficult and stand-offish students, my supervisor met with me, developed a plan, and 3d to observe my Clinical Supervisor and the students before assessing my teaching.
- I always had a professor or advisor to run to when I needed help and I was always offered the help I needed.
- Advising and Meeting helped me to be prepared for important dates and to prepare for due dates.

- meetings, interviews, and orientations
- I had advising which was really helpful and then all of our meetings was helpful as well.
- Advising was great and the PEP office was always helpful to answer any questions. They were also very prepared and organized.
- I feel that my meetings with Dr. Young after each of my evaluations were so useful and helped me realize that I was in the right field.
- My advisor, Ron Towery, always made sure to check in and make sure I had everything that I needed to be done for the next year or to graduate. We had frequent meetings with professors or leaders in the department in order to guide us through internships and getting licensed.
- My advisor was always available through email, which made things simpler and easier for everyone involved. She was also available we I needed to meet in person before each semester began to sign up for classes in the next semester.
- I met with my advisor and she was very helpful with guiding me to the classes and information I needed to be successful.
- n/a
- There were many meetings and emails from the PEP office to remind us of what was coming up and what we needed to do.
- I believe having the mentorship from other teachers and professors. A lot of the clinical supervisors I had came from Arkansas State University. They had the background knowledge to help me and guide me through the process
- My mentor teachers were very helpful throughout my capstone and was always there to help me out when I needed it and support me through the tough days.
- I feel that the meeting were planned and discussed in a timely manner.
- Advising, Teacher Meetings and mentoring
- access to advising through several people.
- I do not believe we had a lot of support when it came to meeting program expectations aside from professors being available for questions.
- 1. I was a transfer student when I came to Astate. My advisor was Diana Williams. I loved having her as my advisor because she had all of my information ready for me when I came to any meetings. She always made sure that I had the right classes scheduled and was on schedule to graduate. She has been very supportive during my years at Astate and while I was going through the Education Program. I knew I could come to her with any problems I had and she would get them fixed for me.
- My advisor, Dr. Choi, was also my university supervisor for my placement. She went above and beyond to ensure that I had access to all of the things I needed. We also had advising meetings before each placement, which proved to be overwhelming at times, but they also came to some benefit.
- Advising and just communicating with advisors was what helped me!!!!!!
- Graduation checklists, advisory meetings, university supervisor meetings

- I meet with my advisor before enrolling in each semester classes and he was also always available for any other questions I had.
- My advisor helped me throughout the program. All meetings held information needed and valued to complete the programs..

XI. Based on the four domains above, list two or more curricular/instructional strengths of the Arkansas State University Educator Preparation Program:

- The EPP adequately prepared me for domain 1: planning and preparation and domain 3: instruction.
- "- Classroom Environment – Instruction - Professional Responsibilities - Planning and Preparation"
- I liked how they gave us free test prep books for the praxis II exams and the Pearson foundations of reading. Those books really helped me, in financial distress, to succeed and take/pass those exams. The seminars/meetings were helpful.
- One strength the program had was trying to provide outside guests/resources. Another strength was making sure their professors were well-informed in their subject areas.
- Instruction and Professional responsibilities
- "The EPP prepared me to participate in a professional learning community. The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment."
- Abundance of resources and clear and effective communication.
- meetings
- N/A
- Karen grahm helped me be prepared for the foundations of reading test. I also learned how to use technology.
- Helping with teacher self-assessment and understanding diversity and itâ€™s importance in the classroom
- "I felt very prepared and knowledgeable about helping students learn to read and strategies for improving reading and comprehension (from Dr. Graham and Dr. Henley) Another strength would be in incorporating music, art, and physical education into the general classroom."
- "Hosting seminars with useful information Describing expectations and roles of an intern"
- The variety of classes and the help of my professors are what best prepared me. Also, project-based learning rather than lecture-based learning helped me tremendously.
- n/a
- prepared me to communicate with families, and communicate effectively with students
- Instruction and responsibility
- "- Taught helpful information in making lesson plans - Strength in providing and demonstrating available resources"
- "Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation."

- The ability to create a literacy development plan for a student who needs help. The ability to control a student that causes a lot of trouble in the classroom.
- They informed us by letting us know what was exactly expected of us throughout the program.
- I felt that we were prepared for lesson planning and assessments in the classroom. Overall I believe this whole process can be overwhelming at times and Astate did a good job at guiding us through.
- n/a
- "Meetings- there were many meetings with clear goals and expectations. Mentoring- hosting a career fair to give the students more opportunities. "
- I think able to schedule meeting with Crowleys Ridge Co-Op and the Department of Education really helped.
- "Giving the students a copy of the lesson plans Giving the students the ability to be creative"
- They went back and checked that we had all the material we needed to graduate.
- Creativity, Curriculum mapping
- Prepares the interns for real world situations.
- AState does well at emphasizing the importance of professionalism and getting to know the students.
- "1. The program helped me grow professionally. They prepared us for when going to schools on what to wear and how to go about addressing people. 2. My University supervisor prepared me for reflection after teaching my lesson. "
- I feel that I should use this box to express my gratitude for the professors that fully prepared me for teaching. Karen Graham is the most stellar professor I have ever had in my college career. She went above and beyond for each and every student. Jeonghee Choi was a great advisor, supervisor, and professor over the four years that I had her. Sandra Hawkins was always so kind and encouraging, and I immediately felt excited when I walked into her class. Dr. Henley was also an amazing professor. She was absolutely hilarious, and always knew how to engage her students. I learned the most about making a class fun and interesting from her. Lastly, Mr. Rusty was such a pleasure. I genuinely enjoyed his class because we knew what was happening every single day, he gave great feedback, and he fully prepared me for teaching in a math classroom setting. These professors are the reason that many domains yielded such high ratings. I would not be graduating if it were not for them.
- "Teachers were very knowledgeable about what they were teaching and had many different ways to share! The teachers also created very relevant projects or tasks for students to complete."
- Course curriculum was generally rigorous and relevant, my university supervisor was very involved in my internship success
- "I stayed well informed through email and communication from my professors. I also always knew what was expected of me during my placements "
- "Frequent meetings Multiple people with information. "

XII. Based on the four domains above, list two or more curricular/instructional areas for growth of the Arkansas State University Educator Preparation Program:

- An area for growth would be domain 2: classroom environment, specifically with classroom management and student behavior.
- N/A
- "(1) Some of the courses I feel as though should have been taken towards the end of the program. I feel like foundations or reading should have been taken at the end of the program. We took it our Junior year, but I feel as though it would have helped me a lot more to take during my senior year in preparation for the exam. (2) The meetings/seminars need to be broken down into groups by majors. Personally, I am an ELED major, but I feel like during those seminars/meetings they were mostly targeted towards ELED. All of the other majors felt neglected in my opinion. (3) I do not think that it is fair that majors from different campuses get to graduate with us on our campus. It is not fair that I attended Arkansas State University and PAID for that experience just to be sitting in the same room on my graduation date as someone who attended a satellite campus and paid less than half of my tuition. "
- There should be professors/staff members who are up to date on the way elementary education is now days. It also wouldnt hurt to have more opportunites to support ourselves financial during this time.
- planning and preparation and classroom environment
- N/A
- mentoring
- N/A
- They need to work on communication. Many staff members are on different pages when it comes to telling us what to do.
- Helping to create differentiated instruction and prepare to communicate with families.
- An area for growth would be in teaching diverse students and classroom management.
- "Providing financial opportunities to students who need assistance Requiring professors to have recent classroom experience/observation hours "
- I would have liked to learn more about communication with parents, and how to best handle parent-teacher conferences and disciple.
- n/a
- how to manage student behavior and help design student assessment
- Planning and preparation and classroom environment
- "-Could be a little more cohesive -Area for growth in teaching specific content areas"
- "The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction. Domain 2: Classroom Environment"
- The ability to navigate through a lesson that the students are not understanding. The ability to understand science topics.

- I think that splitting everything by each major would be better because some of the information can get lost in translation within the meetings that were given when we are all together.
- I think one thing that could have been improved was adding a class or section on effectively communicating with parents. I felt like that was the area I was least prepared for when I started my student teaching. I also felt that communication as a whole could have been more effective.
- n/a
- "Advising- my advisors gave me clear feedback and answered all my questions in a timely manner. Remediation- anything on my lesson plans or tasks that needed fixed, the staff at the university was very helpful."
- I think having the students be more involved in the school setting for behavior management and classroom management.
- "Go into more depth on the domains and give several examples to help students out. Explain what each domain is and how to use it in the classroom."
- I feel that having different meetings for the different majors would be more organized.
- Time management, Preparation for classes
- I feel that assessment and classroom management are areas of growth for AState's program. Despite having courses for both of these, I do not feel as though I was fully prepared for these when I went into my internship. I wish we would have discussed more about how to look at assessment data and different management strategies and their strengths and weaknesses.
- "1. My biggest issue was classroom management. I felt that I was not prepared to manage a classroom at all. No one taught us how to effectively manage the students. There were some days when I had no idea what I was going to do to manage the students and tried everything. 2. For some of the classes that we took during our program I felt as if they needed to be later in the program. The content that was taught in those courses I needed to have that information taking my Praxis and Foundation of Reading. "
- Within each domain, there were a few things I found concern with. My biggest concern was that many professors preached on how to respect and treat students, and at times, I felt that was not extended towards us as students. I understand that we are adults, but we are also still learning. School has been a very hard struggle, and sometimes we just needed a little extra support. Many questions were left unanswered due to lack of staff within the program office. We also were alerted of mandatory meetings with very short notice despite many of us having to work part time jobs and were required to take off work last minute. It also upsets me that there are students from different universities that get the privilege of graduating at our university despite the fact that we pay far more in tuition and maintain high scores within more rigorous coursework.
- "I would have liked to see more testing instruction (DIBELS, SPIRE, Past, etc.) I would have also liked to see how they would plan for lessons and what they would do to prepare."
- Organization, communication of expectations, more involved mentoring

- I think that splitting the meetings up for each major would be good because some of the information applied to some majors but not all and it got confusing.
- N/A

Note: Responses were typed by students online with no changes by the PEP office.

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY
Elementary Education (K-6) --- Mid-South

Year of Student Exit: 2022*2023

N = 216, n = 9

		Grd. Mean	Mean
Domain I.	Planning and Preparation		
	1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.	3.32	3.56
	2. The EPP prepared me to demonstrate knowledge of students.	3.37	3.56
	3. The EPP prepared me to set instructional outcomes.	3.37	3.56
	4. The EPP prepared me to demonstrate knowledge of resources.	3.37	3.67
	5. The EPP prepared me to design coherent instruction.	3.33	3.56
	6. The EPP prepared me to design student assessment.	3.30	3.56
	7. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.	3.39	3.78
Domain II.	Classroom Environment		
	8. The EPP prepared me to create an environment of respect and rapport.	3.43	3.67
	9. The EPP prepared me to establish a culture for learning.	3.46	3.56
	10. The EPP prepared me to manage classroom procedures.	3.31	3.56
	11. The EPP prepared me to manage student behavior.	3.12	3.44
	12. The EPP prepared me to organize physical space.	3.24	3.33
	13. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.	3.32	3.56
Domain III.	Instruction		
	14. The EPP prepared me to communicate effectively with students.	3.38	3.67
	15. The EPP prepared me to use questioning and discussion techniques.	3.38	3.56
	16. The EPP prepared me to engage students in learning.	3.41	3.67
	17. The EPP prepared me to use assessment in instruction.	3.37	4.67
	18. The EPP prepared me to demonstrate flexibility and responsiveness.	3.34	3.56
	19. Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.	3.39	3.56
Domain IV.	Professional Responsibilities		
	20. The EPP prepared me to reflect on teaching.	3.48	3.67
	21. The EPP prepared me to maintain accurate records.	3.32	3.56
	22. The EPP prepared me to communicate with families.	3.15	3.33
	23. The EPP prepared me to participate in a professional learning community.	3.37	3.67
	24. The EPP prepared me to grow and develop professionally.	3.45	3.67
	25. The EPP prepared me to show and demonstrate professionalism.	3.48	3.56
	26. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.	3.43	3.56
	27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.	3.43	3.56
	28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.	3.43	3.67

Major: Elementary Education (K-6) --- Mid-South

X. Identify and describe the support mechanisms received to assist with meeting program expectations while enrolled in the Arkansas State University Educator Preparation Program (e.g., advising, meetings, remediation, or mentoring).

- The support provided to me was mainly through my university supervisor and her classroom on Mid South's campus. She had materials available for us to use at any time, she would let us use her room after class time, and we were welcome to come work/study on campus any time (within reason).
- Advising and meetings are what helped and supported me the most. When I have someone to sit there and tell me what I need, explain to me these things that I need, and then communicate with me on questions or concerns that I had or have are what helped me the most.
- In identifying with advising, this program advisors are always willing to answer questions of concerns.
- Our teacher tried her best to have an open door policy with us, and allowed us to stay afterward and work as a community of learners, and would help us with anything we needed. She was willing to talk on the phone after hours and would offer us supplies and tools we needed to succeed and understand what was required of us.
- I leaned heavy on the advising offered throughout the program. I would not have made it through the program without the advising.
- "Advising Mentoring when I felt like giving up."
- There were a variety of support given throughout the program from the seminars, my advisor, and overall my instructors. The seminars were very beneficial to help me stay on tasks with important information and dates needed. My advisor and instructors were able to keep me informed and updated on my process throughout the program. They were very compassionate and inspiring while helping me improve my skills to become an effective teacher.
- I had a great advisor and teacher that prepared me for my internship and all of my Praxis.
- Ms. Kausler was there every step of the way. She crafted the majority of the program and was passionately invested in seeing every one of us through it. And, in the last semester, I've had the delight of being under the supervision of Ms. Hawkins, who has been encouraging and able in helping me through the last stages of my education. There has been mentoring, communication, advising - the program has made me feel as though I am well-supported at each step.

XI. Based on the four domains above, list two or more curricular/instructional strengths of the Arkansas State University Educator Preparation Program:

- The program has strengths in the areas of preparing for lesson planning and setting instructional outcomes. I felt like I was very much taught and prepared to write very

detailed and explicit lesson plans. Another big part of it was writing objectives to set instructional outcomes, this has helped me feel confident in my ability to do so.

- It provided me the resources that I need to communicate effectively with the students and with diverse students. The AState Educator program also placed me in what was the best experience for myself. I was allowed to be apart of a different group of diverse students that have helped me grow as a future educator.
- "Responsibility Classroom management "
- While we were part of the Mid-South adjunct system, it felt like we were really "far-away" from Jonesboro, but we still always knew what was expected, and had the same requirements, and due dates, and were never left in the dark. I also think that we had an advantage of having a smaller, very close group of 12 interns that made this program a little less overwhelming, because some of the requirements were indeed overwhelming. I liked that our advisor was here and was available for us at any time.
- The two curricular/ instructional strengths the program has were planning and reflection. The program taught me how to plan then reflect to improve my planning on later lessons.
- N/A
- Arkansas State University Educator Program strengths would be preparing us to be professional in the field and sending reminders to help us stay ahead and on top of important things.
- "Domain1 planning Domain 3"
- "1. Dedicated program with clearly defined milestones and criterion. You always know the rules. 2. Communicative Staff - While I know this is not universal, my experience with staff and instructors has been great. I have gotten answers to my questions, been able to communicate information and engage in critical discussion, and feel an active part of my own educational team. "

XII. Based on the four domains above, list two or more curricular/instructional areas for growth of the Arkansas State University Educator Preparation Program:

- An area of growth could be more preparing for classroom management. Our classroom management class was only an eight week class, I do not feel like this was an adequate amount of time for this type of class at all. I also did not feel like I was very well prepared for assessing students. The teacher I had for my assessment class hardly showed up, we barely had assignments or grades given, and we did not learn much. I feel as though I was stripped of my opportunity to learn assessment in class from my instructor, I had to learn it all out in the field by doing it/watching others do it. I still feel as though I have a lot to learn when it comes to assessments that I will take up upon myself to learn and get better at.
- My only wish was the there would have been more of an emphasis on the methods classes. Maybe it was just at my location, but I believe there should have been a harder focus on those classes to introduce me to other ways of teaching different subjects and learning more of the content matter.

- "Physical Emotional "
- The only suggestion I would have is allowing students to receive some sort of compensation while in this program for mental and emotional health, and deterring from Blackboard, but it seems like all of those things are in motion so I think that is a good thing. I feel like Blackboard is not user friendly and that we didn't use it enough for it to be so much to dig through. I also do not feel like I was prepared for assessing students as my classroom teacher rarely showed and apologized at the end of the semester for doing us an injustice. I would say the same about science for teachers, as it was the same teacher. I also think that classroom management should be discussed and focused on more. An eight week class did not do it justice. I know that classroom management is not something that can be directly taught, but I think it should be discussed more as it is the biggest part of the classroom setting, and being more mentally prepared before you walk into your first placement would be helpful. All the content knowledge is great and necessary, but if your students are disruptive and not engaged, none of that matters. I just think it should be something that is touched on from the beginning to the end of each semester throughout the entirety of the program.
- Two areas of growth would be teaching more on classroom procedures and management of classroom behaviors.
- N/A
- The Arkansas State University Educator Preparation Program is a wonderful program that is well structured with a great director!
- Domain 4- To help with more then educating student and parents
- "1. Lack of record keeping - This is a technological issue, but it results in the left hand not knowing what the right hand is doing. I was in the program for a full year only to find out that the program director had no idea who I was. More consistent record keeping, especially for the satellite campuses, is an area of growth I am aware is already known and being confronted head on. 2. Education on Assessment - While I had the honor of having Sharla Felkins as my assessment instructor, several recent classes of teachers have had gaps in this area and are struggling with it, both personally and professionally. While establishing the EPP on multiple satellite campuses is a wonderful way to recruit new teachers in the culture of teacher shortage, an area of growth would be to make certain that staffing is adequate to teach all of the skills necessary. "

Note: Responses were typed by students online with no changes by the PEP office.

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY
Elementary Education (K-6) --- Mt. Home

Year of Student Exit: 2022-2023

N = 216, n = 8

		Grd. Mean	Mean
Domain I.	Planning and Preparation		
	1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.	3.32	3.50
	2. The EPP prepared me to demonstrate knowledge of students.	3.37	3.50
	3. The EPP prepared me to set instructional outcomes.	3.37	3.38
	4. The EPP prepared me to demonstrate knowledge of resources.	3.37	3.50
	5. The EPP prepared me to design coherent instruction.	3.33	3.38
	6. The EPP prepared me to design student assessment.	3.30	3.38
	7. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.	3.39	3.63
Domain II.	Classroom Environment		
	8. The EPP prepared me to create an environment of respect and rapport.	3.43	3.63
	9. The EPP prepared me to establish a culture for learning.	3.46	3.63
	10. The EPP prepared me to manage classroom procedures.	3.31	3.50
	11. The EPP prepared me to manage student behavior.	3.12	3.50
	12. The EPP prepared me to organize physical space.	3.24	3.25
	13. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.	3.32	3.38
Domain III.	Instruction		
	14. The EPP prepared me to communicate effectively with students.	3.38	3.63
	15. The EPP prepared me to use questioning and discussion techniques.	3.38	3.50
	16. The EPP prepared me to engage students in learning.	3.41	3.63
	17. The EPP prepared me to use assessment in instruction.	3.37	3.63
	18. The EPP prepared me to demonstrate flexibility and responsiveness.	3.34	3.50
	19. Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.	3.39	3.38
Domain IV.	Professional Responsibilities		
	20. The EPP prepared me to reflect on teaching.	3.48	3.63
	21. The EPP prepared me to maintain accurate records.	3.32	3.63
	22. The EPP prepared me to communicate with families.	3.15	3.38
	23. The EPP prepared me to participate in a professional learning community.	3.37	3.38
	24. The EPP prepared me to grow and develop professionally.	3.45	3.43
	25. The EPP prepared me to show and demonstrate professionalism.	3.48	3.75
	26. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.	3.43	3.50
	27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.	3.43	3.63
	28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.	3.43	3.63

Major: Elementary Education (K-6) --- Mt. Home

X. Identify and describe the support mechanisms received to assist with meeting program expectations while enrolled in the Arkansas State University Educator Preparation Program (e.g., advising, meetings, remediation, or mentoring).

- Emails, zooms, seminars, information relayed through advisors, were all given to students throughout the program.
- ASU provided great advisors and teachers that have been very helpful.
- "Advising Mentoring Meetings "
- The meeting held by both home campus and Jonesboro.
- N/A
- Being told the requirements before the program began.
- Mentoring from our professors helping us every step of the way and meetings to help explain next steps.
- Various meetings with my supervisors for feedback.

XI. Based on the four domains above, list two or more curricular/instructional strengths of the Arkansas State University Educator Preparation Program:

- Strengths were, always giving information clearly when needed as well as having advisors mentor us and give all information needed.
- "Professional Responsibilities Instruction "
- A-State provided students with multiple face-to-face meetings and Zoom meetings to prepare students for internships.
- "Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility."
- N/A
- "Completing the professional development helped work toward my goal of becoming an educator. Instruction in the classroom prepared me for working and speaking with students effectively and professionally. "
- They are quick to answer any questions and the coursework really helps to prepare you for the classroom.
- "Helpful classes Feedback given from evaluations "

XII. Based on the four domains above, list two or more curricular/instructional areas for growth of the Arkansas State University Educator Preparation Program:

- N/A
- "Planning and Preparation Classroom Environment "

- A-State advisors sent multiple emails to remind students of important information and important dates.
- n/a
- N/A
- N/A
- They need longer internships to have more time in the classroom.
- More classroom management help.

Note: Responses were typed by students online with no changes by the PEP office.

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY

Middle Level Education (4-8) --- Beebe

Year of Student Exit: 2022-2023

N = 216, n = 6

		Grd. Mean	Mean
Domain I.	Planning and Preparation		
	1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.	3.32	3.50
	2. The EPP prepared me to demonstrate knowledge of students.	3.37	3.33
	3. The EPP prepared me to set instructional outcomes.	3.37	3.33
	4. The EPP prepared me to demonstrate knowledge of resources.	3.37	3.33
	5. The EPP prepared me to design coherent instruction.	3.33	3.00
	6. The EPP prepared me to design student assessment.	3.30	3.33
	7. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.	3.39	3.50
Domain II.	Classroom Environment		
	8. The EPP prepared me to create an environment of respect and rapport.	3.43	3.50
	9. The EPP prepared me to establish a culture for learning.	3.46	3.33
	10. The EPP prepared me to manage classroom procedures.	3.31	3.33
	11. The EPP prepared me to manage student behavior.	3.12	3.17
	12. The EPP prepared me to organize physical space.	3.24	3.33
	13. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.	3.32	3.33
Domain III.	Instruction		
	14. The EPP prepared me to communicate effectively with students.	3.38	3.50
	15. The EPP prepared me to use questioning and discussion techniques.	3.38	3.33
	16. The EPP prepared me to engage students in learning.	3.41	3.50
	17. The EPP prepared me to use assessment in instruction.	3.37	3.50
	18. The EPP prepared me to demonstrate flexibility and responsiveness.	3.34	3.33
	19. Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.	3.39	3.50
Domain IV.	Professional Responsibilities		
	20. The EPP prepared me to reflect on teaching.	3.48	3.67
	21. The EPP prepared me to maintain accurate records.	3.32	3.50
	22. The EPP prepared me to communicate with families.	3.15	3.33
	23. The EPP prepared me to participate in a professional learning community.	3.37	3.50
	24. The EPP prepared me to grow and develop professionally.	3.45	3.50
	25. The EPP prepared me to show and demonstrate professionalism.	3.48	3.50
	26. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.	3.43	3.50
	27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.	3.43	3.50
	28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.	3.43	3.50

Major: Middle Level Education (4-8) --- Beebe

X. Identify and describe the support mechanisms received to assist with meeting program expectations while enrolled in the Arkansas State University Educator Preparation Program (e.g., advising, meetings, remediation, or mentoring).

- My mentors at ASUB were Dr. McMurtry and Dr. Fillippino. They both have helped me so much in the past two years that I have known them. I had one of them each semester and they both mentored, held meetings to ensure we were all on the same page, and made sure we were prepared for our future in education.
- "Having a university supervisor to advise you and help you along the way is one of the largest support mechanisms you can possibly be given out in the field. Akin to having a mentor teacher, these supervisors were there to answer your every question, help you when feeling discouraged, but also be honest with you when you need it. We had meetings almost every semester to assist with us beginning the next phase. In these meetings we were given the opportunity to receive calendars with schedules of important dates, expectations of assignments for the upcoming semesters, and a q and a time where we can ask questions and get support and encouragement for the upcoming semester. The staff at Arkansas State University-Beebe campus are truly some of the best and go above and beyond what is expected of them. Dr. Filippino, Dr. McMurtry, and Mrs. Harkrider deserve all the recognition in the world Throughout the entire program we received support through the form of mentoring. There is not even one instance in which I can pinpoint receiving this, because it was consistent."
- Advising- I received this when I needed to know about the next steps for a project or continuing in the program.
- "- My clinical supervisors did a wonderful job preparing me for the classroom. - My university supervisor and the head at Beebe did a good job with making expectations clear through the meetings."
- I received advising and meeting during the education program, which helped me understand everything that I needed in preparation for teaching.
- Advising and mentoring assisted me greatly

XI. Based on the four domains above, list two or more curricular/instructional strengths of the Arkansas State University Educator Preparation Program:

- I feel one of the curricular strengths of the Educator Program is the breakdown of writing lesson plans. Many individuals choose this profession but then are unsure of how to write a lesson plan. This program broke it down piece by piece for me and helped me have a better understanding of how to write a lesson plan. When starting this program i was unsure of how to accommodate or modify lessons for students as well and my instructors helped find resources and do research on how to ensure that my classroom is diverse.

- "One strength would come from the first domain in which they taught us how to prepare lessons. I think having us write our lesson plans in such detail truly do help us to understand what we are supposed to be doing. Setting the learning objective consistently and practicing them repeatedly is also another strength. Another strength comes with maintaining accurate records and parent contact. This program has consistently stressed the importance of staying in contact with parents/families and documenting every single thing. That really helped me this semester throughout my capstone internship, because it was something I was already accustomed to. It truly is vital to the environment of the classroom."
- Allowing candidates to practice current school practices(i.e. interdisciplinary teams). In the foundational classes for this program, the content was of importance and helped me later when creating lessons.
- "The math for school teachers classes were very intriguing and well-taught. Intro to Education was (from what we got to do mid-COVID) a good class in terms of preparing us for the classroom. "
- I believe that the education program was strong in understanding how to teach us about the different ways of teaching specific content and insuring that we understood what all goes into becoming a teacher.
- Domains 3 and 4

XII. Based on the four domains above, list two or more curricular/instructional areas for growth of the Arkansas State University Educator Preparation Program:

- I feel the instructional strengths of this program is my instructors modeled how to do certain and specific things for us so we could have an example. They also brought in speakers constantly who gave us insight on different topics and knowledge that we need throughout our teaching careers.
- "One area of growth could be in assessment. Although we talked extensively about assessment, I do not feel adequately equipped to creating assessments that are not only on point with the content, but on grade level and that showcases true student understanding. I felt unsure about the assessments I would give, and if they were true representations for what students know. Although we talked about the different types and examples, it was much harder to put into practice and actually make work. Another area of growth that I would like some more insight in would be maintaining classroom management for student who are not respectful of the rules and procedures, and whom do not seem to respond to any forms of discipline. This is something I encountered in this capstone internship, and I truly did not know what to do. Parents could not be contacted or would not care, and students were disruptive and disrespectful, no matter what I tried to do. I honestly did not know what else to do and felt like I was not prepared to deal with this type of situation."

- "Schools in Arkansas are shifting to using a set curriculum. These curriculums are created so that teachers read from the book and move students through the activities. Finding a way to incorporate some of these curriculums would be helpful, as it is difficult to successfully use them when we see the curricula for the first time out in the field. Allowing students to actively practice things like PLCs would be helpful. This gives us a general idea of how they should run and how we can use them to improve."
- "Have more variation for students who come in with concurrent credit. Many of the classes are designed with only elementary ed in mind. Professors are showing methods that don't transfer well to a mid-level classroom or simply don't provide any resources for mid-level students. "
- I believe an area of strength could be in classroom management techniques and knowledge about diverse learners and classrooms.
- Domains 1 and 2

Note: Responses were typed by students online with no changes by the PEP office.

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY
Middle Level Education (4-8) --- Jonesboro

Year of Student Exit: 2022-2023

N = 216, n = 11

		Grd. Mean	Mean
Domain I.	Planning and Preparation		
	1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.	3.32	3.09
	2. The EPP prepared me to demonstrate knowledge of students.	3.37	3.45
	3. The EPP prepared me to set instructional outcomes.	3.37	3.45
	4. The EPP prepared me to demonstrate knowledge of resources.	3.37	3.36
	5. The EPP prepared me to design coherent instruction.	3.33	3.45
	6. The EPP prepared me to design student assessment.	3.30	3.45
	7. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.	3.39	3.45
Domain II.	Classroom Environment		
	8. The EPP prepared me to create an environment of respect and rapport.	3.43	3.18
	9. The EPP prepared me to establish a culture for learning.	3.46	3.36
	10. The EPP prepared me to manage classroom procedures.	3.31	3.27
	11. The EPP prepared me to manage student behavior.	3.12	2.91
	12. The EPP prepared me to organize physical space.	3.24	3.27
	13. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.	3.32	3.45
Domain III.	Instruction		
	14. The EPP prepared me to communicate effectively with students.	3.38	3.18
	15. The EPP prepared me to use questioning and discussion techniques.	3.38	3.36
	16. The EPP prepared me to engage students in learning.	3.41	3.45
	17. The EPP prepared me to use assessment in instruction.	3.37	3.55
	18. The EPP prepared me to demonstrate flexibility and responsiveness.	3.34	3.27
	19. Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.	3.39	3.36
Domain IV.	Professional Responsibilities		
	20. The EPP prepared me to reflect on teaching.	3.48	3.55
	21. The EPP prepared me to maintain accurate records.	3.32	3.27
	22. The EPP prepared me to communicate with families.	3.15	3.09
	23. The EPP prepared me to participate in a professional learning community.	3.37	3.55
	24. The EPP prepared me to grow and develop professionally.	3.45	3.45
	25. The EPP prepared me to show and demonstrate professionalism.	3.48	3.55
	26. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.	3.43	3.45
	27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.	3.43	3.82
	28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.	3.43	3.82

Major: Middle Level Education (4-8) --- Jonesboro

X. Identify and describe the support mechanisms received to assist with meeting program expectations while enrolled in the Arkansas State University Educator Preparation Program (e.g., advising, meetings, remediation, or mentoring).

- Advised meetings and mentoring from my professors were just two of the support mechanisms that I was given through ASU. My professors did a great job of opening up to their students in order to support us along with helping us make decisions on our future courses and goals.
- The internships were extremely important mentoring that I needed, as well as the observations scattered throughout that gave me support and feedback I needed to improve.
- There was plenty of advising and mentoring in the program during my time at Arkansas State University. Students are given the opportunity to create units, lessons, and even teach lessons in their classes which gives chances to receive feedback on teaching techniques and strategies used. This gives students the chance to be advised before being sent out into internship. There are also a lot of meetings and advising that happens during internship with university and clinical supervisors that help prepare students to become teachers.
- During my time in the education program, I received advising and meetings however when it comes to support mechanisms I have to brag about Dr. Young. He has been so helpful in my last year of the program than my whole time in the program. He has provided support, advice, and helpful tips throughout my internships, any questions I had he was able to answer.
- We had multiple meetings where clear outcomes were set so that we knew our expectations for our internship and for the program.
- The support mechanisms received to assist with meeting program expectations while enrolled in the EPP were my advisor, university supervisors, and professors. Each played an important role in my progression through the program. They were always available for questions, and if they did not know the answer, they would find it and respond at a later time.
- I would have liked meeting with my advisor more at ASU. I think the meetings held by the PEP office were very helpful during my time in the Education program at ASU.
- There were multiple meetings designed to assist with meeting program expectations.
- We had two seminars and an orientation meeting. My advisor was in close contact with me throughout the internship. Everyone in the program was very responsive and open to answering any questions that we had.
- Dr. Rusty Young was my advisor and my go to for anything and everything. He was extremely helpful in answering all my questions and helping me navigate through these last 3 years of college. I will be forever grateful for him. He is very knowledgeable in

everything we do in the Education Department and was always available to help me out even when he was not my clinical supervisor.

- While in the Educator Preparation Program at Arkansas State University, I was given support in many ways. The first of which was through advising with my academic advisor, clinical supervisors, and with my university supervisors during my internship. These people helped to answer my questions, guide me in how to be a better teacher, and encouraged me in what I was doing well. Through meetings with these people as well as mandatory teacher intern meetings with Dr. Bowser, I was able to ask questions that I had about the program, internship, licensure, and more. They gave me actual tasks that I could do that would improve my teaching and supported me all the way.

XI. Based on the four domains above, list two or more curricular/instructional strengths of the Arkansas State University Educator Preparation Program:

- "1. Planning and Preparation: The ASU EPP has strengths in this domain due to the professors and supervisors being extremely helpful and structured when it came to the planning and preparation such as edTPA lesson plans. We were given many instructional opportunities to learn this method and use it to our advantage in the classroom and internship. 2. Classroom Environment: The ASU EPP also has strengths in this domain due to the professors and supervisors giving us the freedom to create a classroom environment of our choice (based off of instruction) during our internships by not bothering us or hovering over us during the time that we are in it independently."
- Planning & Preparation and Instruction are the program's strong points.
- "1. We are given a lot of opportunities to reflect on our teaching and how we prepare to teach in the educator preparation program. We are given these chances in the classroom before we are sent out to internship so we can adjust and improve our strategies and techniques before going out into the field. 2. In our courses, we are given lots of knowledge on how to communicate with and engage our students in the classroom. We even go far enough to practice these techniques with each other as students to prepare for field work. Our professors give us readings, provide examples, and demonstrate these communication strategies to us."
- During my advising, it was very helpful how she laid it out for me and what classes I needed to take. It helped me get through these years at astate.
- EPP definitely helped me in taking on professional responsibilities. It also enabled me to develop coherent instruction through planning and preparation using a variety of teaching models.
- One strength of the EPP is preparation for the planning of instruction. The lesson plan templates were extended and detailed, so they allowed for the preparation of detailed lessons which benefited my ability to provide students with appropriate instruction throughout internship. Another strength of the EPP is awareness of the professional responsibilities of teachers. Throughout this experience, I have learned how to

appropriately keep records, communicate with both students and their families, and reflect on my teaching as a means to enhance future instruction.

- The Arkansas State University Education Preparation Program is very helpful, and organized when it comes with meetings whether it be in person, or virtual.
- Domain One and Domain Four were decently supported through meetings hosted by the ASU EPP.
- "1. Domain 1 -- I feel like I was prepared for planning and instruction because of all the program course requirements. I think that the methods and materials classes really helped me in that aspect and I had great instructors that prepared me for real-world planning and instruction. 2. Domain 4 -- Everyone involved in the PEP program stressed professionalism, especially during orientation and seminars. We had adequate training (like when we had the TESS meeting where it explained the domains and expectations in depth, as well as the consequences if we do not meet those expectations)."
- "Advising is a strength of ASU. Every advisor I had (Nicole Covey and Rusty Young) were very helpful to me in my time at ASU. "
- I think that Arkansas State's Educator Preparation Program does a great job in teaching students how to plan well and how to accommodate to the variety of student's IEPs. These were two things that I feel very strongly in and felt confident in doing throughout my internship.

XII. Based on the four domains above, list two or more curricular/instructional areas for growth of the Arkansas State University Educator Preparation Program:

- "1. Planning and Preparation: Supervisors could work on some kind of broken down rubric or score sheet to give to interns during their observations and edTPA period in order to fully give each student all of the requirements and expectations of the lesson plans before entering the Capstone internship. 2. Professional Responsibilities: Course could require at least one professional responsibility outside of the internship due to lack of resources during the internship, depending on the school given to the student."
- I believe Professional Responsibilities could be improved by more instruction on ways to keep up with IEP/504s and other documentation and implementing them in the classroom.
- "1. We did not get very much information on how to effectively organize physical space as a teacher in the educator preparation program. I think there needs to be more emphasis on what that means and why it can help a teacher and students be effective in the classroom. 2. I believe more emphasis can be put on how to manage student behavior. We had lots of good information on it, but we need a chance to be in scenarios to manage behavior before we get into the classroom so we have some hands-on experience doing so."
- When it comes to meetings, there is too much information given in the meetings and it gets very confusing when there are 4 plus majors in one room all receiving different information. Different majors have to do different things as well as have different

requirements for their programs. Each major should receive their own time to meet when they are able to be given the correct information about their major so there is no confusion.

- I feel as though there could have been more on hand activities where we were allowed to create our own classroom environment. As well, I think there could have been more opportunities to develop our adaptation skills when something went wrong in a lesson.
- Areas of growth of the EPP are centered around classroom environment. Throughout the program, we were told about classroom management; however, I do not feel we were prepared to manage all of the components of a classroom. There is no true practice of these skills until we have a classroom of our own.
- The program could be improved by focusing on the mid level education students as much as ELED, and Secondary students during the meetings when all groups are present.
- Domain Two and Domain Three could be better supported.
- I think that I could have been better equipped to deal with behavior/classroom management. Even though we were required to take a theory class for adolescent development, we had to take the course early on in the program, and I think it would have been more beneficial for us to be able to take it closer to our time in the actual classroom.
- " During the meetings, all education majors were in the same one. This led to lots of confusion to different majors since each major did different things. I think Arkansas State PEP needs to work on separating these majors into their own meetings that way we get the exact knowledge we need. Same with the content classes. ELED and MLED should not be in the same content classes, because ELED teaching kindergarten is a lot different than us teaching 8th grade. Most of the instructors were gearing information towards lower elementary which was not beneficial to us."
- I think that Arkansas State's Educator Preparation Program needs to improve in teaching its students how to communicate with families as well as why it is so important as well as how to deal with behavioral issues around technology in the classroom (i.e. use of phones, misuse of iPads, etc). As we enter an age where technology is necessary for teaching, I wish that I would have been taught ways to deal with this while still allowing students to learn effectively.

Note: Responses were typed by students online with no changes by the PEP office.

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY
Middle Level Education (4-8) --- Mid-South

Year of Student Exit: 2022-2023

N = 216, n = 3

		Grd. Mean	Mean
Domain I.	Planning and Preparation		
1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.		3.32	3.67
2. The EPP prepared me to demonstrate knowledge of students.		3.37	3.67
3. The EPP prepared me to set instructional outcomes.		3.37	3.67
4. The EPP prepared me to demonstrate knowledge of resources.		3.37	3.67
5. The EPP prepared me to design coherent instruction.		3.33	3.67
6. The EPP prepared me to design student assessment.		3.30	3.33
7. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.		3.39	4.00
Domain II.	Classroom Environment		
8. The EPP prepared me to create an environment of respect and rapport.		3.43	4.00
9. The EPP prepared me to establish a culture for learning.		3.46	4.00
10. The EPP prepared me to manage classroom procedures.		3.31	4.00
11. The EPP prepared me to manage student behavior.		3.12	4.00
12. The EPP prepared me to organize physical space.		3.24	3.33
13. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.		3.32	4.00
Domain III.	Instruction		
14. The EPP prepared me to communicate effectively with students.		3.38	4.00
15. The EPP prepared me to use questioning and discussion techniques.		3.38	4.00
16. The EPP prepared me to engage students in learning.		3.41	4.00
17. The EPP prepared me to use assessment in instruction.		3.37	3.00
18. The EPP prepared me to demonstrate flexibility and responsiveness.		3.34	4.00
19. Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.		3.39	3.67
Domain IV.	Professional Responsibilities		
20. The EPP prepared me to reflect on teaching.		3.48	4.00
21. The EPP prepared me to maintain accurate records.		3.32	3.67
22. The EPP prepared me to communicate with families.		3.15	3.67
23. The EPP prepared me to participate in a professional learning community.		3.37	4.00
24. The EPP prepared me to grow and develop professionally.		3.45	4.00
25. The EPP prepared me to show and demonstrate professionalism.		3.48	4.00
26. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.		3.43	4.00
27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.		3.43	3.67
28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.		3.43	3.67

Major: Middle Level Education (4-8) --- Mid-South

X. Identify and describe the support mechanisms received to assist with meeting program expectations while enrolled in the Arkansas State University Educator Preparation Program (e.g., advising, meetings, remediation, or mentoring).

- The meetings and advising that were required by interns were very helpful in the process of completing the program. Our instructors, advisor, supervisors, and directors were adamant about being proficient in explaining the details of the requirements to successfully complete this program.
- My advisor made sure that I had taken all the classes I needed for the program.
- There were several meetings that kept me informed of all that was expected of me.

XI. Based on the four domains above, list two or more curricular/instructional strengths of the Arkansas State University Educator Preparation Program:

- The first strength would be Domain 2, the classroom environment. The instruction, resources, and materials we received concerning the environment prepared us to enter the classroom with direct knowledge of how to manage the classroom and create a comfortable and safe space for learning. The second strength would be Domain 4, Professional Responsibilities. The repetitiveness of explaining the responsibilities of the teacher was embedded continuously throughout the program. We have a great understanding of what is required of us when it comes to evaluating and reflecting on our instructional and classroom duties.
- It prepared me to interact professionally with my colleagues. The courses also prepared me to apply my content knowledge to my lessons and to use that knowledge to help students.
- Planning is a strength of AState as well as instruction.

XII. Based on the four domains above, list two or more curricular/instructional areas for growth of the Arkansas State University Educator Preparation Program:

- One area of growth would be Domain 1, Planning and Preparation. I was not confident in planning assessments for my students due to the lack of instruction. There was not enough time spent to teach us how to successfully create assessments that are effective and engaging. I have greatly improved in this area due to my supervisors. Another area of growth would be Domain 3, Instruction. With assessments, I learned to use formal assessments while teaching to gauge understanding. I believe this was not taught enough during our instruction time in the classroom.
- I believe that the assessment of students could be more in-depth and better covered at the mid-south campus. I also think that it should be made sure that the classes are split up and

teachers do not overlap classes. It would get confusing at times because I was unsure what assignment the information was for.

Note: Responses were typed by students online with no changes by the PEP office.

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY
Middle Level Education (4-8) --- Mt. Home

Year of Student Exit: 2022-2023

N = 216, n = 6

		Grd. Mean	Mean
Domain I.	Planning and Preparation		
	1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.	3.32	3.00
	2. The EPP prepared me to demonstrate knowledge of students.	3.37	3.00
	3. The EPP prepared me to set instructional outcomes.	3.37	3.00
	4. The EPP prepared me to demonstrate knowledge of resources.	3.37	3.17
	5. The EPP prepared me to design coherent instruction.	3.33	3.00
	6. The EPP prepared me to design student assessment.	3.30	2.83
	7. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.	3.39	2.83
Domain II.	Classroom Environment		
	8. The EPP prepared me to create an environment of respect and rapport.	3.43	3.00
	9. The EPP prepared me to establish a culture for learning.	3.46	3.00
	10. The EPP prepared me to manage classroom procedures.	3.31	3.00
	11. The EPP prepared me to manage student behavior.	3.12	2.83
	12. The EPP prepared me to organize physical space.	3.24	3.00
	13. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.	3.32	2.83
Domain III.	Instruction		
	14. The EPP prepared me to communicate effectively with students.	3.38	3.00
	15. The EPP prepared me to use questioning and discussion techniques.	3.38	3.17
	16. The EPP prepared me to engage students in learning.	3.41	3.00
	17. The EPP prepared me to use assessment in instruction.	3.37	3.00
	18. The EPP prepared me to demonstrate flexibility and responsiveness.	3.34	2.83
	19. Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.	3.39	3.00
Domain IV.	Professional Responsibilities		
	20. The EPP prepared me to reflect on teaching.	3.48	3.00
	21. The EPP prepared me to maintain accurate records.	3.32	2.83
	22. The EPP prepared me to communicate with families.	3.15	2.83
	23. The EPP prepared me to participate in a professional learning community.	3.37	3.00
	24. The EPP prepared me to grow and develop professionally.	3.45	3.00
	25. The EPP prepared me to show and demonstrate professionalism.	3.48	3.17
	26. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.	3.43	3.00
	27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.	3.43	3.00
	28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.	3.43	3.00

Major: Middle Level Education (4-8) --- Mt. Home

X. Identify and describe the support mechanisms received to assist with meeting program expectations while enrolled in the Arkansas State University Educator Preparation Program (e.g., advising, meetings, remediation, or mentoring).

- We had several meetings in preparation to becoming educators. Orientation meetings, PLC Trainings, and the Exit Evaluations.
- I received a lot of advice from the three teachers at ASUMH that helped in some ways, I just do not feel fully prepared for teaching.
- Advising
- I had mentor teachers from high school that gave me advice and support.
- I had several meetings with my advisor to ensure I was prepared.
- Assess to mentoring when needed

XI. Based on the four domains above, list two or more curricular/instructional strengths of the Arkansas State University Educator Preparation Program:

- Arkansas State University helped us prepare to be educators by specifically choosing clinical supervisors that will hold us to a standard.
- advising, mentoring
- Classroom environment, building student relationships.
- "Lesson Planning Assessment"
- It showed me how to act professionally and helped me prepare to an effective member in a PLC.
- Mentoring when needed

XII. Based on the four domains above, list two or more curricular/instructional areas for growth of the Arkansas State University Educator Preparation Program:

- Organization is key. There were many times I had no idea what was happening until very last minute and I wasn't the only one.
- meetings, remediation
- Differentiation and classroom management techniques "Classroom management
- Diversity in the classroom"
- Materials on classroom management and how to use assessment data.
- Dyscalculia and better math preparedness

Note: Responses were typed by students online with no changes by the PEP office.

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY
Special Education MAT (K-12) --- Jonesboro

Year of Student Exit: 2022-2023

N = 216, n = 55

		Grd. Mean	Mean
Domain I.	Planning and Preparation		
	1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.	3.32	3.20
	2. The EPP prepared me to demonstrate knowledge of students.	3.37	3.18
	3. The EPP prepared me to set instructional outcomes.	3.37	3.18
	4. The EPP prepared me to demonstrate knowledge of resources.	3.37	3.20
	5. The EPP prepared me to design coherent instruction.	3.33	3.13
	6. The EPP prepared me to design student assessment.	3.30	3.16
	7. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.	3.39	3.16
Domain II.	Classroom Environment		
	8. The EPP prepared me to create an environment of respect and rapport.	3.43	3.36
	9. The EPP prepared me to establish a culture for learning.	3.46	3.34
	10. The EPP prepared me to manage classroom procedures.	3.31	3.17
	11. The EPP prepared me to manage student behavior.	3.12	3.07
	12. The EPP prepared me to organize physical space.	3.24	3.09
	13. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.	3.32	3.18
Domain III.	Instruction		
	14. The EPP prepared me to communicate effectively with students.	3.38	3.22
	15. The EPP prepared me to use questioning and discussion techniques.	3.38	3.13
	16. The EPP prepared me to engage students in learning.	3.41	3.20
	17. The EPP prepared me to use assessment in instruction.	3.37	3.16
	18. The EPP prepared me to demonstrate flexibility and responsiveness.	3.34	3.15
	19. Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.	3.39	3.16
Domain IV.	Professional Responsibilities		
	20. The EPP prepared me to reflect on teaching.	3.48	3.35
	21. The EPP prepared me to maintain accurate records.	3.32	3.24
	22. The EPP prepared me to communicate with families.	3.15	3.24
	23. The EPP prepared me to participate in a professional learning community.	3.37	3.25
	24. The EPP prepared me to grow and develop professionally.	3.45	3.29
	25. The EPP prepared me to show and demonstrate professionalism.	3.48	3.33
	26. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.	3.43	3.27
	27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.	3.43	3.22
	28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.	3.43	3.24

Major: Special Education MAT (K-12)

X. Identify and describe the support mechanisms received to assist with meeting program expectations while enrolled in the Arkansas State University Educator Preparation Program (e.g., advising, meetings, remediation, or mentoring).

- "Hardly any. The most support I received while enrolled at ASU was during my internship and that looked like emails and zoom meetings. During the time I was completing class, with the exception of a few times, I would only hear from my instructors if I emailed them with a question. The feedback they gave throughout their courses were minimal, vague and not helpful or growth prompting. The only advising I got throughout this program was when I began or when I reached out on my own. Outside of that, I don't believe any advising was initiated. "
- I loved that we had weekly meetings with our professors and that our academic advisors were so help full during this process.
- There were weekly zoom meetings that were very helpful during this program. We could get insight into what was expected for assignments and ask questions. My mentor did a separate small group zoom and this was also beneficial. I like that we were able to re submit assignments until they were completed correctly. My supervisor was good at emailing and being flexible with me.
- The University gave me a chain of command of support.
- My EPP provided me with mentoring and weekly meeting. I know what was expected of me at all times. The meetings were detailed and helpful.
- The support mechanisms received to assist with meeting program expectations while enrolled in the Arkansas State University Educator Preparation Program include zoom meetings, open communication through phone and email, advising, and mentoring.
- My mentor meet me with a lot to help me in my classroom and with general questions. Meetings with my advisor and university supervisor helped to make this program smooth and more empowering.
- Weekly classes in whole group and small group provided the opportunity for advising.
- The supports used to assist with meeting expectations included weekly meetings, advance notice and access to work, and re-submission of assignments that needed corrections.
- The main support mechanisms were through the mentoring program and Zoom meetings with colleagues and professors for support and feedback.
- In the internship we had weekly zoom meetings to discuss the assignments and talk about things we are seeing in our classrooms.
- Given support and mentoring through the program and internship, I feel able to meet program expectations.
- By completing coursework it showed me how to prepare lesson plans, create behavioral plans that is specialized to each child, understand disabilities and their characteristics, and

how to create a positive learning environment. My teachers and mentors were always quick to help me in anyway and give me feedback.

- The support mechanisms that were present during the MAT program were weekly zoom meetings, the conversations between my mentor and myself, and meetings with my coworkers.
- I had a lot of mentoring from my university supervisor and Mrs. Farley. They were able to guide me and give advice when needed.
- Weekly Zoom meetings with Dr. Farley and Dr. Tana Stewart, University Supervisor. Submitted a weekly reflection journal about classroom experiences, also met with Clinical supervisor throughout program.
- Some helpful supports were zoom meetings. Being able to "meet" with the professors and ask questions is much better than relying on email alone. Another things that was helpful came from an assignment that Dr. Davis had us do. She would have weekly mandatory zoom meetings in her classes where she would cover the weeks work. Then she would have us write a paper summarizing the video so she knew we actually watched it. This would ensure that everyone knew what was expected of us throughout the week. It also really helped me understand the assignments.
- My advisor was so good about contacting me if I did not do something correct or if I was late on an assignment. She reminded me of expectations of the program.
- Mrs. Farley supported me throughout the semester with a difficult student. She offered advice and techniques that were beneficial to understanding how my student worked and how to best serve him.
- It was very difficult to do the work while working at a new job. I do not believe ASU gave consideration of this aspect. The university knew we were all new teachers involved in brand new jobs. However, my university supervisor was available whenever I needed her. I do believe this was a huge role in helping me to finish.
- I had extensive meetings and advising throughout the program particularly at the end when going through the internship when we had weekly meetings to discuss activities going on and journals to submit weekly reflecting on the week as we went through them.
- advising, mentoring , meetings
- Weekly zoom meetings with Dr. Farley and university supervisor (Karyn Christian). Weekly reflection journal about classroom experiences and met with clinical supervisor throughout program.
- My mentor and our autism coach at my school strongly helped me to be ready to teach students. My experience in the field was extremely important for building my ability to work with students and built my teaching skills. Meetings helped build knowledge as well.
- When I first entered the program, someone called me from ASU to make sure I did not have questions. It was an excellent support system.
- Virtual meetings were beneficial in communicating program needs.

- I do feel that the weekly meetings were helpful. It was nice to be able to touch base "face to face" every week and be able to receive assistance on issues I may have had over the week. It was also nice to be able to touch base with other teacher interns and see where everyone else stood and to hear their questions and answers to their issues that I didn't even know I needed the answer to. The advising in the program was fair. One thing that bothered me was when I asked a question and it was discussed in the weekly meeting I was immediately referred to the recording of the zoom call. That was not always helpful and I felt that my needs were not always being met accordingly.
- The support throughout the program has been phenomenal. Mrs. Farley has also been amazing throughout the program. At first, I was unsure of her tone, but the more I worked with her, I realized she had a great care for what she does. She wants to see her students succeed and do well. She explains everything well and make sure a clear understanding was given before leaving.
- I feel that group meetings were very beneficial, and the mentoring I received from University instructors and supervisors were nice because of their experience in the real world.
- Arkansas State University provided advising and mentoring throughout the program by providing knowledgeable instructors and required mentors to fall back on whenever in need of assistance.
- mentoring from clinical supervisor and university supervisor. I felt that there was no advisory support throughout my time at Arkansas State.
- There has been a great amount of support throughout attending the entire program. I have had any question answered by using emails, texts and even calls. I was really glad that there was weekly zoom meetings.
- Zoom meetings
- Zoom meetings for instruction and guidance and on-site personal mentor
- Advising and meetings.
- In some classes, there was minimal support. There were times when some professors did not even offer a weekly or bi-weekly zoom meeting to discuss course work. The courses where I learned the best was when the professor was accessible by zoom and by email. It was easier to talk to the professor than the AA.
- The mentoring by my Clinical and University Supervisor were the most beneficial.
- At Arkansas State University I received assistance through meetings with my advisor(s), or anyone available.
- My professors were always available via email or text to provide support for any assignment or other questions I had. When we met during our weekly zoom meetings they were also opened to questions and gave us time to ask and respond to questions.
- I was to attend weekly meeting with the program director and my university to receive feedback on completed projects and overview of upcoming projects. I was also provide a clinical supervisor that was on hand to help me to meet the program expectations.

- My supervisor and all the staff were always there to provide support for needed questions during my internship. They also pushed me to be a strong teacher.
- The support of the professors and academic assistants while maintaining high expectations was exactly what I needed in order to be successful.
- What I found most beneficial with going through this program was the amount of support from my university supervisor. The weekly meetings were helpful because it gave me an opportunity to ask questions and listen to others questions which sometimes answered my own. It was an welcoming environment and she never made me feel "less than". She always willing to help, understanding, and encouraging which help me tremendously. She was always accessible.
- The most effective support mechanisms for me were meetings with my University Supervisor and the in school mentor.
- They had great mentor for helping me teach in my classroom . The mentoring help with the student and the paperwork .
- I met with my clinical supervisor many times to help me through questions and I was able to reach out to professors when I had a question.
- The university supervisor, as well as Mrs. Farley, were both valuable and accessible resources throughout the internship.
- There were weekly opportunities to participate in Zoom meetings with university supervisors.
- The support I received was mostly focused on feedback on teaching specific lesson plans and what I needed to do to improve as an educator.
- Support mechanisms I received to assist with meeting the program expectations while enrolled at ASU were consistent meetings in the classes, detailed feedback, and words of encouragement.

XI. Based on the four domains above, list two or more curricular/instructional strengths of the Arkansas State University Educator Preparation Program:

- It's difficult for me to think of any strengths of the Educator Preparation Program, so I'll treat this response how I feel I was treated throughout this program, not give much thought to it, and move on.
- I thought it was great that they had a culture class to help you work with students of all backgrounds, also the PBIS class was tough but it taught us how to complete some of the paper work that we would have to complete as SPED teachers.
- I think the strengths are in Domain 1 and 4. I think I feel more confident with my planning and preparation and professional responsibilities.
- Professional Responsibilities
- Planning and Preparation was a great strength for my EPP. Everything was lined out for me. Classroom Environment in my EPP created a culture for learning and a sense of belonging. Everyone was so respectful, and you can feel the great rapport with each person.

- The Arkansas State University Educator Preparation Program's instructional strengths include various preparation classes to ensure knowledge and leadership in the classroom and the dedication of the instructors and academic assistants.
- Instruction and professional responsibilities.
- Signing up for CEC is good for professional responsibilities and knowing how to create a welcoming and safe learning environment is good for providing the best instruction.
- "Domain 3: Instruction Prepared me to use questioning and discussion techniques Prepared me to demonstrate knowledge, skills and dispositions in effective instruction Domain 4: Professional Responsibilities prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility "
- The main strengths are helping graduate candidates plan coherent instruction and understanding ways to provide universal design for classroom lessons.
- Meetings and mentoring were very usefully for me in this program.
- I believe that A-State's EPP show strength in the professional and instruction domains.
- By doing the edTPA, it showed me how to create a good lesson plan and then how to keep good records that show how my student is doing. It also gave me a chance to see how I teach and areas I can improve in.
- Strengths that the EPP is efficient in is how we communicate with families, maintain records, how to design assessments, and show and demonstrate professionalism.
- Tess Domain 2 Tess Domain 4 "
- "Advising: my advisor was great throughout this whole process. She was very informative and helpful. She gave specific feedback and really helped me to grow. Mentoring: My clinical supervisor became like my mentor through this process. It helped me develop a relationship and have someone to go to with questions. "
- Classroom environment and planning and preparation
- Arkansas State has taught me the value of having to be organized and be efficient with my material because you never know when you might need it. It also taught me how to assess students and determine how best to help them based on that testing.
- "planning/ preparation professional responsibilities "
- My strengths were in TESS Domain 2: Classroom Environment and TESS Domain 4: Professional Responsibilities
- I believe the two strengths from the above domains are meetings and mentoring.
- "Planning and Preparations Instruction"
- Learned to engage with student behavior or expected behaviors of some of the student's based on their disability. Also, the program was effective in identifying what professional development is needed for our education.
- "Planning and Preparation: I feel that we were given adequate time to prepare for all requirements needed to complete the program. The planning and layout of the program was well designed and things flowed together nicely. Classroom Environment: The EPP program at ASU was able to take an online program and make me feel like there was someone in my classroom to help if and when I needed it. "

- All four domains had great strengths. For domain 2 and 4, there was a course designed to help us with the classroom environment, prepare us for different behaviors and how to design our classroom for every student and all needs. Each class also taught professional responsibility.
- I feel that planning and preparation, and professional responsibilities in this program were outstanding and I gained a lot of confidence in myself as an educator.
- Throughout the program, ASU EPP provided multiple opportunities in preparing effective and elaborate lesson plans and implementation of the lessons. Providing opportunity to grow and reflect upon implementation of the lesson and assessments used to evaluate the lessons.
- Mentoring was a huge strength for me. Weekly zooms were often helpful as well.
- The two strengths of the Arkansas State University Educator Preparation Program is the preparing me to grow and develop professionally as well as preparing me to participate in a professional learning community.
- NA
- "Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation. "
- Having people who have taught in a classroom.
- "Assessment in instruction Engage students in learning"
- EdTPA requires the intern to go very in-depth with lesson plans; however, some of the questions and prompts on the templates seem redundant.
- Domain 1 and 3
- The EPP Program's strength's based on my experience would be Professional Responsibilities and Knowledge of Content and Pedagogy.
- All
- "This program helped me with planning and preparation by helping follow the class guidelines and by submitting my work in a timely manner. The supervisor was great in giving advice on classroom environment and ways to have interactions with students during our video sessions. "
- The program was amazing and fit my needs exactly. The program is strong and creates strong teachers.
- "Domain 1: The program really emphasized lesson planning. Although, our lesson plans do not have to be very detailed, this helped be to be very detailed in the thinking and planning practices to ensure that my lessons promote the best learning practices. Domain 2: Managing my classroom and environment, something that I thought I had under control. During this program, I had to rethink some things when it came down to my classroom procedures and routines. When I thought of routines, I only considered it beneficial for managing behaviors- which it does. However, it taught me to reconsider procedures and routines as a whole for my entire class from the beginning of the day until the end. Every detail is important. "

- "1.Planning and Preparation - completing edTPA helped me to better understand how to plan, assess, and reflect on my teaching. 2. Classroom Environment - I completed many assignments in the program that helped me to prepare my classroom, from physical environment to creating a culture of respect. "
- The EEP gave me lot of knowledge to help with my instruction. Another strength is helping in knowledge of classroom behavior.
- This program prepared me to teach students of all disabilities. This program also prepared me for lesson planning and deafferenting.
- The strengths are in the expectations. We have to really dissect and think deeply about what we will be teaching and how we will teach it.
- I choose Domain 2 and Domain 3. Those were the most helpful for me.
- My two biggest strengths are the questioning techniques that I would use with my student to accurately show student understanding and the rapport that I gained with the students that I taught throughout this year.
- Curricular/instructional strengths included consistent and detailed feedback throughout the program.

XII. Based on the four domains above, list two or more curricular/instructional areas for growth of the Arkansas State University Educator Preparation Program:

- "Have the instructors actually teach their classes and provide meaningful, thought out feedback. Figure out a way for instruction to occur instead of just assigning work and having the student learn that way. There are a few exceptions to this statement, but most of the courses I took and instructors I had seemed to not really care about my learning and making effort to teach. My internship was a shock for me because all of a sudden I felt like I was being held to a much higher standard and expectations than I had been leading up that point. The higher standard is good but not having that standard and suddenly being meet with it was frustrating because it felt like a double standard, like where has the accountability been the last 30 credit hours?"
- I feel as though they need to address different types of learners and how learning can be different for children that comes from different backgrounds or different cultures.
- Domain 2 and 3 are where I would suggest growth. I feel less prepared in these areas and was no given as much support on how to build my educational abilities in these areas.
- "Planning and Preparation Instruction"
- I enjoyed my EPP, even though I did not like the edTPA workup. Everything was great and the instructors were available to help.
- The Arkansas State University Educator Preparation Program's instructional growth areas include in-depth knowledge of the IEP process, including writing an IEP and conducting an IEP meeting. Also, learning the different types of IEP meetings and what will be discussed in each of those meetings.
- There was no areas. But if I have to choose something I would say planning and preparation.

- Knowing the laws of special education would be beneficial and maybe watching videos of different types of instruction would help understand the different benefits to each.
- "Demonstrate flexibility and responsiveness Questioning and discussion techniques."
- While I believe all domains were addressed very well, if I had to pick areas for growth, I would choose a greater emphasis on maintaining accurate records and due process since it is so important to all special education educators.
- Advising and remediation are areas that I feel needs to be focused on more for us teachers to be able to grow in our classroom.
- A-State's EPP could show growth in the areas of utilizing discussion and question techniques and strategies to use to communicate in collaboration.
- I think this helped me prepare to teach, but I don't feel like it helped me with the huge amount of paperwork I would be responsible for. I know each school uses a different system, but having some training on what the paperwork looks like would have been helpful.
- The areas that are in need for growth are manage student behavior, and engage student's learning when behaviors are a concern.
- "Tess Domain 1 Tess Domain 3"
- Meetings and mentoring
- Communication absolutely needs to be clearer in this program. Mrs. Farley is the one shining example of effective communication from my time at ASU. She was consistent, clearly communicated, and would provide further clarification if needed. She also owned when she made mistakes. I feel this program would do better if respect and rapport were better emphasized among staff in response to students. Many of my professors throughout the MAT program were condescending or would take multiple days to reply to emails, which is extremely stressful in a 7-week course.
- I did not feel the program greatly assisted me in getting ready to lead in a classroom in terms of behavior management and classroom establishment. I also could see improvement in the student engagement piece by applying better techniques that will increase my knowledge of how to hold students attention and focus.
- "classroom environment instruction "
- My areas of growth are in TESS Domain 1: Planning and Preparations and TESS Domain 3: Instructions
- I believe the areas of growth could be advising and meetings. I did not experience remediation, so I cannot accurately speak on this domain.
- edTPA was a lot and could be broken down into it's own area if possible.
- Keeping accurate records could be developed a bit more. I relied on my mentor for most of my record keeping. Perhaps an open discussion on procedures that currently work in the classroom. This could be even among peers.
- "Instruction: Some instruction through the course of the program was not something that I feel I benefited from. I believe there could have been some instruction in other domains that would have been more beneficial. Professional responsibilities: I feel there should be

something in the MAT Sped program that prepares educators for all the paperwork that comes with the job. This was all information that I have had to learn on the job and it has become a very stressful part of it. Preparing educators for this and giving us a better idea of what timelines are and how we maintain them would be extremely helpful."

- For domain 1: planning and preparation and and domain 3:instruction, I believe their should have been a course designed specifically for EDTPA. Our university supervisors were limited on what they could tell us and I felt really lost completing that portion. Dr. Stewart helped me the best way she could, but I never actually knew if I was doing it correctly. I also think the EDTPA should have been introduced at the beginning where we could work on it piece by piece and then submit the final during our internship.
- I really feel like Instruction does not belong in this, however, we all have different scenarios we teach in. Therefore I think instruction could use a little more variety in exposing teaching interns. The classroom environment is really indicative of the teacher and not all students can live up to the expectations, so I feel like this is something that needs to be given more explanation.
- The whole program is a wonderfully put together program, however, sometimes feedback throughout numerous assignments was lacking and not helpful and lacked in allowing me to grow professionally.
- Advisory would be a large area of growth for Arkansas State.
- Two curricular instructional areas is engaging students in learning and demonstrating flexibility and responsiveness. I believe that these two are growths because I can never stop working on this area.
- NA
- "Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment. "
- Having a better knowledge of what they are expecting and trying to teach us. Saying they dont know how to do things then expecting us to figure it out.
- "Communication with its students. AState does not do a good job of relaying the same message to all students. Another area of growth is courses that provide real-world examples and information needed to be competent on the job. Have a class with case studies of writing an IEP, how to run an IEP meeting, etc. Instead of a class that had me make a brochure of severe disabilities. "
- For the MAT Sped Program, I wish we would have spent more time learning about Sped paperwork, timelines, conducting meetings, and the different processes for transfer students, evaluations, re-evals, etc.
- Domain 4
- From my experience I feel that the area of growth for the EPP program would be classroom environment.
- None

- "I think that if the university supervisor was able to visit the intern in their classroom that it would be beneficial. I think having a link to some lesson examples would be great, especially for first year teachers. "
- I have no areas of growth for the program.
- "Domain 3: I felt like I needed more evaluations to help me become a better teacher. Now, feedback for that edTPA was great, but having a mentor (if a teacher of record) throughout the program would be great. Domain 4: The variations of ""acting professionally" " among people needs to be addressed beyond the code of ethics trainings. Some people just don't understand what is and isn't acceptable. Both virtual and in person trainings should be implemented or maybe even mock situations. "
- "I feel that the program could develop a stronger instructional program based on the Science of Reading. I would also liked to have had a stronger instructional program in classroom behavior management as the techniques have changed frequently over the years as have student needs."
- The area for growth is work students records and baseline test .
- This program needs more feedback in the final semester as well as a class to help with SPED law.
- I do not have any suggestions.
- I think Domain 1 and Domain 4 could use improvement.
- The two domains that I need to work on are better organizational skills in the classroom and better implementation of technology in my lessons with my students.
- One curricular/instructional area for growth is that there could be more preparation for how to effectively collaborate. An example of this could be a required course on how to hold meetings, diplomacy, as well as a paperwork preparedness training session. Another area for growth in my opinion is that there weren't a lot of clearly provided opportunities throughout the program to meet with advisors. Scheduling check-in times with program advisors may help with this.

Note: Responses were typed by students online with no changes by the PEP office.

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY

Special Education (K-12) --- Jonesboro

Year of Student Exit: 2022-2023

N = 216, n = 6

		Grd. Mean	Mean
Domain I.	Planning and Preparation		
1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.		3.32	2.67
2. The EPP prepared me to demonstrate knowledge of students.		3.37	2.83
3. The EPP prepared me to set instructional outcomes.		3.37	3.17
4. The EPP prepared me to demonstrate knowledge of resources.		3.37	3.33
5. The EPP prepared me to design coherent instruction.		3.33	3.17
6. The EPP prepared me to design student assessment.		3.30	2.83
7. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.		3.39	3.00
Domain II.	Classroom Environment		
8. The EPP prepared me to create an environment of respect and rapport.		3.43	3.17
9. The EPP prepared me to establish a culture for learning.		3.46	3.17
10. The EPP prepared me to manage classroom procedures.		3.31	3.00
11. The EPP prepared me to manage student behavior.		3.12	3.00
12. The EPP prepared me to organize physical space.		3.24	3.00
13. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.		3.32	3.00
Domain III.	Instruction		
14. The EPP prepared me to communicate effectively with students.		3.38	3.17
15. The EPP prepared me to use questioning and discussion techniques.		3.38	3.00
16. The EPP prepared me to engage students in learning.		3.41	3.00
17. The EPP prepared me to use assessment in instruction.		3.37	2.50
18. The EPP prepared me to demonstrate flexibility and responsiveness.		3.34	3.00
19. Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.		3.39	3.20
Domain IV.	Professional Responsibilities		
20. The EPP prepared me to reflect on teaching.		3.48	3.17
21. The EPP prepared me to maintain accurate records.		3.32	3.17
22. The EPP prepared me to communicate with families.		3.15	2.50
23. The EPP prepared me to participate in a professional learning community.		3.37	3.00
24. The EPP prepared me to grow and develop professionally.		3.45	3.17
25. The EPP prepared me to show and demonstrate professionalism.		3.48	3.17
26. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.		3.43	3.17
27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.		3.43	3.00
28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.		3.43	2.83

Major: Special Education (K-12) --- Jonesboro

X. Identify and describe the support mechanisms received to assist with meeting program expectations while enrolled in the Arkansas State University Educator Preparation Program (e.g., advising, meetings, remediation, or mentoring).

- My advisor
- I was able to reach out to all my mentors or people in my department at any time when I had any questions, comments, or concerns.
- Can't think of any
- In the last year of my experience, the support mechanisms were exceptional. The A-State staff was amazing and helpful. My university supervisor provided great advising and mentoring, as did my clinical supervisors.
- Talking with university and clinical supervisors to see where I can improve. Also classroom environment in the gen-ed courses as Arkansas moves forward with the inclusion model there should be more SPED classes or more talk about SPED students in their courses already.

XI. Based on the four domains above, list two or more curricular/instructional strengths of the Arkansas State University Educator Preparation Program:

- Connections with schools
- People at Astate were very flexible with everyone as well as prepared us for main parts of teaching and giving us the opportunity to go into schools to gain experience as well.
- Can't think of any
- Every time I was evaluated, I feel as if each domain was well discussed and I was clear about my ability to perform in each area. Some were better explained than others, but this framework is set up well to help us see our current functioning in each domain above.
- Planning and professional development

XII. Based on the four domains above, list two or more curricular/instructional areas for growth of the Arkansas State University Educator Preparation Program:

- Caring for the students, not focusing so much on long lesson plans but focusing on the ability to actually teach
- many things for the special education program need modified such as curriculum requirements for when we have practicums because not everyone is in a room with all subjects as well as the assessments need modified as well.
- Can't think of any
- I would have appreciated a little more of the professional development opportunities to be geared toward special education, as inclusion is becoming more and more widespread.

I, myself, would have benefitted, but every education major would have benefitted from as much preparation in the above domains as related to special education.

- Communicating with families I did not really get to experience that. I wish there was more focus on that as we will have to talk to parents a lot as special education teachers.

Note: Responses were typed by students online with no changes by the PEP office.

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY

Art Education

Year of Student Exit: 2022-2023

N = 216, n = 3

		Grd. Mean	Mean
Domain I.	Planning and Preparation		
	1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.	3.32	3.67
	2. The EPP prepared me to demonstrate knowledge of students.	3.37	3.67
	3. The EPP prepared me to set instructional outcomes.	3.37	3.67
	4. The EPP prepared me to demonstrate knowledge of resources.	3.37	3.67
	5. The EPP prepared me to design coherent instruction.	3.33	3.67
	6. The EPP prepared me to design student assessment.	3.30	3.67
	7. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.	3.39	3.67
Domain II.	Classroom Environment		
	8. The EPP prepared me to create an environment of respect and rapport.	3.43	3.67
	9. The EPP prepared me to establish a culture for learning.	3.46	3.67
	10. The EPP prepared me to manage classroom procedures.	3.31	3.67
	11. The EPP prepared me to manage student behavior.	3.12	3.00
	12. The EPP prepared me to organize physical space.	3.24	3.67
	13. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.	3.32	3.67
Domain III.	Instruction		
	14. The EPP prepared me to communicate effectively with students.	3.38	3.67
	15. The EPP prepared me to use questioning and discussion techniques.	3.38	3.67
	16. The EPP prepared me to engage students in learning.	3.41	3.67
	17. The EPP prepared me to use assessment in instruction.	3.37	3.33
	18. The EPP prepared me to demonstrate flexibility and responsiveness.	3.34	4.00
	19. Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.	3.39	3.67
Domain IV.	Professional Responsibilities		
	20. The EPP prepared me to reflect on teaching.	3.48	3.67
	21. The EPP prepared me to maintain accurate records.	3.32	3.67
	22. The EPP prepared me to communicate with families.	3.15	3.00
	23. The EPP prepared me to participate in a professional learning community.	3.37	3.67
	24. The EPP prepared me to grow and develop professionally.	3.45	3.67
	25. The EPP prepared me to show and demonstrate professionalism.	3.48	3.67
	26. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.	3.43	3.33
	27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.	3.43	3.67
	28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.	3.43	3.67

Major: Art Education

X. Identify and describe the support mechanisms received to assist with meeting program expectations while enrolled in the Arkansas State University Educator Preparation Program (e.g., advising, meetings, remediation, or mentoring).

- Advising, meeting, and mentoring supported me. My clinical supervisors and advisor provided me with great mentorship and advice. Weekly meeting kept motivation up and I was able to relate to experiences with my classmates that helped me.
- "University Supervisor Meetings with Educator Preparation Program Checklists"

XI. Based on the four domains above, list two or more curricular/instructional strengths of the Arkansas State University Educator Preparation Program:

- Art Education curriculum helped me learn the importance of teaching big ideas that have a larger impact on students
- "The EPP prepared me to maintain accurate records. The EPP prepared me to participate in a professional learning community."

XII. Based on the four domains above, list two or more curricular/instructional areas for growth of the Arkansas State University Educator Preparation Program:

- Mentoring for special ed students and Spanish speaking students would help prepare for when I did my internship

Note: Responses were typed by students online with no changes by the PEP office.

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY

English Education

Year of Student Exit: 2022-2023

N = 216, n = 11

		Grd. Mean	Mean
Domain I.	Planning and Preparation		
1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.		3.32	3.45
2. The EPP prepared me to demonstrate knowledge of students.		3.37	3.36
3. The EPP prepared me to set instructional outcomes.		3.37	3.36
4. The EPP prepared me to demonstrate knowledge of resources.		3.37	3.36
5. The EPP prepared me to design coherent instruction.		3.33	3.45
6. The EPP prepared me to design student assessment.		3.30	3.27
7. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.		3.39	3.27
Domain II.	Classroom Environment		
8. The EPP prepared me to create an environment of respect and rapport.		3.43	3.36
9. The EPP prepared me to establish a culture for learning.		3.46	3.45
10. The EPP prepared me to manage classroom procedures.		3.31	3.36
11. The EPP prepared me to manage student behavior.		3.12	2.91
12. The EPP prepared me to organize physical space.		3.24	3.27
13. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.		3.32	3.27
Domain III.	Instruction		
14. The EPP prepared me to communicate effectively with students.		3.38	3.45
15. The EPP prepared me to use questioning and discussion techniques.		3.38	3.73
16. The EPP prepared me to engage students in learning.		3.41	3.36
17. The EPP prepared me to use assessment in instruction.		3.37	3.55
18. The EPP prepared me to demonstrate flexibility and responsiveness.		3.34	3.30
19. Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.		3.39	3.55
Domain IV.	Professional Responsibilities		
20. The EPP prepared me to reflect on teaching.		3.48	3.64
21. The EPP prepared me to maintain accurate records.		3.32	3.73
22. The EPP prepared me to communicate with families.		3.15	2.91
23. The EPP prepared me to participate in a professional learning community.		3.37	3.36
24. The EPP prepared me to grow and develop professionally.		3.45	3.73
25. The EPP prepared me to show and demonstrate professionalism.		3.48	3.64
26. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.		3.43	3.64
27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.		3.43	3.45
28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.		3.43	3.45

Major: English Education

X. Identify and describe the support mechanisms received to assist with meeting program expectations while enrolled in the Arkansas State University Educator Preparation Program (e.g., advising, meetings, remediation, or mentoring).

- advising, meetings, mentoring, assessments
- Dr. Robert Lamm helped me tremendously when struggling with my internship. I was always able to reach him and he kept in contact with me throughout the semester through email.
- The regular in-person and Zoom meetings throughout the Field II and Capstone internships assisted me in identifying necessary materials including Department paperwork, Background Checks / Registration, and Testing such as the Praxis II Content Exam. Meetings during the Capstone internship with my Clinical supervisor helped me to make pedagogical goals more manageable.
- My advisors at A-State have been very supportive. My only complaint is a lack of communication. I almost did not get into the Teacher Ed Program due to a lack of communication between myself, the advisor, and the program. It was not until I made a major problem out of it that something got done.
- advising
- One of the greatest ways that I received support was through my advising with Dr. Lamm. He made sure that I understood all of the deadlines, helped me to get into the teaching program, and helped me to know the expectations of my internship portfolio.
- "Advising- Dr. Ball was able to readily assist me in everything I needed. He legitimately went above and beyond."
- Advising meetings
- I found that Dr. Bowser and Ms. Tiffany Mosley helped me to prepare for the requirements that were needed of me for the program and for licensure.
- Well, covid happened throughout my college experience; which caused an issue on meeting and advising. There are hardly any one on one meeting, unless you do something wrong, but everything has gone smoothly.
- Dr. Bowser and Dr. Mosley were very helpful throughout the meetings for the EPP.

XI. Based on the four domains above, list two or more curricular/instructional strengths of the Arkansas State University Educator Preparation Program:

- "Courses Mentoring"
- "The support given from the advisors. The ability to have real world teaching experiences."
- Domain 1 and Domain 3 were extensively covered in all aspects, from identifying State Standards to how one can best utilize the resources available to them in the classroom. Domain 4 was similarly well-covered, I did not feel totally unprepared for any professional

responsibilities such as attending PLCs and accurately submitting grade reports / attendance.

- The program made sure I knew how to convey my knowledge of my subject area to my students. They also ensured that I knew how to build a professional report with students and fellow instructors.
- Domain 1: Preparation and Domain 4: Professional Responsibilities
- Some of the things I feel that I learned the most about during my time at Arkansas State University are: Knowledge of Content and Pedagogy, Creating an Environment of Respect and Rapport, and Exercising Professional Responsibility.
- "Domain 2: Classroom Environment 2a. Creating an environment of respect and rapport
- Domain 3: Instruction 3b. Using questioning and discussion techniques"
- Professionalism and pedagogy
- "I found that the incorporation of conferences throughout the internship was an excellent way for me to stay on task and understand what I am applying to my internship.
- I found that Dr. Bowser and Ms. Tiffany were very understanding when it came to flexibility. Life happens sometimes, so its nice to know that the advisors for this program are understanding people. "
- Being open to communication is one of their strengths, and being helpful and answering questions. The education department allowed me to come in and help me set everything up regardless of how late I was. This department has helped me out tremendously and has been generous with their time. The meetings were everyone completing their internship have been very helpful becuase they have allowed me to gain friends going through the same process as I am.
- "The 1) meetings kept me from procrastinating and allowed me to have everything on time. The 2) mentoring of Dr. Lamm allowed me to have a less amount of stress and put me at ease."

XII. Based on the four domains above, list two or more curricular/instructional areas for growth of the Arkansas State University Educator Preparation Program:

- More instruction pre internship so it is not so overwhelming at the beginning.
- "I wish I had more training when dealing with 504s and IEPs more mental support during the internship"
- Domain 2 is one that is extremely hard to prepare for, as it largely depends upon the individual, so the Program might benefit from more involvement in classroom activites in Field I and Field II. This would give students such as myself more time to address and prepare for issues that might occur in a classroom environment - especially for students who are accustomed to a University environment. With the growing prominence of co-teaching classes, learning to "choose your battles" and not initially set relatively astronomical goals for students is jarring when accustomed to a collegiate setting. Domain 2 often overlapped with Domain 4 while setting expectations in Program classrooms, in that the emphasis placed in Field II was retaining a specific idea of

professionalism at all times, rather than the placement school's expectations of actual employees. This, at times, can be an unnecessary detriment to the classroom environment - in my Capstone internship I often was so worried about seeming unprofessional interpersonally that I came across as patronizing to students. Remaining professional is obviously a key component to success in any workplace, but in the classroom one also has to be open with students to build rapport. One minor area of growth in Domain 1 is the consistent use of the edTPA format, which often is extraneous when compared to planning a lesson in the field, especially if placed in a school with required curricula. In the completion of my own edTPA I was forced to justify and elaborate on aspects of a lesson that I had no direct involvement in creating and oftentimes would have done differently myself.

- "Organization is the biggest flaw of this program. Too often I found myself unaware of what I was supposed to do and what website I was supposed to go to accomplish the task. Lack of preparation teaching comes next. While I had a great understanding of my subject, I had little to no experience in actually understanding how to teach a lesson."
- "Domain 2: Classroom Environment specifically in the use of classroom space and behavior management strategies Domain 3: Instruction specifically how to respond or redirect to unnecessary/inappropriate remarks "
- Some of the things that Arkansas State University struggled with were: Preparing us to use assessment in instruction, and creating assessments.
- "Domain 1: Planning and Preparation 1f. Designing student assessments Domain 2: Classroom Environment 2d. Managing classroom behavior "
- Classroom environment and instruction
- "I find that there might need to be more detailed dates and times regarding particular requirements for licensure. I found that many of the students, including myself, became easily confused without the outline of certain requirement dates. I found that during one of our conferences, they heavily stressed what needed to be done in a fashion that stressed a lot of people. I believe that it was the delivery of information that worried people right off the bat. "
- Maybe wording and presenting everything in a language that everyone understands. The presentations are very wordy and could be simply explained. Keeping dates posted on EVERYTHING that is needed to be filled out and completed.
- "I believe that the 1) advising should be an area of growth- due to being a first generation college student, I have been lost by myself more than I can count. When I did ask for help, I hardly ever received it or I was told to talk to someone else. Another area of growth would be 2) the meetings that were set up. I was usually very confused, and it was a lot of information to take in at once."

Note: Responses were typed by students online with no changes by the PEP office.

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY

Music – Instrumental

Year of Student Exit: 2022-2023

N = 216, n = 14

		Grd. Mean	Mean
Domain I.	Planning and Preparation		
	1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.	3.32	3.00
	2. The EPP prepared me to demonstrate knowledge of students.	3.37	3.36
	3. The EPP prepared me to set instructional outcomes.	3.37	3.29
	4. The EPP prepared me to demonstrate knowledge of resources.	3.37	3.14
	5. The EPP prepared me to design coherent instruction.	3.33	3.29
	6. The EPP prepared me to design student assessment.	3.30	3.29
	7. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.	3.39	3.43
Domain II.	Classroom Environment		
	8. The EPP prepared me to create an environment of respect and rapport.	3.43	3.29
	9. The EPP prepared me to establish a culture for learning.	3.46	3.36
	10. The EPP prepared me to manage classroom procedures.	3.31	3.29
	11. The EPP prepared me to manage student behavior.	3.12	3.07
	12. The EPP prepared me to organize physical space.	3.24	3.14
	13. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.	3.32	3.21
Domain III.	Instruction		
	14. The EPP prepared me to communicate effectively with students.	3.38	3.43
	15. The EPP prepared me to use questioning and discussion techniques.	3.38	3.29
	16. The EPP prepared me to engage students in learning.	3.41	3.36
	17. The EPP prepared me to use assessment in instruction.	3.37	3.36
	18. The EPP prepared me to demonstrate flexibility and responsiveness.	3.34	3.36
	19. Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.	3.39	3.43
Domain IV.	Professional Responsibilities		
	20. The EPP prepared me to reflect on teaching.	3.48	3.36
	21. The EPP prepared me to maintain accurate records.	3.32	3.07
	22. The EPP prepared me to communicate with families.	3.15	2.93
	23. The EPP prepared me to participate in a professional learning community.	3.37	3.21
	24. The EPP prepared me to grow and develop professionally.	3.45	3.29
	25. The EPP prepared me to show and demonstrate professionalism.	3.48	3.43
	26. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.	3.43	3.36
	27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.	3.43	3.29
	28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.	3.43	3.29

Major: Music - Instrumental

X. Identify and describe the support mechanisms received to assist with meeting program expectations while enrolled in the Arkansas State University Educator Preparation Program (e.g., advising, meetings, remediation, or mentoring).

- The A-State department of music did 90% of my preparations for the professional world, whether it be advising meetings, the sharing of personal experiences in classroom settings, and all of the methods and materials classes presented by the music department.
- I always had really two advisors. The head of education within the department of music and well my actual advisor. I always met with the education head at the beginning of each semester to determine what I needed to do for the semester, I then ran this by my actual advisor for confirmation and for suggestions. I could always reach out to either for any assistance I ever needed.
- The advising from professors and advisors really helped me to meet the program expectations and to stay on track so that I do not fall behind. The ability to assist and help when I needed it was very beneficial.
- "Advising - I would talk with my advisor about my teaching. Mentoring- I had plenty of examples "
- N/A
- The support mechanisms were great at ASU. This was mainly due to Dr. Labovitz in the music department. She would have a meeting with every single one of the music students at the beginning of each semester. During these meetings, she would make sure you were following your degree plan and were enrolled in every class you needed to. She was also always happy to meet with you and talk about any questions you had. She was also great at answering her emails and is still helping me figure stuff out right now. The education department made this more difficult than they should sometimes, but she was always there to help. Along with this, we had meetings with our advisor so they also made sure we were signing up for the classes we were supposed to.
- Almost every Tuesday during the internship, the music majors would meet with a professor who would help keep us on track with edTPA and maintaining work/life balance. These regular meetings allowed us to share experiences and get advice from peers who were going through the same thing.
- Meetings with Dr. McNickle, who did weekly meetings with the music ed inters, were super informative and helpful. We were able to discuss our experiences, do interview, resume, and job prep.
- I received mentoring from some of my professors in the music department.
- "Advising through zoom and emails. Clinical and university meetings and mentorship shown throughout my semester. "

- What helped me the most was the information and resources provided by Dr. Sarah Labovitz and the music education faculty. They provided helpful resources, answered questions, and made this process overall so much easier.
- "Advising Meetings Remediation "

XI. Based on the four domains above, list two or more curricular/instructional strengths of the Arkansas State University Educator Preparation Program:

- The two strengths of the ASUEPP are the 3 levels of internship given to allow classroom experience and the encouragement of group collaboration in my Field II class.
- Planning/Preparation, and Instruction I would say are the biggest areas of strength within the department. Through the years this was the emphasis, especially for someone with the degree I am pursuing.
- The classes given really prepared me for teaching in the classroom. For example, understanding how to classroom manage and communicate with parents was effectively taught throughout different classes. Next, the supervisors during the internship really helped guide you and provide relevant and important feedback to your teaching.
- "The information ahead of time was very nice. I was prepared for the classroom"
- N/A
- One strength of the ASU EPP would be the knowledge preparation. I felt like I was able to get a good understanding of every single instrument and was also given multiple resources to have in case I ever need a refresher. This would be Domain 1. Along with this, Domain 3 was taught really well here. We were taught how to plan our instruction and be very detailed about it. This allowed us to be prepared for multiple situations in the classroom.
- "Planning and Preparation Instruction"
- Professionalism and Instructional techniques.
- n/a
- I imagine any major that is not music does really well with the structure that has been implemented but this program does not apply to how music actually works in the real world.

XII. Based on the four domains above, list two or more curricular/instructional areas for growth of the Arkansas State University Educator Preparation Program:

- All of the education information and help that I received was from Dr. Sarah Labovitz and the other music education faculty. The actual education department was not very helpful.
- Subject-specific instruction within the college of education. As a music major, I often felt alienated by the PEP office, whether it was in classroom discussion or by scheduling conflict with the courses and ensembles I was required to take to keep my music scholarship. The PEP office was incredibly difficult to work with when it came to a scheduling conflict with the A-State Wind Ensemble, an ensemble I was required to

enroll in to keep the scholarship that paid for most of my schooling, which resulted in me ultimately failing the education course since the office was unrelenting.

- The Classroom Environment and Professional Responsibilities would be the ones that stood out to me. You never really know what all your professional responsibilities will be until you take any job, and the classroom environment can differ from school-to-school and class-to-class.
- I feel that there could have been more instruction on how to effectively assess students. I also wish I could have had more opportunities to be out in the field and experience the four domains, but due to COVID I understand that this was not available.
- "We need more talks about how to confront the clinical supervisor As well as what do to if they do not follow their expectations "
- N/A
- One area of growth for the ASU EPP would be domain 4. Especially in the area of talking to families of students. This isn't something that we really had the chance to put into practice. We talked about the theory and how to handle situations, but never got to put it into practice. Along with this, student behavior would be something else that we could have more practice on. These two subjects are hard to teach because there are so many possibilities of things that can happen.
- "Classroom Environment Classroom management and behaviors Professional Responsibilities Maintaining records and dealing with families"
- I think it is difficult for music ed students to get al ot out of this program, because most of the information that was helpful to our classroom came from the Music Education teachers in the Music Department. I don't think we received a lot of relevant information from this program. I would love to see more involvement with that!
- Classroom management techniques and communication with families.
- n/a
- The EPP has room for growth in their methods of presenting information and providing important information. Some of the information is outdated, the sources are difficult to find on blackboard, and there is conflicting information between emails and documents on blackboard. Dr. Sarah Labovitz helped me to navigate all of this, and without her it would have been much more difficult to navigate this process.
- Music

Note: Responses were typed by students online with no changes by the PEP office.

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY

Music - Vocal

Year of Student Exit: 2022-2023

N = 216, n = 3

		Grd. Mean	Mean
Domain I.	Planning and Preparation		
	1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.	3.32	3.00
	2. The EPP prepared me to demonstrate knowledge of students.	3.37	3.00
	3. The EPP prepared me to set instructional outcomes.	3.37	3.00
	4. The EPP prepared me to demonstrate knowledge of resources.	3.37	3.00
	5. The EPP prepared me to design coherent instruction.	3.33	3.00
	6. The EPP prepared me to design student assessment.	3.30	2.33
	7. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.	3.39	3.00
Domain II.	Classroom Environment		
	8. The EPP prepared me to create an environment of respect and rapport.	3.43	3.33
	9. The EPP prepared me to establish a culture for learning.	3.46	3.33
	10. The EPP prepared me to manage classroom procedures.	3.31	3.33
	11. The EPP prepared me to manage student behavior.	3.12	3.00
	12. The EPP prepared me to organize physical space.	3.24	3.00
	13. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.	3.32	3.00
Domain III.	Instruction		
	14. The EPP prepared me to communicate effectively with students.	3.38	3.33
	15. The EPP prepared me to use questioning and discussion techniques.	3.38	3.33
	16. The EPP prepared me to engage students in learning.	3.41	3.00
	17. The EPP prepared me to use assessment in instruction.	3.37	2.67
	18. The EPP prepared me to demonstrate flexibility and responsiveness.	3.34	3.00
	19. Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.	3.39	3.00
Domain IV.	Professional Responsibilities		
	20. The EPP prepared me to reflect on teaching.	3.48	3.00
	21. The EPP prepared me to maintain accurate records.	3.32	3.00
	22. The EPP prepared me to communicate with families.	3.15	2.33
	23. The EPP prepared me to participate in a professional learning community.	3.37	3.00
	24. The EPP prepared me to grow and develop professionally.	3.45	3.00
	25. The EPP prepared me to show and demonstrate professionalism.	3.48	3.00
	26. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.	3.43	3.00
	27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.	3.43	3.00
	28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.	3.43	3.00

Major: Music - Vocal

X. Identify and describe the support mechanisms received to assist with meeting program expectations while enrolled in the Arkansas State University Educator Preparation Program (e.g., advising, meetings, remediation, or mentoring).

- "I was in a weekly meeting with the other music ed majors and our supervisor. We discussed what work we had been doing at school and how we were coming along with our edTPA work."
- Meetings with my clinical and university supervisors helped me to reflect on my teaching and what to change for the next time.
- Weekly meeting with clinical and university supervisors to gain a better understanding on things that are working well in the field and things that still need growth.

XI. Based on the four domains above, list two or more curricular/instructional strengths of the Arkansas State University Educator Preparation Program:

- "I think that the EPP used discussion techniques with my peers to talk about our experiences in the classroom. I think that the EPP prepared me for my general Ed praxis which I passed the first time."
- Instruction and professional responsibilities
- Curricular or instructional strengths of the Arkansas State University EPP include instruction methods and professional responsibilities.

XII. Based on the four domains above, list two or more curricular/instructional areas for growth of the Arkansas State University Educator Preparation Program:

- "The EPP did not communicate with my collaborating teachers during my Internship., they never received the packet which told them what to do during my internship.
- The EPP also needs to work on having the blackboard page easily navigable. I felt like everything was buried underneath multiple tabs of information."
- Communicating with parents and how to accurately assess students.
- Curricular or instructional areas for growth of the Arkansas State University EPP include communicating with parents and making and administering assessments.

Note: Responses were typed by students online with no changes by the PEP office.

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY

Physical Education

Year of Student Exit: 2022-2023

N = 216, n = 7

		Grd. Mean	Mean
Domain I.	Planning and Preparation		
	1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.	3.32	3.86
	2. The EPP prepared me to demonstrate knowledge of students.	3.37	3.86
	3. The EPP prepared me to set instructional outcomes.	3.37	3.86
	4. The EPP prepared me to demonstrate knowledge of resources.	3.37	3.86
	5. The EPP prepared me to design coherent instruction.	3.33	3.86
	6. The EPP prepared me to design student assessment.	3.30	3.86
	7. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.	3.39	3.86
Domain II.	Classroom Environment		
	8. The EPP prepared me to create an environment of respect and rapport.	3.43	3.86
	9. The EPP prepared me to establish a culture for learning.	3.46	3.86
	10. The EPP prepared me to manage classroom procedures.	3.31	3.86
	11. The EPP prepared me to manage student behavior.	3.12	3.86
	12. The EPP prepared me to organize physical space.	3.24	3.86
	13. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.	3.32	3.86
Domain III.	Instruction		
	14. The EPP prepared me to communicate effectively with students.	3.38	3.86
	15. The EPP prepared me to use questioning and discussion techniques.	3.38	3.86
	16. The EPP prepared me to engage students in learning.	3.41	3.86
	17. The EPP prepared me to use assessment in instruction.	3.37	3.86
	18. The EPP prepared me to demonstrate flexibility and responsiveness.	3.34	3.86
	19. Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.	3.39	3.86
Domain IV.	Professional Responsibilities		
	20. The EPP prepared me to reflect on teaching.	3.48	3.71
	21. The EPP prepared me to maintain accurate records.	3.32	3.43
	22. The EPP prepared me to communicate with families.	3.15	3.43
	23. The EPP prepared me to participate in a professional learning community.	3.37	3.57
	24. The EPP prepared me to grow and develop professionally.	3.45	3.71
	25. The EPP prepared me to show and demonstrate professionalism.	3.48	3.86
	26. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.	3.43	3.86
	27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.	3.43	3.86
	28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.	3.43	3.86

Major: Physical Education

X. Identify and describe the support mechanisms received to assist with meeting program expectations while enrolled in the Arkansas State University Educator Preparation Program (e.g., advising, meetings, remediation, or mentoring).

- The people of ASU was always willing to hep and go above and beyond for their students to see them achieve their goal while at ASU.
- The professors are there to always support you and go above and beyond to help when struggling in a class.
- Clinical and University Supervisors communicated effectively not only with each other, but also with me and my performance and giving me constructive feedback on how to be a better teacher. Thorough explanations on what was expected of me from the college of education and constant reminders on important due dates.
- Orientation meeting, Teacher Intern Training Seminar
- "There are not enough great things that I could say about the teachers in the Physical Education teacher program. Dr. Bryant, Dr. Dean, Coach Mathis, and Dr. Hilton go above and beyond for their students. I have never felt more prepared and ready for my teaching. They use hands-on teaching styles to prepare you, and their curriculum is beneficial to all ages and types of students. I especially want to brag on my advisor, Dr. Dean. This woman is the reason that I want to be a teacher. She got me when I was at the lowest of my low, on the verge of dropping out of college all together, and changed my life. I strive to be just like her. Not only has she acted like a second mother to me, but also has made my advising so easy and enjoyable as I worked to finish up school. She goes above and beyond for every student she has and is exactly who I want to be when I grow up. "
- We had many support mechanisms including zoom meetings explaining in detail the things need from students, advisor meetings preparing us for classes and graduation, emails for reminders and dates to important meetings, etc.
- The communication was outstanding. All the information you needed to be successful was given to us.

XI. Based on the four domains above, list two or more curricular/instructional strengths of the Arkansas State University Educator Preparation Program:

- "Performance Base and Design Methods Class "
- Knowledge of resources is a huge part of what we learn at Arkansas State. How to organize a classroom is significant as well.
- Domain 2 and 3 were strengths of the Arkansas State University Educator Preparation Program and most beneficial to my internship experience.
- Being on time and being prepared.

- "1. Hands-on teaching (we teach our lesson plans to our peers) 2. Diversified instruction (we are required to take an adaptive pe class that really shows this)"
- One strength would be the understanding the program has with students. The second strength is that Dr. Bowser makes sure each student is prepared and understands what is expected during the program.
- They're very organized and the amount of communication and attention to detail was outstanding.

XII. Based on the four domains above, list two or more curricular/instructional areas for growth of the Arkansas State University Educator Preparation Program:

- Reflect on teaching, I feel like there were times where I wanted to know what to do better from my peers. One thing I struggle with is assessment in instruction.
- Domain 1 and 4 were the areas for growth of the Arkansas State University Educator Preparation Program. I was granted the opportunity to see or be involved in a PLC nor was I was granted the opportunity on how to professional contact a parent of a student and how to conduct those conversations.
- Time-efficiency
- "1. Teach edTPA earlier on 2. Follow through with making students actually learn curriculum "
- One growth area would be to make sure each student is on track by having advisors continue to talk to their students during the internship. Another would be to make the internship meetings shorter and not 4 hrs long to make sure all students are still on task and listening to be able to comprehend what is needed.
- none.

Note: Responses were typed by students online with no changes by the PEP office.

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY

Social Studies

Year of Student Exit: 2022-2023

N = 216, n = 8

		Grd. Mean	Mean
Domain I.	Planning and Preparation		
1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.		3.32	3.50
2. The EPP prepared me to demonstrate knowledge of students.		3.37	3.50
3. The EPP prepared me to set instructional outcomes.		3.37	3.50
4. The EPP prepared me to demonstrate knowledge of resources.		3.37	3.38
5. The EPP prepared me to design coherent instruction.		3.33	3.38
6. The EPP prepared me to design student assessment.		3.30	3.43
7. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.		3.39	3.38
Domain II.	Classroom Environment		
8. The EPP prepared me to create an environment of respect and rapport.		3.43	3.38
9. The EPP prepared me to establish a culture for learning.		3.46	3.63
10. The EPP prepared me to manage classroom procedures.		3.31	3.25
11. The EPP prepared me to manage student behavior.		3.12	3.00
12. The EPP prepared me to organize physical space.		3.24	3.50
13. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.		3.32	3.50
Domain III.	Instruction		
14. The EPP prepared me to communicate effectively with students.		3.38	3.25
15. The EPP prepared me to use questioning and discussion techniques.		3.38	3.38
16. The EPP prepared me to engage students in learning.		3.41	3.38
17. The EPP prepared me to use assessment in instruction.		3.37	3.50
18. The EPP prepared me to demonstrate flexibility and responsiveness.		3.34	3.38
19. Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.		3.39	3.50
Domain IV.	Professional Responsibilities		
20. The EPP prepared me to reflect on teaching.		3.48	3.63
21. The EPP prepared me to maintain accurate records.		3.32	3.50
22. The EPP prepared me to communicate with families.		3.15	3.38
23. The EPP prepared me to participate in a professional learning community.		3.37	3.38
24. The EPP prepared me to grow and develop professionally.		3.45	3.63
25. The EPP prepared me to show and demonstrate professionalism.		3.48	3.38
26. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.		3.43	3.50
27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.		3.43	3.43
28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.		3.43	3.50

Major: Social Sciences

X. Identify and describe the support mechanisms received to assist with meeting program expectations while enrolled in the Arkansas State University Educator Preparation Program (e.g., advising, meetings, remediation, or mentoring).

- Mentoring support through the TRIO.
- During my time at Arkansas State University, I have been more prepared in my completion of the education program through advising with my University Supervisor who is also my academic advisor. This individual has helped mentor me into a future educator and has also helped me academically succeed. The PEP office has also held a variety of meetings that have helped me achieve the expectations and goals I have had for myself through the Department.
- I was given advising by my advisor, meetings regularly to touch bases, and mentoring by the teachers i interned under.
- Although I struggled early in my educational career at Arkansas State University-Jonesboro, there were many faculty members, and teachers that always themselves available to help me. Three main sources that stand out are Dr. Castro, Dr. Buford, and Dr. McNamee. All of them went above and beyond to help me get back on track, and they were always available to help me no matter how busy they were. When I first came to Jonesboro, my advisor was very unavailable and did not do a great job advising me. However, the three names mentioned above helped me get the classes I needed.
- The only mechanism I used to receive assistance was my advisor. She would let me know about all upcoming meetings, what work I needed to have done, and all other educational projects that needed completion.
- I had a wonderful mentor in the social sciences BSE. I would have to say that it felt as if the Education program at ASU was a little bit disorganized. However, the teachers that prepped me such as Dr. Johnson-Leslie and Dr. Hays.

XI. Based on the four domains above, list two or more curricular/instructional strengths of the Arkansas State University Educator Preparation Program:

- Reflecting on teaching and engaging the students in learning.
- The Educator Preparation Program has helped with the domain of being professional inside and outside the classroom. This is important for being an effective educator and the Preparation Program has encouraged it greatly. The program also exudes strength in the aspect of helping students in domain one be prepared. They did this through teaching planning for classrooms, helping future educators learn to plan, and being prepared themselves.
- The content knowledge is above average in my mind, as well as the insight into how to go about teaching students as many don't necessarily want to learn and that must be wrestled with.

- Dr. McNamee did a great job highlighting all four domains and applying them to our study area. However two aspects that were primarily helpful were Planning and Preparation, and Instruction. Each week was dedicated to lesson plans and executing those lesson plans perfectly. Dr. McNamee went over each lesson plan individually and offered praise and areas of improvement. This was so helpful, especially during my internship.
- The EPP did a great job preparing us for designing coherent instruction and creating an environment of respect and rapport. Though lesson planning could at times seem unnecessary, having a strong foundation really helped to prepare for the lesson planning in the internship.
- "The faculty that make up the Arkansas State University Educator Preparation Program are all very professional and willing to aid students with any questions they may have.
- The instructions on completing certain tasks in the EPP are very clear and easy to understand which especially helps when there are many steps to complete those tasks."
- The EPP was not strong at much. My university supervisor is the one who helped me the most throughout this process. I did not get much from the EPP other than a few meetings they had that had good information, it just didn't pertain to me.
- I think the teachers in the Educator preparation program were fantastic. My field 2 experience was great and I enjoyed having Dr. Johnson-Leslie feedback. My supervisor is wonderful, but I feel Dr. Johnson-Leslie made me dig deeper and think harder about how I could make my lessons more effective.

XII. Based on the four domains above, list two or more curricular/instructional areas for growth of the Arkansas State University Educator Preparation Program:

- Designing student assessment and managing student behavior.
- I believe that growth is always applicable and the program could grow in having program students work on records that would be involved in future education opportunities. Also, another area of growth could be learning about PLC's and practicing in the program before entering into a real PLC.
- Discipline and the effective appliance of it, and dealing with the circuitous and perhaps even labyrinthine bureaucracy surrounding all the things you have to do that are simultaneously against the rules by admin fiat.
- I feel that Domain 2 and Domain 4 are areas that Arkansas State University should spend more time on. I felt very unprepared dealing with parents and families, and dealing with classroom management, primarily behavior.
- Two areas of growth would be preparing us for the classroom environment and engaging students in learning.
- "I feel like more focus could be placed on communicating with parents about their children since that can often be very stressful situations for educators. I also feel like putting more focus on providing a wide variety of examples for assessments that educators could use."

- Areas for growth are advising for sure. There need to be more people in that office that care about the students. My university supervisor did almost everything for me and showed that she cared. I did not receive the same type of assistance from the EPP. I would also say they need to improve the organization. It seemed like everything was so out of place and never very organized. That could also be fixed with more people being in the office as I stated above.
- I believe the program seemed a little disorganized and some of the forms we had to fill out seemed redundant. I spoke highly of Dr. Johnson-Leslie and Dr. Hays, I think Dr. Gao was wonderful, only I feel like the heavy focus on Microsoft excel was wasteful and nonbeneficial. I didn't use any of it in my internship and the excel part heavily affected my grade on my final.

Note: Responses were typed by students online with no changes by the PEP office.