

Arkansas State University

Educator Preparation Provider

CAEP Standard 4.1 Program Impact Case Study Planned Design

Spring 2026

Introduction

The assessment of impact on P–12 student learning and development constitutes a fundamental criterion in evaluating the overall efficacy of teacher education preparation programs. The Council for the Accreditation of Educator Preparation (CAEP) asks that “[t]...he provider demonstrates the effectiveness of its completers’ instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.” Drawing upon extant literature and previously conducted case studies, the Arkansas State University Educator Preparation Programs (EPP) will institute a pilot case study designed to systematically investigate program completers’ instructional effectiveness, their influence on P–12 student learning outcomes and achievement, and the pertinence of their preparation experiences.

The Council for the Accreditation of Educator Preparation (CAEP) Resources: Standard R4 Program Impact outlines the following requirements for conducting case studies for the purpose of demonstrating competency in Standard R4.1:

Standard R4.1 asks EPPs to track data on program completers to demonstrate that program completers:

(1) effectively contribute to P-12 student-learning growth AND (2) apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. In addition, the provider includes a rationale for the data elements provided.

Data presented by the EPP should be representative sample of completers and measure their impact on P-12 students and their teaching effectiveness. While the most

recent three cycles of data must be provided, in the course of a seven-year accreditation cycle data must represent all programs.

The rationale for selection of measures used must be provided. EPP created assessments must meet CAEP Criteria for Evaluation of EPP-Created Assessments and/or Surveys. Three cycles of data should be provided, and data should be disaggregated by preparation program, race/ethnicity, and other demographic markers relevant to the EPP.

Data the EPP collects must be analyzed and interpreted so that the EPP compellingly demonstrates what was learned from the evidence, conclusions made, and recommendations moving forward. Ultimately, the EPP must consider how EPP completers are effectively contributing to diverse P-12 student learning growth.

The A-State Educator Preparation Provider (EPP) will demonstrate the effectiveness of its completers through a pilot case study on the evidence of positive impact on P–12 student learning and development, as well as the level of satisfaction among completers regarding the relevance and effectiveness of the preparation programs [CAEP R4.1 and 4.3].

Context

The pilot case study will document the experiences of program completers as they progress from professional induction through early teaching experiences and into continued professional development and advancement one-semester to one-year out of their capstone field experience. To evaluate the effectiveness of Arkansas State University program completers in contributing to P–12 student learning and development, the Educator Preparation Provider (EPP) will conduct this case study consistent with CAEP Standard 4 expectations. In this study, program completers systematically will collect and analyze pre- and post-assessment data for all students in their classrooms to document measurable growth in student learning relative to a

specific lesson or targeted area of instructional emphasis. Completers will be observed by University Faculty and evaluated using the Aspiring TESS Rubric (also employed for observations during the capstone field experience). Completers will then be asked for satisfaction and preparation feedback of their experiences in the EPP and current job placement.

Goals

This case study pilot seeks to reach the following goals:

- **Collect and analyze quantitative and qualitative data** to provide evidence of Arkansas State University teacher education program completers' teaching effectiveness and their impact on P–12 student learning (CAEP 4.1).
- **Assess completer satisfaction** with the teacher preparation programs to ensure alignment with professional standards and stakeholder expectations (CAEP 4.3).
- **Use findings to inform reflection and program improvement**, recommending modifications as appropriate and developing subsequent case study protocols to support the EPP's continuous improvement process (CAEP 5.4).

Methodology

Data will be collected through pre-observation lesson planning, teaching lesson observation, applicable nationally normed P-12 test data, a quantitative post-observation survey, and structured interviews that include opportunities for open-ended responses. These interviews will explore how specific preparation program elements influenced completers' teaching practices, their impact on P–12 student learning and achievement growth, and their perceptions of which aspects of their preparation were most effective in supporting their professional success. In addition, completers will be surveyed to assess their satisfaction with program components that contributed to their readiness for the teaching profession adapted from the

University of Arkansas data consortium survey. Completers will be encouraged to participate in this survey for a holistic view of the preparation of A-State students.

Sample

The school districts incorporated in this case study constitute a convenience sample; nonetheless, each district employs a considerable cohort of recent Arkansas State University teacher education graduates. Collectively, these participating districts serve heterogeneous P–12 populations across a variety of educational settings. The study concentrated on a selection of representative school sites—including elementary, middle, and high schools—within these districts.

Participants

Participants were program completers in their first semester or first year of full-time teaching. Pilot participants in Spring 2026 will include students who completed an internship in the Fall of 2025 as a teacher-of-record. These completers included are in the licensure areas of Elementary Education, Special Education (K-12) and Physical Education. Completers included are both bachelor's and master's degree graduates.

Data Collection Instruments

Prior to the classroom observations, former program completers will submit lesson plans and instructional units to a University Faculty observer, accompanied by P–12 student pre-assessment data when applicable, to document student growth on the identified unit standard through subsequent post-assessment data. Lesson Plans will be assessed by University Faculty using the A-State EPP-wide Lesson Planning Rubric. Classroom observations will be evaluated using the Aspiring TESS Rubric (Appendix A) to assess instructional effectiveness and professional practice by the Faculty member. Following the observations, post-observation

reflections will be conducted through the use of Post-Conference Forms (feedback to the completer from Faculty Observer) and semi-structured interviews (Appendix B) to gather qualitative insights regarding preparation, instructional decision-making, and impact on student learning.

Additionally, to obtain quantitative insights from program completers, the Educator Preparation Program (EPP) adapted the State of Arkansas Educator Preparation Program (EPP) Completer Survey to include items specific to the case study participants' perceptions of their preparation (Appendix C). While this instrument is typically administered statewide to collect data from all A-State completers, it will be used in this study to gather data from the identified participants. A comparable survey is administered to candidates upon program completion, allowing for longitudinal analysis of data from graduation through post-completion to assess growth and program impact over time.

Table 1

CAEP Standard 4.1 Program Impact Case Study Data Collection

Data Item:	Instrument:	Who:	When Collected:
Observed Lesson Plan	A-State EPP-wide Lesson Planning Rubric	Completer provides; University Faculty assess	Pre-Observation
Any Applicable P-12 Student Pre-assessment Data	Various	Completer provides	Pre-Observation
Observation Data	Aspiring TESS Rubric	University Faculty	Observation
Post-Conference Feedback	Post-Conference Form	University Faculty	Post-Observation
Post-Conference Semi-Structured Interview	Semi-Structured Interview Questions	PEP Staff conducts session with Completers	Post-Observation

Completer Survey	Survey Questions	PEP Staff provides Completers link	Post-Observation
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Discussion and Next Steps

As the Arkansas State University Educator Preparation Program advances its commitment to continuous improvement, it is essential to gather data that demonstrate program completers' teaching effectiveness and their impact on P–12 student learning. All sources of data will be collected and analyzed in Spring 2026 for the piloted Program Impact Case Study. The EPP anticipates changes to this pilot design but plans to use the experience and knowledge gained to refine this plan for annual future use.

Relevant Terms in Study

Accreditation

Accreditation is the recognition that an institution maintains standards requisite for its graduates to gain admission to other reputable institutions of higher learning or to achieve credentials for professional practice. Accreditation aims to ensure that education provided by institutions of higher education meets acceptable levels of quality (United States Department of Education (DOE), 2018). Simply put, accreditation is quality assurance through external peer review (Council for the Accreditation of Educator Preparation (CAEP), 2025).

Aspiring Teacher Permit

Undergraduate residents may have the opportunity to apply for an Aspiring Teacher permit. This permit allows an individual still completing their bachelor's degree toward initial licensure to serve as the Teacher-of-Record in an appropriate classroom setting for the Residency I and Residency II semesters.

Aspiring Teacher Rubric (Aspiring TESS Rubric)

This rubric, adopted from the Teacher Excellence Support System (TESS), supports residents' development. Residents will be observed and evaluated on the components of the rubric. The rubric can be found at: [Aspiring Teacher Rubric](#).

Arkansas Teaching Standards (Adapted from INTASC)

The Arkansas Department of Education adopted the 2011 Model Core Teaching Standards developed by Interstate Teacher Assessment and Support Consortium (InTASC). These new Arkansas Teaching Standards are used in identifying competencies for all teachers and for advising teacher preparation programs in all Arkansas colleges and universities.

Completer

A candidate who successfully satisfied all program requirements of a preparation program at least six months previously and who is employed in a position for which they were prepared for state licensure (CAEP, 2025).

Council for the Accreditation of Educator Providers (CAEP)

A nonprofit and nongovernmental agency that accredits educator preparation providers (EPPs). CAEP was created with the October 2010 adoption of a motion to consolidate the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) by the boards of the two organizations. CAEP became operational on July 1, 2013 (CAEP, 2025)

Data

Information that may include individual facts, statistics, or items of information. For CAEP purposes, data include results of assessment or information from statistical or numerical descriptions of phenomena, status, achievement, or trends (CAEP, 2025).

Educator Preparation Provider (EPP)

A-State unit that is primarily responsible for coordinating all programs for the initial and advanced preparation of educators and other professional school personnel. EPPs may include non-profit organizations, public or private institutions of higher education, a school district, a corporation, or a governmental agency (CAEP, 2025). Educator Preparation Providers (EPP) determine what candidates will need to do to meet program and graduation requirements (Arkansas Division of Elementary and Secondary Education (DESE), 2020).

Experienced Mentor Teacher (EMT)

Highly qualified K-12 classroom teacher who has met the required standards and will support and coach a resident in their classroom for a year-long residency experience.

Faculty

The personnel, including both employees and partners of the educator preparation provider (EPP) who assess, support, and develop a candidate's knowledge, skills, and/or professional dispositions within the scope of the educator preparation program. Note that this includes academic as well as clinical faculty, and EPP based educators as well as P-12 partner educators. EPPs may include personnel referred to as coaches, mentors, or development team members (CAEP, 2025).

The faculty of A-State includes all persons holding the rank of instructor or above and all professional librarians. The faculty is the intellectual core of the university. They deliver instruction, carry out research/scholarship/creative activity, perform service for their respective professions and community, and participate in the management of the university through shared governance. In the areas of intellectual development, research, and instruction, the interest of the faculty is primary. Each member of the faculty has the duty to deliver instruction and maintain a learning environment consistent with the highest standards of the profession.

The faculty has a responsibility to set degree requirements, assess when they are met, and establish and maintain curricula that meet professional standards and fulfill the educational goals of the university.

An important responsibility of each faculty member is to engage in teaching, research/scholarship/creative activity, and service and to further professional development that are in the best interest of the students and community at large. Continuing professional development is highly regarded and is supported by the university.

The faculty also has important roles in the interactions with communities that it serves. When they engage in non-university activities, faculty members are expected to make clear that they act as individuals and not as representing the university (Arkansas State University Faculty Handbook, 2023).

Field Experience

Field experiences are an integral part of the teacher education preparation program. All field experiences are designed to enable candidates to acquire the knowledge, skills, and professional dispositions to teach a varied population of K-12 students in today's elementary and secondary schools. Candidates have at least three well-sequenced clinical field experiences consisting of an early field experience during the sophomore year, a mid-level during the junior or first semester senior year, and a capstone experience during the senior year (Adapted from the Arkansas State University Teacher Education Handbook, 2023).

INTASC

In 2013, through its Interstate Teacher Assessment and Support Consortium (InTASC), Council of Chief State School Officers (CCSSO) developed this set of combined resources that

both define and support ongoing teacher effectiveness to ensure students reach college- and career-ready standards (CCSSO, 2025).

Inter-rater Reliability

Inter-rater reliability is a measure of consistency used to assess the degree to which different judges (or raters) agree in their evaluation (or scoring) decisions of the same phenomenon. Inter-rater reliability is high when reviewers demonstrate that they consistently reach the same or very similar decisions. A formal training and calibration procedure is usually needed to achieve this result, and the calibration involves calculating reliability coefficients (CAEP, 2025).

Licensure (Certification)

Arkansas State University offers programs that lead to licensure in a variety of grade levels and subject areas. Regulations governing the licensure of teachers in Arkansas are issued by the Arkansas Board of Education. Licensure rules and regulations are always subject to change due to current legislative or state departmental actions (Adapted from the University of Arkansas (UARK), 2025).

Pre-Conference, Observation, and Post-Conference Cycle (POP Cycle)

A POP Cycle is a performance evaluation utilized to measure residents' development and influence on student learning. It is comprised of a pre-conference, observation, and post-conference.

Professional Education Programs (PEP)

The Professional Education Programs (PEP) Office is responsible for the coordination of the field experience. The unit is also designed to assist students from the time of admission to Teacher Education programs to completion of teacher licensure. The monitoring and/or

coordination of admission into the teacher education program, field experiences, licensure (both at the initial and advanced programs level), and partnerships are major responsibilities of this office.

Provisional Teaching License

A state or national (outside of U.S.A.) credential/certificate/license provided for a limited period of time while an individual completes requirements for a standard teaching license. The license is issued by the appropriate office related to teacher licensure for the state/nation.

Residents

Teacher candidates in the residency model who are working towards completing a one-year internship during their final year in the education program at A-State.

Teacher-of-Record

Individual hired to be the full-time primary teacher for a class or set of classes; the Teacher-of-Record receives the same compensation of teachers with a standard license. Long-term substitute and paraprofessional positions are not counted as a Teacher-of-Record.

University Supervisor

A University Supervisor is an experienced educator/faculty member from A-State who provides guidance, support, and evaluation to residents during their clinical internship.

Domain 1: Planning & Preparation

1a - Demonstrating Knowledge of Content and Pedagogy

1b - Demonstrating Knowledge of Students

1c - Setting Instructional Outcomes

1d - Demonstrating Knowledge of Resources

1e - Designing Coherent Instruction

1f - Designing Student Assessments

1a - Demonstrating Knowledge of Content and Pedagogy			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Plans and practice display little knowledge of the standards. No connections of prerequisite relationships between different aspects of the standards are made. Instructional practices are not specific to that discipline.	Plans and practice reflect some awareness of the standards. Builds on prior knowledge when introducing concepts. Some instructional practices are specific to the expected outcome.	Plans and practice reflect solid knowledge of the standards. Builds on prior knowledge, helping students examine the similarities and differences when introducing concepts. Instructional practices are aligned to the expected outcome.	Plans and practice reflect effective scaffolding of information. Actively builds on prior knowledge and common misconceptions when planning instruction.

Target Proficiency Level: Effective
Effective Look Fors: The teacher candidate... - identifies important concepts of the discipline and their relationships to one another. - provides clear explanations of the content. - uses instructional strategies in unit and lesson plans that are suitable to the content. - uses unit plans and practices that reflect knowledge of the standards. - builds on students' prior knowledge, helping students examine the similarities and differences when introducing concepts. - uses instructional practices that are aligned to the expected outcome.

1b - Demonstrating Knowledge of Students			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Demonstrates little or no knowledge or interest of students' backgrounds or skills.	Shows interest, can articulate the importance of understanding students' backgrounds, and can provide examples.	Actively seeks to understand students' backgrounds and interests.	Differentiates lessons for individual students based on their backgrounds and interests.

Target Proficiency Level: Effective
Effective Look Fors: The teacher candidate... • knows the levels of academic performance for groups of students and can identify students that may require additional supports. • actively seeks to attain knowledge of student interests, is aware of student backgrounds, and uses this information to plan their teaching and questioning approaches. • acknowledges student differences and incorporates the groups' needs and backgrounds in lesson planning and course activities.

1c - Setting Instructional Outcomes

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. Instructional outcomes do not assess the proficiency of student learning.	Instructional outcomes partially represent grade level standards, some of which permit viable methods of assessment. Reflect more than one type of learning but makes no attempt at coordination or integration.	Instructional outcomes mostly represent grade-level standards and are connected to a sequence of learning. Instructional outcomes are clear, written in the form of student learning.	Instructional outcomes are stated as goals that can be assessed, reflecting grade-level standards. Instructional outcomes represent different types of content, offer opportunities for both coordination and integration, and take the needs of individual students into account. Varied approaches to learning are reflected and are suitable for most students based on evidence of student proficiency.

Recommended Proficiency Level: Effective

Effective Look Fors: The teacher candidate...

- ensures outcomes are measurable and written in the form of what students will learn at grade-level.
- ensures outcomes are structured to support different levels of student understanding and learning.
- ensures instructional outcomes are clearly designed.

1d - Demonstrating Knowledge of Resources			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Does not seek such knowledge.	Demonstrates some familiarity with resources available through the school.	Is fully aware of the resources available through the school.	Seeks out resources beyond the school to enhance own knowledge, to use in teaching, and for students who need them.

Target Proficiency Level: Effective
Effective Look Fors: The teacher candidate... • uses curricular resources available in the district. • uses supplemental resources provided by the district to engage students and extend learning. • seeks support as needed in order to effectively use the provided resources. • selects materials that are of high quality and aligned with the established content standards. • can identify curricular support personnel in the district and how to access the support.

1e - Designing Coherent Instruction			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
The progression of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.	The progression of learning experiences demonstrates partial alignment with instructional outcomes. Some of the experiences are likely to engage students in grade-level learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and standards.	Applies knowledge of standards, students, and resources to design a series of learning experiences aligned to instructional outcomes. The lesson or unit has a clear structure and is likely to engage students in grade-level learning.	Coordinates knowledge of standards, students, and resources, to design a progression of learning experiences aligned to instructional outcomes. Instruction is differentiated where appropriate and engages all students in grade-level learning.

Target Proficiency Level: Effective
Effective Look Fors: The teacher candidate... • uses learning activities that are aligned to instructional outcomes. • provides a variety of appropriately challenging activities, materials, and resources. • ensures instructional student groups are organized thoughtfully to maximize student learning and build on student's strengths. • drafts plans for the lesson or unit that is well structured and with reasonable time allocations. • plans and facilitates a lesson or unit that has a clear structure and engages students in grade level learning.

1f - Designing Student Assessments

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
The plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Intends to use assessment results to plan for future instruction for the class.	Student assessments are aligned with the instructional outcomes. Assessment criteria are clear, and appropriate. Articulates how they will use assessment results to inform future instruction.	Can articulate a plan for adapting assessments based on learners' needs. Intends to use assessment results to plan future instruction for individual students.

Target Proficiency Level: Effective

Effective Look Fors: The teacher candidate...

- ensures all the learning outcomes have a method for assessment aligned to the objectives.
- ensures assessment types align to learning expectations.
- uses plans that indicate the use of modified assessments when necessary.
- uses assessment criteria that are clearly written and appropriate.
- uses plans that include formative assessments to use during instruction.
- indicates possible adjustments (extensions and/or interventions) based on formative assessment data.

Domain 2: The Classroom Environment

2a - Creating an Environment of Respect and Rapport

2b - Establishing a Culture for Learning

2c - Managing Classroom Procedures

2d - Managing Student Behavior

2e - Organizing Physical Space

2a - Creating an Environment of Respect and Rapport

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Classroom interactions between the teacher and students are negative, inappropriate, or characterized by sarcasm, put-downs, or conflict. Classroom interactions between students are negative, inappropriate, or characterized by sarcasm, put-downs, or conflict.	Classroom interactions between the teacher and students are generally appropriate with occasional displays of insensitivity. Classroom interactions between the students are generally appropriate with occasional displays of insensitivity.	Classroom interactions between the teacher candidate and all students are polite and respectful. Most interactions among students are polite and respectful.	All interactions between the teacher and individual students are highly respectful. Interactions among students are polite and respectful.

Target Proficiency Level: Effective

Effective Look Fors: The teacher candidate...

- ensures that talk between the teacher candidate and students and among students is consistently respectful.
- appropriately responds to disrespectful behavior among students.
- makes general connections with individual students.
- creates a learning environment that enables students to exhibit respect for the teacher candidate and other students.

2b - Establishing a Culture for Learning

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
The classroom environment conveys a negative culture for learning, characterized by low teacher-candidate commitment to the subject, and low expectations for student achievement. Students demonstrate little or no pride in work.	Attempts to create a culture for learning is partially successful with modest expectations for student achievement. Both the teacher candidate and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations of students and commitment to learning by both teacher candidate and students. Most students demonstrate high quality work.	Classroom culture conveys high level of energy and a passion for learning. Students can articulate the learning expectation(s) and/or connection to previous learning. All students demonstrate high quality work.

Target Proficiency Level: Effective

Effective Look Fors: The teacher candidate...

- demonstrates that grade level learning expectations exist for all students.
- ensures students can articulate the learning expectation(s) and/or connection to previous learning.
- ensures most students are engaged with the learning goals and appear to be on task with assigned content or tasks.
- ensures most students are engaged with class or group discussion around content.
- is explicit in communicating expectations (e.g., what students will be doing - 1st, next, etc.) that are aligned to class learning objectives.
- ensures students are doing what the teacher has asked based upon the objective of the lesson.
- monitors students' work and provides just-in-time feedback to support students' ability to meet the objectives.

2c - Managing Classroom Procedures

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Does not use established classroom procedures. Much instructional time lost. Classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are inefficient	Uses some established classroom procedures. Some instructional time is lost. Classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are mostly efficient.	Uses established classroom procedures. Minimal instructional time is lost. Classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are efficient.	Uses well-established classroom procedures. Students contribute to the establishment of some classroom routines and procedures. Classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are highly efficient.

Target Proficiency Level: Effective

Effective Look Fors: The teacher candidate...

- ensures that students move from one place to another in the classroom with efficiency.
- has structures and procedures in place and uses those structures for students to efficiently get supplies, move from place to place, etc.
- ensures transitions are smooth and takes minimal time.
- ensures classroom jobs or responsibilities are in place.
- ensures students know the transition routines and follow them.
- ensures routines and procedures, whether developed by the teacher candidate or adopted from the mentor teacher, for things like bathroom breaks, getting/putting away supplies, lining up, attendance, lunch count, etc. are clear to the observer and students appear aware of them.

2d - Managing Student Behavior

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
There is no evidence that classroom behavior expectations have been established. There is little or no teacher candidate monitoring of student behavior. Response to student behavior is repressive or disrespectful.	An effort has been made to establish classroom behavior expectations for students. Attempts, with uneven results, to monitor student behavior and respond to student misbehavior.	Behavior expectations are clear to students. Monitors student behavior against established expectations. Responses to student behavior is appropriate and respectful.	Behavior expectations are clear, with evidence of student participation in setting them. Monitors student behavior in a subtle and preventive manner, and the response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the behavior standards.

Target Proficiency Level: Effective

Effective Look Fors: The teacher candidate...

- uses an established set of objective classroom expectations - preferably visible to the students and others in the classroom.
- is consistent and equitable with enforcing classroom expectations with all students.
- ensures that students know and follow the class expectations.
- calmly corrects inappropriate behavior in a manner that is respectful and appropriate for the situation.
- may have nonverbal cues/signals to help correct behavior with students.
- may use callbacks or some other group attention signal to get the whole class's attention.
- may use classroom management structure/strategy to recognize positive behavior as a way to get the whole group to follow instructions.

2e - Organizing Physical Space

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
The physical environment is unsafe. Alignment between the physical arrangement and the lesson activities is poor.	The classroom is safe to most students. Use of physical resources, including technology, is moderately effective. Modifies the physical arrangement to suit learning activities, with inconsistent success.	The classroom is safe and accessible to all students. Ensures that the physical arrangement is appropriate to the learning activities. Makes effective use of physical resources, including technology.	Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

Target Proficiency Level: Effective

Effective Look Fors: The teacher candidate...

- ensures the classroom is safe, clean, and orderly.
- sets up or uses the physical space established by the mentor teacher in a way that adjusts for any special needs of students in the classroom.
- ensures the classroom is set up in such a way that it supports collaborative as well as individual work.
- organizes all students to interact, practice, or complete learning tasks.
- ensures materials are easily accessible to the students, students can readily see/hear instruction, etc.
- ensures that it is clear that people's feelings are honored and valued.
- ensures the physical arrangement contributes productively to the learning activities.

Domain 3: Instruction

3a - Communicating with Students

3b - Using Questioning and Discussion Techniques

3c - Engaging Students in Learning

3d - Using Assessment in Instruction

3e - Demonstrating Flexibility and Responsiveness

3a - Communicating with Students

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Expectations for learning are unclear or confusing to students. Directions are unclear or confusing to students. Procedures are unclear or confusing to students. Explanations of content are unclear or confusing to students. Use of language contains errors or is inappropriate for levels of development.	Expectations for learning are clarified after initial confusion. Directions are clarified after initial confusion. Procedures are clarified after initial confusion. Explanations of content are clarified after initial confusion. Use of language is correct but may not be completely appropriate for students' levels of development.	Expectations for learning are clear to students. Directions are clear to students. Procedures are clear to students. Explanations of content are clear to students. Communications are developmentally appropriate.	Oral and written communication is clear and expressive. Anticipates possible student misconceptions.

Target Proficiency Level: Effective

Effective Look Fors: The teacher candidate...

- states clearly what the students will be learning.
- uses explanations of content that are clear and accurate.
- uses directions that are clear, providing support for students to follow clearly defined procedures.
- ensures students engage with the learning task as explained by the teacher candidate.
- uses vocabulary that is appropriate to students' ages and levels of development.

3b - Using Questioning and Discussion Techniques

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Questions are low-level or inappropriate. Student participation is limited.	Questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Attempts to engage all students in the discussion are only partially successful.	A majority of the teacher's questions elicit a thoughtful response. Allows appropriate student think time. Allows sufficient time for students to answer. A majority of students participate in the discussion.	Questions reflect high expectations and are developmentally appropriate. Students formulate some of the high-level questions and ensure that all voices are heard. All students participate in the discussion.

Target Proficiency Level: Effective

Effective Look Fors: The teacher candidate...

- uses a level of questioning that is appropriate to the level of instruction.
- involves a variety of students in the discussion including those who don't voluntarily respond.
- allows appropriate think time for all students to formulate a response.
- consistently manages student response rates.
- is responsive to students' questions and discussion.

3c - Engaging Students in Learning

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Activities and assignments are inappropriate for the instructional outcomes or students' levels of understanding, resulting in little intellectual engagement. Materials are inappropriate for the instructional outcomes or students' levels of understanding, resulting in little intellectual engagement. Groupings of students are inappropriate for the instructional outcomes or students' levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments are partially appropriate to the instructional outcomes or students' levels of understanding, resulting in moderate intellectual engagement. Materials are partially appropriate to the instructional outcomes or students' levels of understanding, resulting in moderate intellectual engagement. Groupings of students are partially appropriate to the instructional outcomes or students' levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.	Activities and assignments are appropriate for the instructional outcomes and students' levels of understanding. Materials are appropriate for the instructional outcomes and students' levels of understanding. Groupings of students are appropriate for the instructional outcomes and students' levels of understanding. Most students are engaged in learning. The lesson's structure is coherent, with appropriate pace.	All students are engaged in learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.

Target Proficiency Level: Effective

Effective Look Fors: The teacher candidate...

- ensures activities and assignments support grade-level instructional outcomes.
- ensures materials support grade-level instructional outcomes.
- ensures groupings support grade-level instructional outcomes.
- ensures that most students are engaged in instructional outcomes.
- ensures the lesson's structure is clear and appropriately paced.

3d - Using Assessment in Instruction

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Assessment is not used in instruction. Monitoring of progress by the teacher candidate or students does not exist or is seldom used. Little or no feedback is provided to students. Students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher candidate and/or students. Feedback to students is inconsistent or does not prompt further learning. The students are somewhat aware of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher candidate and/or students. Feedback to students is consistent and may prompt further learning. Students are aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the teacher candidate. High-quality feedback is provided to all students.

Target Proficiency Level: Effective

Effective Look Fors: The teacher candidate...

- ensures formative assessment is used regularly during instruction.
- ensures students have the opportunity to self-assess.
- ensures that feedback progresses student learning.
- provides appropriate and timely feedback to students.
- ensures the assessment criteria is provided in advance where appropriate.

3e - Demonstrating Flexibility and Responsiveness

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. Brushes aside student questions. When students experience difficulty, the teacher candidate blames the students or their home environment.	Attempts to modify the lesson when needed and to respond to student questions, with moderate success. Accepts responsibility for student success but has only a limited repertoire of strategies to draw upon and limited reflection for future teaching.	Promotes the successful learning of all students by adjusting the instructional plans as needed and accommodating student questions, needs, and interests. Is reflective and able to discuss how they might adjust in the future.	Seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Adjustments are made for students who were not successful. Extensions are made for students who were successful.

Target Proficiency Level: Effective

Effective Look Fors: The teacher candidate...

- ensures that the students know the expectations.
- cites multiple approaches undertaken to reach students having difficulty, when reflecting on practice.
- has clear objectives that are visible for the students.
- The teacher candidate monitors and adjusts the instruction in real time.
- is flexible and allows for changes to instruction and/or schedule as needed.
- responds to students' questions accurately and responds to body language and non-verbal cues.
- adjusts instruction to include examples related to topics of interest to the student.
- ensures adjustments are made for students who were not successful.
- ensures extensions are made for students who were successful.

Domain 4: Professional Responsibilities

- 4a - Reflecting on Teaching**
- 4b - Maintaining Accurate Records**
- 4c - Communicating with Families**
- 4d - Participating in a Professional Community**
- 4e - Growing and Developing Professionally**
- 4f - Showing Professionalism**

4a - Reflecting on Teaching			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Does not accurately assess the effectiveness of the lesson. Has no ideas about how the lesson could be improved.	Provides a partially accurate and objective description of the lesson but does not cite specific evidence. Makes only general suggestions as to how the lesson might be improved.	Provides an accurate description of the lesson, citing specific evidence. Makes some specific suggestions as to how the lesson might be improved.	Suggests alternative strategies and predicts its success.

Target Proficiency Level: Effective
Effective Look Fors: The teacher candidate... • accurately assesses the effectiveness of instructional activities used. • identifies specific ways in which a lesson might be improved. • is open to constructive feedback and shows reflective processing.

4b - Maintaining Accurate Records

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Does not maintain both instructional and non-instructional records. There is no awareness of the need for data privacy. There is no response to data.	Maintains both instructional and non-instructional records partially effectively. Is aware of the need for data privacy. The response to data is inconsistent.	Maintains both instructional and non-instructional records that are accurate, efficient, and effective. Respects data privacy and responds to data to inform their instructional practice.	Demonstrates the ability to appropriately share data with others. A system for monitoring student achievement and growth is used.

Target Proficiency Level: Effective

Effective Look Fors: The teacher candidate...

- uses a process for recording completion of student work that is efficient and effective; students have access to information about completed and/or missing assignments.
- has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.
- uses a process for recording non-instructional information that is both efficient and effective.
- uses a recording and reporting process that respects student privacy and FERPA considerations.
- uses collected data to adapt and modify their teaching to meet student needs.
- uses a system for monitoring student achievement and growth.

4c - Communicating with Families

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Communication with families about the instructional program or about individual students is sporadic or inappropriate. Makes no attempt to engage families in the instructional program.	Adheres to school procedures for communicating with families. Makes modest attempts to engage families in the instructional program. Communications are not always appropriate.	Communicates frequently with families. Families are successfully engaged in the instructional program. Information to families about individual students is conveyed in an appropriate manner.	Students participate in the communication with their families.

Recommended Proficiency Level: Effective

Effective Look Fors: The teacher candidate...

- ensures communication with families is appropriate and aligns with district expectations.
- ensures families are successfully engaged in instructional programs.
- is aware of district services available to interact with families (i.e. translation services, social workers) and is willing to use them if needed.

4d - Participating in a Professional Community			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Avoids participating in a professional community or in school events and projects. Relationships with colleagues are negative or self-serving.	Becomes involved in the professional community and in school events and projects when specifically asked. Relationships with colleagues are cordial.	Participates and engages in the professional community and in school events and projects. Maintains positive and productive relationships with colleagues.	Makes a contribution to the professional community and to school and district events and projects.

Target Proficiency Level: Effective
Effective Look Fors: The teacher candidate... • participation in professional community and school events is appropriate and aligns with district expectations. • maintains positive and productive relationships with colleagues, mentors, and supervisors.

4e - Growing and Developing Professionally			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Does not participate in professional development activities and makes no effort to share knowledge with colleagues. Is resistant to feedback from supervisors or colleagues.	Participates in professional development activities that are convenient or are required and makes limited contributions to the profession. Accepts, with some reluctance, feedback from supervisors and colleagues.	Seeks out opportunities for professional development based on an individual assessment of need. Actively shares expertise with others. Welcomes and implements feedback from supervisors and colleagues.	Actively pursues professional development opportunities and initiates activities to contribute to the profession. Seeks and implements feedback from supervisors and colleagues.

Target Proficiency Level: Effective
Effective Look Fors: The teacher candidate... • attends professional development and seeks out support for identified areas of need or growth. • may attend conferences or other larger professional development events. • seeks input, feedback, and advice from others. • sets goals based on their areas of need and seeks to improve in those areas. • is implementing feedback to improve.

4f - Showing Professionalism			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. Fails to comply with preparation program, school or district regulations and timelines.	Is honest and well intentioned in serving students and contributing to decisions in the school but attempts to serve students are limited. Complies mostly with preparation program, school or district regulations and timelines.	Displays a high level of ethics and professionalism in dealings with students. Displays a high level of ethics and professionalism in dealings with colleagues. Complies fully and voluntarily with preparation program, school, and district regulations and timelines.	Is proactive in making sure that school practices and procedures ensure that all students are honored in the school. Displays the highest standards of ethical conduct.

Target Proficiency Level: Effective
Effective Look Fors: The teacher candidate... • is honest and demonstrates high standards of integrity with students and colleagues. • willingly participates in collaborative decision-making. • is aware of district policies and complies completely with district regulations.

Appendix B

Semi-Structured Interview Questions

Interview Questions for Program Completers

1. Reflecting on the teacher education preparation courses you completed at Arkansas State University, which were the most beneficial to your teaching career, and why?
2. Please describe your major successes and highlights during your first semester or year as a teacher.
3. Please describe your major challenges or frustrations during your first semester or year as a teacher.
4. How do you assess student learning growth? Please describe the approaches you use, including both formative and summative methods.
5. In what ways are you involved in your school community beyond your classroom responsibilities?
6. How relevant do you perceive your teacher preparation at Arkansas State University as to your position? How effective was your preparation experience overall?
7. Is there anything else you would like to share about your experiences in Arkansas State University's teacher education preparation program?

Appendix C
CAEP Standard 4.1 Program Impact Case Study Completer Survey

Adapted from “Educator Preparation Program (EPP) Completer Survey Report” prepared by:

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TESS Domain 1, The Learner and Learning

1. After completing a teacher preparation program at Arkansas State University, I feel prepared to:

	Strongly Disagree	Disagree	Agree	Strongly Agree
Demonstrate knowledge of content and pedagogy				
Demonstrate knowledge of P-12 students				
Set instructional outcomes				
Demonstrate knowledge of resources				
Design coherent instruction				
Design student assessments				

TESS Domain 2, Classroom Environment

2. After completing a teacher preparation program at Arkansas State University, I feel prepared to:

	Strongly Disagree	Disagree	Agree	Strongly Agree
Create an environment of respect and rapport				
Establish a culture for learning				
Manage classroom procedures				
Manage student behavior				
Organize physical space				

TESS Domain 3, Instruction

3. After completing a teacher preparation program at Arkansas State University, I feel prepared to:

	Strongly Disagree	Disagree	Agree	Strongly Agree
Communicate with students				
Use questioning and discussion techniques				
Engage students in learning				
Use assessment in instruction				
Demonstrate flexibility and responsiveness				

TESS Domain 4, Professional Responsibilities

4. After completing a teacher preparation program at Arkansas State University, I feel prepared to:

	Strongly Disagree	Disagree	Agree	Strongly Agree
Reflect on teaching				
Maintain accurate records				
Communicate with families				
Participate in professional community				
Grow professionally				
Show professionalism				