

ARKANSAS EDUCATOR PREPARATION PROVIDER STATE REVIEW FRAMEWORK AND STANDARDS MAP

STANDARD 1 RECRUITMENT & COMPLETION			
INDICATOR	1.1 Plans	1.2 Recruitment	1.3 Completion
CRITERIA	<ul style="list-style-type: none"> a. Programs have formal plans to meet the targets described in the state review framework (i.e., Standards 1-3) and show evidence of acting on their plans 	<ul style="list-style-type: none"> a. Programs meet annual recruitment targets that align with their program size and Arkansas's workforce needs b. Programs recruit candidates for Arkansas certification shortage areas in proportion to the need 	<ul style="list-style-type: none"> a. Candidates have high rates of completion

STANDARD 2 PREPARING CANDIDATES EFFECTIVELY			
INDICATOR	2.1 Coursework**	2.2 Clinical experiences**	2.3 Development**
CRITERIA	<ul style="list-style-type: none"> a. Candidates receive high-quality program coursework that is evidence-based b. Candidates' coursework supports their development as a teacher c. Candidates are provided with knowledgeable and effective course instructors 	<ul style="list-style-type: none"> a. Candidates are provided clinical experiences that support their development as a teacher b. Candidates across the program are provided with an effective clinical internship c. Strong partnerships exist between the EPP and K12 schools & districts that facilitate the development of strong candidates 	<ul style="list-style-type: none"> a. Candidates are successful with their program coursework b. Candidates are successful in their clinical internship

STANDARD 3 SUPPORTING WORKFORCE NEEDS			
INDICATOR	3.1 Licensure	3.2 Employment	3.3 Effectiveness
CRITERIA	<ul style="list-style-type: none"> a. A high proportion of program candidates obtain a standard license b. A high proportion of alternative route enrollees are provisionally licensed c. A high proportion of traditional program candidates pass the content exam in their area on the first try 	<ul style="list-style-type: none"> a. A high proportion of completers are employed in Arkansas public schools b. A high proportion of completers work in high-priority Arkansas public school districts and subjects c. Program completers remain in the classroom for multiple years 	<ul style="list-style-type: none"> a. School leaders rate program completers that they hire as effective classroom teachers b. Completers feel that their program prepared them well to be a teacher c. A high proportion of program completers have above average value-added scores

**Criteria are evaluated with evidence submitted by EPPs through on-site review. All other criteria use data collected through the state-run collection process.

STANDARD 1 RUBRIC: RECRUITMENT & COMPLETION

1.1: PLANS

Intent: Indicator 1.1 requires EPPs to submit plans of continuous improvement. The goal is to ensure that meaningful change is happening in order to continue to improve to meet state requirements and best practices.

Criteria 1.1(a) Programs have formal plans to meet the targets described in the state review framework (i.e., Standards 1-3) and show evidence of acting on their plans			
Exceeds	Meets	Approaching	Below
Metric 1: Formal plan has been created and is routinely updated			
Plan addresses and provides evidence of action for each framework indicator	Plan addresses each indicator of the state review framework	Plan does not address each framework indicator	There is no plan

1.2: RECRUITMENT

Intent: The purpose of Indicator 1.2 is to tell the story of recruitment within and across EPP programs in Arkansas. The goal is to ensure that Arkansas's future teacher workforce is large enough and in the relevant certification areas to meet the needs of all students across the state.

Criteria 1.2(a) Programs meet annual recruitment targets that align with their program size and Arkansas's workforce needs			
Exceeds	Meets	Approaching	Below
Metric 1: Number of candidates enrolled relative to the program's enrollment goal (DESE will set enrollment targets based on projected teacher need over the next 10 years)			
EPP exceeds the enrollment target	EPPs data is within 1.5 percentage points below the enrollment target	EPP's data is between 1.5 and 3 percentage points below enrollment target	EPP's data is more than 3 percentage points below enrollment target
Criteria 1.2(b) Programs recruit candidates for Arkansas certification shortage areas in proportion to the need			
Exceeds	Meets	Approaching	Below
Metric 1: Percentage of program candidates recruited in shortage areas compared to the need (Subject shortage areas and need will be determined annually by DESE. Annual targets will be based on the previous year's shortage area calculations. Targets will be based on the proportion of teachers needed in shortage area subjects relative to total demand)			
EPP exceeds the subject shortage area target	EPPs data is within 5 percentage points below the subject shortage area target	EPP's data is between 5 and 10 percentage points below the subject shortage area target	EPPs data is more than 10 percentage points below the subject shortage area target

1.3: COMPLETION

Intent: Indicator 1.3 focuses on completion rates of the program. It looks at targets that take into account data from enrollment to completion over a three-year period.

1.3 (a) Candidates have high rates of completion			
Exceeds	Meets	Approaching	Below
Metric 1: Percentage of candidates completing the program (DESE will set initial 3-year completion rate targets based on overall Arkansas EPP completion rates for the previous three years)			
EPP exceeds the 3-year completion rate target	EPPs data is within 10 percentage points below target	EPPs data is between 10 and 20 percentage points below target	EPPs data is more than 20 percentage points below target

Standard 1 Evidence and Data				
Documents	1.1(a)	1.2(a)	1.2(b)	1.3(a)
Program plans that cover Standards 1-3	X			
State Collected Data				
Individual level enrollment and completion data submitted by EPPs through the HEA Title II reporting process		X	X	X

STANDARD 2 RUBRIC: PREPARING CANDIDATES EFFECTIVELY

2.1: COURSEWORK

Intent: Indicator 2.1 focuses on the quality of the coursework provided to prepare effective educators. Courses should align with the initiatives of the state of Arkansas, be clearly sequenced, and support the participant’s clinical experience. This standard also focuses on the knowledge and effectiveness of the course instructors who are preparing the candidates to be day one ready to teach.

Criteria 2.1(a) Candidates receive high-quality program coursework that is evidence-based			
Exceeds	Meets	Approaching	Below
Metric 1: Incorporation and demonstration of best practices around content instruction			
EPP meets expectations for this metric and utilizes a system for annual evaluation and continuous improvement for how best practices are incorporated into coursework	Coursework clearly and intentionally incorporates nationally recognized best practices around content instruction, including recognizing and using high quality instructional materials and evidence-based practices	Coursework incorporates some nationally recognized best practices around content instruction	Coursework does not incorporate nationally recognized best practices around content instruction
Metric 2: Incorporation and utilization of Arkansas K12 standards in coursework as foundation for teacher development			
EPP meets expectations for this metric and utilizes a system for annual evaluation and continuous improvement for how Arkansas K-12 standards are incorporated into the coursework	<p>Coursework clearly and intentionally familiarizes candidates with Arkansas K-12 Standards throughout all grade bands within the licensure area</p> <p>Coursework clearly and intentionally provides candidates opportunities to vertically integrate standards throughout all grade bands within the licensure area</p>	<p>Coursework somewhat familiarizes candidates with Arkansas K-12 Standards throughout all grade bands within the licensure area</p> <p>Coursework provides candidates with some opportunities to vertically integrate standards throughout all grade bands within the licensure area</p>	Coursework does not train candidates to use Arkansas K-12 Standards for their licensure area
Guiding Questions			
<ol style="list-style-type: none"> 1. What nationally recognized best practices around content instruction are included in coursework? 2. How does coursework incorporate the use of high-quality instructional materials? 3. How does coursework support candidates to evaluate the quality of instructional materials? 4. How does coursework ensure candidate awareness of Science of Reading? 5. If applicable, how does coursework incorporate Math Quest? 6. How are the Arkansas K-12 standards vertically aligned in coursework as a foundation for teacher development? 			

Criteria 2.1(b) Candidates' coursework supports their development as a teacher

Exceeds	Meets	Approaching	Below
Metric 1: Sequence and progression of courses			
EPP meets expectations for this metric and utilizes a system for annual evaluation and continuous improvement for how courses are sequenced	Courses are clearly and intentionally sequenced across programs of study to build off previous coursework providing candidates an opportunity to show proficiency; includes reinforcement opportunities for candidate areas of growth and shows a progressive increase in rigor	Courses are somewhat sequenced across programs of study to build off previous coursework providing candidates an opportunity to show proficiency; and sometimes includes reinforcement opportunities for candidate areas of growth and sometimes shows progressive increase in rigor	Courses are not sequenced to build off previous coursework
Metric 2: Incorporation and utilization of Arkansas Educator Competencies and Arkansas Teaching Standards in coursework			
EPP meets expectations for this metric and utilizes a system for annual evaluation and continuous improvement for how Arkansas Educator Competencies and Arkansas Teaching Standards are incorporated into coursework	Coursework clearly and intentionally incorporates Arkansas Educator Competencies and Arkansas Teaching Standards in a way that develops candidates to meet the knowledge and skills of their required licensure area	Coursework incorporates Arkansas Educator Competencies and Arkansas Teaching Standards in a way that partially develops candidates to meet the competencies of their required licensure area	Coursework does not incorporate Arkansas Educator Competencies or Arkansas Teaching Standards
Metric 3: Alignment of coursework to clinical experience			
EPP meets expectations for this metric and utilizes a system for annual evaluation and continuous improvement for how coursework is aligned to the clinical experience	Coursework is clearly and intentionally aligned to clinical experience Candidates consistently have opportunities to reflect on and articulate the alignment with their clinical supervisor and course instructors	Coursework is somewhat aligned to clinical experience Candidates have some opportunities to reflect on and articulate the alignment with their clinical supervisor and course instructors	Coursework shows no evidence of alignment to clinical experience

Guiding Questions

1. How is coursework sequenced to build from previous coursework and to increase in rigor?
2. What are the opportunities for candidates to show their level of proficiency and reflect on it?
3. How are Arkansas Educator Competencies incorporated so that candidates are supported to meet the competencies of their licensure area?
4. How are Arkansas Teaching Standards incorporated so that candidates are supported to meet the standards of teaching diverse learners?
5. What are the opportunities for candidates to reflect on the alignment of their clinical supervisor and course instructor?

Criteria 2.1(c) Candidates are provided with knowledgeable and effective course instructors			
Exceeds	Meets	Approaching	Below
Metric 1: Quality of course instructors			
EPP meets expectations for this metric and utilizes a system for annual evaluation and continuous improvement of course instructor quality	Most course instructors show deep knowledge of Arkansas K12 standards, content knowledge, and content pedagogy	Some course instructors show deep knowledge of Arkansas K12 standards, content knowledge, and content pedagogy	Few course instructors show deep knowledge of Arkansas K12 standards, content knowledge, and content pedagogy
Metric 2: Effectiveness of course instructors			
EPP meets expectations for this metric and utilizes a system for annual evaluation and continuous improvement of course instructor effectiveness	Most course instructors have a proven history and/or show evidence of strong facilitation of coursework and providing feedback and support	Some course instructors have a proven history and/or show evidence of strong facilitation of coursework and providing feedback and support	Few course instructors have a proven history and/or show evidence of strong facilitation of coursework and providing feedback and support
Guiding Questions			
<ol style="list-style-type: none"> 1. What evidence shows that instructors have acquired deep knowledge of Arkansas K12 standards, content knowledge, and content pedagogy? 2. How do course instructors demonstrate deep knowledge of Arkansas K12 standards through the design and facilitation of course content and assignments? 3. How do course instructors demonstrate strong facilitation of coursework and the provision of feedback and support? 			

Indicator 2.1 Evidence			
Documents	2.1(a)	2.1(b)	2.1(c)
Program Handbook(s)	x	x	x
Programs of study / degree plans showing the progression and sequencing of coursework and connections to program checkpoints and transitions	x	x	
Course syllabi for the programs included above which include objectives and assessments aligned to: Arkansas K12 standards, use of high-quality instructional materials, state initiatives (e.g., Science of Reading, Math Quest), Aspiring Teacher Rubric*, Arkansas Educator competencies, and Arkansas Teaching Standards as appropriate	x	x	x
Roster of course instructors (faculty and facilitators who teach or supervise candidates) listing degrees obtained, most recent teaching and/or supervision assignments, teacher certification and licenses held, PreK-12 teaching experience, evidence of TESS/Aspiring Teacher Rubric* training, areas of expertise and research, recent PD and conferences			x
Focus Groups			
Coursework focus groups- Students (maximum of 10) who have completed at least one semester in the program, performing at a range of levels	x	x	x
Visits & Observations			
The schedule of classes held in-person or synchronously	x	x	x
For courses offered asynchronously, access to the online platform (independently or side-by-side with an EPP member for two hours during the review). Alternatively, documentation showing the course builds for a sample of coursework (minimum 5 courses)	x	x	x

*The Aspiring Teacher Rubric must be in use by the 2024-25 academic year. Prior to that time, EPPs may use the TESS framework or another aligned tool.

2.2: CLINICAL EXPERIENCES

Intent: Indicator 2.2 focuses on the quality, sequence and variety of the clinical experiences being provided to participants. It also measures the effectiveness of the clinical supervisors- evidence of effective coaching, high quality feedback, and clear action steps for the participant. Finally, this standard examines the collaborative processes and effective communication between the partnerships that exist between the EPP and K12 schools and districts to ensure successful clinical experiences.

Criteria 2.2(a) Candidates are provided clinical experiences throughout their program that support their development as a teacher			
Exceeds	Meets	Approaching	Below
Metric 1: The sequence of clinical experiences			
EPP meets expectations for this metric and utilizes a system for annual evaluation and continuous improvement for how all clinical experiences are sequenced for all candidates	The overall sequence of clinical experiences clearly and intentionally builds off previous experiences and includes opportunities for learning and development	The overall sequence of clinical experiences sometimes builds off previous experiences and includes opportunities for learning and development	Little or no evidence exists to show an intentional sequence of clinical experiences
Metric 2: The variety of clinical experiences			
EPP meets expectations for this metric and utilizes a system for annual evaluation and continuous improvement for how all clinical experiences are selected and structured for all candidates	The overall variety of clinical experiences (aligned to the Aspiring Teacher Rubric*) provides adequate opportunities for candidates to work with students with varied learning needs	The overall variety of clinical experiences (aligned to the Aspiring Teacher Rubric*) provides some opportunities for candidates to work with students with varied learning needs	The overall variety of clinical experiences (aligned to the Aspiring Teacher Rubric*) provides few opportunities for candidates to work with students with varied learning needs
Guiding Questions			
<ol style="list-style-type: none"> 1. What are the range and sequence of clinical experiences that candidates complete over the course of the program? 2. Do clinical experiences offer a variety of opportunities for candidates to work with students with varied learning needs? 3. Does the overall sequence of clinical experiences build intentionally and clearly to include opportunities for learning and development? 			

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Criteria 2.2(b): Candidates across the program are provided with an effective clinical internship			
Exceeds	Meets	Approaching	Below
Metric 1: The effectiveness of experienced mentor teachers			
EPP meets expectations for this metric and employs an evaluation system to measure and track experienced mentor teacher coaching skills	Most experienced mentor teachers are equipped and demonstrate that they have the coaching skills to properly support and develop a candidate's pedagogical development	Some experienced mentor teachers are equipped and demonstrate that they have the coaching skills to properly support and develop a candidate's pedagogical development	Few experienced mentor teachers are equipped and demonstrate that they have the coaching skills to properly support and develop a candidate's pedagogical development
Metric 2: Quality of selection process for experienced mentor teachers			
EPP meets expectations for this metric and utilizes a system for annual evaluation and continuous improvement for how experienced mentor teachers are selected	A clear and intentional process is in place to select experienced mentor teachers based on a set of criteria that may include years of classroom experience, demonstrated instructional effectiveness, depth of content, and pedagogical knowledge	A partial process is in place to select experienced mentor teachers based on a set of criteria that may include years of experience, demonstrated effectiveness, and depth of content and pedagogical knowledge	There is no process in place to select experienced mentor teachers
Metric 3: Quality of clinical supervisors			
EPP meets expectations for this metric and employs an evaluation system to measure and track clinical supervisor quality and effectiveness	Most program clinical supervisors have a proven history and/or show evidence of effective instructional practices and coaching with a positive impact	Some clinical supervisors show evidence of and/or have a history of effective instructional practices and coaching with a positive impact	Few clinical supervisors have a proven history of effective instructional practices and coaching with a positive impact
Metric 4: Quality of feedback to candidates			
EPP meets expectations for this metric and utilizes a system for annual evaluation and continuous improvement for how candidates are provided feedback	Candidates consistently receive high-quality feedback from their experienced mentor teachers and/or clinical supervisor that is frequent, both written and oral, connected to the Aspiring Teacher Rubric*, clearly linked to evidence of student learning during observed lesson, and built on the previous feedback	Candidates sometimes receive high-quality feedback or consistently receive feedback of partial quality	Candidates receive little to no high-quality feedback
Guiding Questions			
<ol style="list-style-type: none"> 1. Are experienced mentor teachers equipped and able to demonstrate that they have the coaching skills to properly support and develop a candidate's pedagogy? 2. Is the process for selection of experienced mentor teachers clear, intentional and inclusive of experience levels, demonstrated effectiveness, and depth of content and pedagogical knowledge? 3. Do program clinical supervisors have a proven history of strong instructional practices and coaching impact? 4. How do candidates receive feedback from experienced mentor teachers and clinical supervisors? 5. How do experienced mentor teachers and clinical supervisors collaborate to provide high quality feedback? 6. What is the frequency of feedback to candidates? 7. How is coaching feedback clearly linked to evidence of student learning? 8. How is coaching feedback linked to previous feedback? 			

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Criteria 2.2(c): Strong partnerships exist between the EPP and K12 schools and districts that facilitate the development of strong candidates

Exceeds	Meets	Approaching	Below
Metric 1: Quality of partnership with districts/schools			
EPP meets expectations for this metric and utilizes a system for annual evaluation and continuous improvement to ensure partnerships are mutually beneficial for both EPP and partner districts	Collaborative processes are in place with most districts/schools to co-construct the clinical internship for candidates including but not limited to collaboration between experienced mentor teachers and clinical supervisors	Collaborative processes are in place with some districts/schools to co-construct the clinical internship for candidates including but not limited to collaboration between experienced mentor teachers and clinical supervisors	There is little or no evidence to show collaborative processes in place between EPP and districts/schools
Metric 2: Support and development for clinical supervisors			
EPP meets expectations for this metric and utilizes a system for annual evaluation and continuous improvement for how processes are put in place to support clinical supervisors	Collaborative processes are consistently in place that support and develop effective clinical supervisors	Collaborative processes are inconsistently in place that support and develop effective clinical supervisors	There is little or no evidence of collaborative processes that support or develop effective clinical supervisors
Guiding Questions			
<ol style="list-style-type: none"> 1. Do collaborative processes exist with all districts/school to co-construct clinical placement experiences for candidates? 2. Do clinical supervisors receive the support and development they need to develop strong candidates? 			

Indicator 2.2 Evidence			
Documents	2.2(a)	2.2(b)	2.2(c)
Program Handbook(s)	x	x	x
Roster of course instructors (faculty and facilitators who teach or supervise candidates) listing degrees obtained, most recent teaching and/or supervision assignments, teacher certification and licenses held, PreK-12 teaching experience, evidence of TESS training, areas of expertise and research, recent PD and conferences		x	
Clinical Experience Handbook(s) or Guidance for candidates and/or supervisors	x		
Guidance, handbooks and/or MOUs for experienced mentor teachers outlining selection criteria, training and orientation, responsibilities, evaluation		x	x
Guidance, handbooks and/or training sequence for clinical supervisors		x	
Tracker or samples of current experienced mentor teacher credentials including teacher certification and licenses held, teaching experience, effectiveness data, trainings and PD attended		x	
Coaching templates, meeting agendas, protocols, and/or rubrics used by experienced mentor teachers and clinical supervisors		x	
Samples of written feedback to candidates that are connected to the Aspiring Teacher Rubric*, clearly linked to evidence of student learning during observed lessons, built on the previous feedback		x	
Trackers or evaluation results of clinical supervisors		x	
Artifacts showing collaboration between districts/schools and the EPP to co-construct clinical experiences, such as working groups and advisory boards, meeting agendas, frameworks for discussion, and/or goal-setting templates			x
Artifacts showing collaboration between districts/schools and the EPP to develop effective communication structures between mentor teachers and clinical supervisors			x
Focus Groups			
Clinical experience focus group: Convene a group of students (maximum of 10) currently engaged in clinical experiences (internship or other experiences with teaching responsibility), at a range of performance levels	x	x	x
Experienced mentor teacher focus group: Convene a group of current experienced mentor teachers (maximum of 10), with a range of tenure as a mentor teacher	x	x	x
Visits & Observations			
Schedule includes up to 3 observations of experienced mentor teacher or program clinical supervisor coaching sessions (15-30 minutes), held in-person or synchronously during the onsite visit. Candidates should be at a range of performance levels	x	x	
Schedule including up to 5 observations of candidates teaching during clinical experience. Candidates should be at a range of performance levels	x	x	

*The Aspiring Teacher Rubric must be in use by the 2024-25 academic year. Prior to that time, EPPs may use the TESS framework or another aligned tool.

2.3: DEVELOPMENT

Intent: Indicator 2.3 focuses on the results of the EPP training and the success rate towards meeting state workforce needs. It measures whether candidates are successful with their program coursework- showing proficiency and given individualized support when needed. It also looks at whether candidates are successful in their clinical internships. Do candidates meet milestones, do their students show growth, are they meeting expectations on the Aspiring Teacher Rubric*, and are they provided with support when needed?

Criteria 2.3(a): Candidates are successful with their program coursework			
Exceeds	Meets	Approaching	Below
Metric 1: Candidate proficiency in coursework			
EPP meets expectations for this metric and utilizes a system for continuous improvement to track and evaluate annual candidate proficiency in coursework requirements	Most candidates show proficiency in coursework requirements	Some candidates show proficiency in coursework requirements	Few or no candidates show proficiency in coursework requirements
Metric 2: Quality of candidate support across coursework			
EPP meets expectations for this metric and utilizes a system for continuous improvement to track and evaluate support plan effectiveness	Candidates are consistently provided with an individualized support plan if their coursework requirements are not on track, and they take an active role in creating the plan and monitoring progress	Candidates are inconsistently provided with an individualized support plan if their coursework requirements are not on track	Candidates are rarely or never provided with an individualized support plan if their coursework requirements are not on track
Guiding Questions			
<ol style="list-style-type: none"> 1. Do candidates demonstrate proficiency in coursework requirements? 2. Are candidates provided with individualized support plans when their coursework requirements are not on track? 3. Are candidates involved in creating and monitoring coursework support plans? 			

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Criteria 2.3(b) Candidates are successful in their clinical internship			
Exceeds	Meets	Approaching	Below
Metric 1: Candidate attainment of clinical internships goals and milestones			
EPP meets expectations for this metric and utilizes a system for continuous improvement to track and evaluate effectiveness of goals and milestones	Programs have a set of clear and appropriate goals and milestones for candidates' clinical internship Most candidates meet clinical experience goals and milestones	Programs have a set of goals and milestones for candidates' clinical internship Some candidates meet clinical experience goals and milestones	Programs do not have a set of goals and milestones for candidates' clinical internship
Metric 2: Candidate impact on student growth			
EPP meets expectations for this metric and utilizes a system for continuous improvement to track and evaluate how student growth evidence is collected and connected to candidate effectiveness	There is adequate evidence that candidates have the capacity to impact student growth	There is some evidence that candidates have the capacity to impact student growth	There is little or no evidence that candidates have the capacity to impact student growth
Metric 3: Candidate proficiency in effective teaching skills			
EPP meets expectations for this metric and utilizes a system for continuous improvement to track and evaluate trends in scored areas for candidates on the Aspiring Teacher Rubric* to inform changes to program structure	Most candidates receive a score of "effective" on the Aspiring Teacher Rubric* at the end of their clinical internship	Some candidates receive a score of "effective" on the Aspiring Teacher Rubric* at the end of their clinical internship	Few or no candidates receive a score of "effective" on the Aspiring Teacher Rubric* at the end of their clinical internship
Metric 4: Quality of candidate support across clinical internship			
EPP meets expectations for this metric and utilizes a system for continuous improvement to track and evaluate support plan effectiveness	All candidates with varied needs are provided with the support they need including- struggling candidates are consistently provided with an individualized support plan if their development in the clinical internship is not on track Most high performing candidates receive opportunities and feedback that encourage their retention	Struggling candidates are sometimes provided with an individualized support plan if their development is not on track Some high performing candidates receive opportunities and feedback that encourage their retention	Candidates are rarely or never provided with an individualized support plan if their development is not on track Few or no high performing candidates receive opportunities and feedback that encourage their retention
Guiding Questions			
<ol style="list-style-type: none"> Do programs set clear and appropriate goals and milestones for candidates' clinical experiences that align with overall program and state workforce needs? What proportion of candidates meet clinical experience goals and milestones? What is the proportion of candidates that receive "effective" or higher on the Aspiring Teacher Rubric* at the end of their clinical experience? What evidence shows that candidates impact student growth? How are candidates supported through individualized plans when their development in clinical experience is not on track? What types of opportunities and feedback do high-performing candidates receive that encourage their retention? 			

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Indicator 2.3 Evidence		
Documents	2.3(a)	2.3(b)
Programs of study / degree plans showing the progression and sequencing of coursework and connections to program checkpoints and transitions	x	
Course syllabi for the programs included above which include objectives and assessments aligned to: Arkansas K12 standards, use of high-quality instructional materials, state initiatives (RISE and Math Quest), Aspiring Teacher Rubric,* Arkansas Educator competencies, and Arkansas Teaching Standards as appropriate	x	
Clinical Experience Handbook(s) or Guidance for candidates and/or supervisors		x
Coaching templates, meeting agendas, protocols, and/or rubrics used by experienced mentor teachers and clinical supervisors		x
Samples of written feedback to candidates that are connected to the novice teacher/ aligned rubric, clearly linked to evidence of student learning during observed lessons, built on the previous feedback		x
Outline of the plan or system for tracking candidate progress with coursework that includes data showing candidate's mastery of coursework requirements for the last 3 cohorts, the impact of support plans, the role of the candidate in the plans' creation and progress monitoring	x	
Outline of the plan or system for tracking candidate progress with clinical experiences that includes data around candidate attainment of goals and milestones for the last 3 cohorts, the impact of support plans		x
Templates, anonymized samples, and/or guidance for implementing support plans for candidates that are "Off-track" with program coursework and "Off-track" with clinical experience	x	x
Scores (anonymized) on the Aspiring Teacher Rubric* that are earned by candidates at the end of clinical experience		x
Analysis by candidates and/or the EPP that candidates impact student growth		x
Focus Groups		
Coursework focus group: Students (maximum of 10) who have completed at least one semester in the program, performing at a range of levels	x	
Clinical experience focus group: Convene a group of students (maximum of 10) currently engaged in clinical experiences (internship or other experiences with teaching responsibility), at a range of performance levels		x
Experienced mentor teacher focus group: Convene a group of current experienced mentor teachers (maximum of 10), with a range of tenure as a mentor teacher		x
Visits & Observations		
The schedule of classes held in-person or synchronously during the onsite review	x	
For courses offered asynchronously, access to the online platform (independently or side-by-side with an EPP member for two hours during the review). Alternatively, documentation showing the course builds for a sample of coursework (minimum 5 courses)	x	
Schedule including up to 3 observations of experienced mentor teacher or program clinical supervisor coaching sessions (15-30 minutes), held in-person or synchronously during the onsite visit. Candidates should be at a range of performance levels. Alternatively, if internships are not in session, access to 2-3 recorded coaching sessions with candidates		x
Schedule including up to 5 observations of candidates teaching during clinical experience. Candidates should be at a range of performance levels. Alternatively, if internships are not in session, access to recorded lessons		x

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STANDARD 3 RUBRIC: SUPPORTING WORKFORCE NEEDS

3.1: LICENSURE

Intent: Standard 3.1 focuses on telling the story of what percentage of program completers are gaining licensure and whether that type of licensure is standard or provisional.

Criteria 3.1(a) A high proportion of program candidates obtain a standard license			
Exceeds	Meets	Approaching	Below
Metric 1: Percentage of program completers who have earned a standard license (DESE will set initial licensure rate targets based on overall Arkansas EPP licensure rates for the previous three years)			
EPPs data exceeds the standard licensure rate target	EPPs data is within 5 percentage points below the standard licensure rate target	EPPs data is between 5 and 10 percentage points below the standard licensure rate target	EPPs data is more than 10 percentage points below the standard licensure rate target
Criteria 3.1(b) A high proportion of alternative route enrollees are provisionally licensed			
Exceeds	Meets	Approaching	Below
Metric 1: Percentage of alternative route enrollees who are provisionally licensed (DESE will set initial provisional licensure rate targets based on overall Arkansas EPP provisional licensure rates for the previous three years)			
EPPs data exceeds the provisional licensure rate target	EPPs data is within 5 percentage points below the provisional licensure rate target	EPPs data is between 5 and 10 percentage points below the provisional licensure rate target	EPPs data is more than 10 percentage points below the provisional licensure rate target
Criteria 3.1(c) A high proportion of traditional program candidates pass the content exam in their area on the first try			
Exceeds	Meets	Approaching	Below
Metric 1: Percentage of first-time licensure exam test takers that pass (DESE will set initial first-time pass rate targets based on overall Arkansas first-time pass rates for the previous three years)			
EPPs data exceeds the first-time pass rate target	EPPs data is within 5 percentage points below the first-time pass rate target	EPPs data is between 5 and 10 percentage points below the first-time pass rate target	EPPs data is more than 10 percentage points below the first-time pass rate target

Indicator 3.1 Evidence and Data			
State Collected Data	3.1(a)	3.1(b)	3.1(c)
Individual level enrollment and completion data submitted by EPPs through the HEA Title II reporting process	x	x	x
Licensure data from Arkansas Educator Licensure System (AELS)	x	x	
Praxis and Pearson licensure assessment data			x

3.2: EMPLOYMENT

Intent: Standard 3.2 focuses on where program completers are finding employment and how long they remain employed in Arkansas public schools.

Criteria 3.2 (a) A high proportion of completers are employed in Arkansas public schools			
Exceeds	Meets	Approaching	Below
Metric 1: Percentage of completers who are licensed and gain employment in Arkansas public schools in their first three years after completion (DESE will set initial employment rate target based on overall Arkansas EPP completer licensed employment rates for the previous three years)			
EPPs data exceeds the licensed employment rate target	EPPs data is within 5 percentage points below target	EPPs data is between 5 and 10 percentage points below target	EPPs data is more than 10 percentage points below target
Criteria 3.2 (b) A high proportion of completers work in high-priority Arkansas public school districts and subjects			
Exceeds	Meets	Approaching	Below
Metric 1: Percentage of completers who are licensed and gain employment in high-priority Arkansas public school districts and subjects in their first three years after completion (DESE will determine the list of high-priority districts and subjects as part of the annual shortage area analysis. Then, DESE will set initial employment rate targets based on need in these districts and subjects and the overall Arkansas EPP completer licensed employment rates for the previous three years)			
EPPs data exceeds the high-priority employment rate target	EPPs data is within 5 percentage points below target	EPPs data is between 5 and 10 percentage points below target	EPPs data is more than 10 percentage points below target
Criteria 3.2 (c) Program completers remain in the classroom for multiple years			
Exceeds	Meets	Approaching	Below
Metric 1: Program completers' average licensed teaching experience in Arkansas public schools 3 years after completion (DESE will set initial average completer experience target based on the overall averages for the previous three years)			
EPPs data exceeds the average experience target	EPPs data is within 0.5 years of experience below the average experience target	EPPs data is within 0.5 and 1 years of experience below the average experience target	EPPs data is more than 1 year of experience below the average experience target

Indicator 3.2 Evidence and Data			
State Collected Data	3.2(a)	3.2(b)	3.2(c)
Individual level enrollment and completion data submitted by EPPs through the HEA Title II reporting process	x	x	x
Licensure data from Arkansas Educator Licensure System (AELS)	x	x	x
Employment data collected from districts via the Statewide Information System (SIS)	x	x	x

3.3: EFFECTIVENESS

Intent: Standard 3.3 focuses on how effective and how prepared teacher candidates are after completing their program.

Criteria 3.3 (a) School leaders rate program completers that they hire as effective classroom teachers			
Exceeds	Meets	Approaching	Below
Metric 1: School leaders' perception of program completer effectiveness across the following domains: Planning and preparation, Classroom environment, Instruction, and Professional responsibilities. All based on responses to the EPP Completer Supervisor Survey conducted annually by DESE (DESE will set initial targets based on responses to the 2023 EPP Completer Supervisor Survey. Targets for each domain will be based on the percentage of completers receiving an average domain score equivalent to "Agree" or "Strongly agree")			
EPPs data exceeds the average preparedness rating target	EPPs data is within 5 percentage points below target	EPPs data is between 5 and 10 percentage points below target	EPPs data is more than 10 percentage points below target
Criteria 3.3 (b) Completers feel that their program prepared them well to be a teacher			
Exceeds	Meets	Approaching	Below
Metric 1: Program completers' perception of how well their program prepared them to be a teacher using the following domains: Planning and preparation, Classroom environment, Instruction and Professional responsibilities. All based on responses to the EPP Completer Survey conducted annually by DESE (DESE will set initial targets based on responses to the 2023 EPP Completer Survey. Targets for each domain will be based on the percentage of completers receiving an average domain score equivalent to "Agree" or "Strongly agree")			
EPPs data exceeds the average preparedness rating target	EPPs data is within 5 percentage points below target	EPPs data is between 5 and 10 percentage points below target	EPPs data is more than 10 percentage points below target
Criteria 3.3 (c) A high proportion of program completers have above average value-added scores			
Exceeds	Meets	Approaching	Below
Metric 1: Percentage of program completers who have above average value-added scores in their first three years after completion (DESE will set initial targets based on teacher value-added scores over the previous three years)			
EPPs data exceeds the value-added scores target	EPPs data is within 5 percentage points below target	EPPs data is between 5 and 10 percentage points below target	EPPs data is more than 10 percentage points below target

Indicator 3.3 Evidence and Data			
State Collected Data	3.3(a)	3.3(b)	3.3(c)
Individual level enrollment and completion data submitted by EPPs through the HEA Title II reporting process	x	x	x
Survey administered to the supervisors of EPP completers	x		
Survey administered to EPP completers		x	
Value added growth scores for EPP completers			x