

Arkansas State University

Educator Preparation Program
Survey by Exiting Teacher Interns
2024-2025

Compiled by
Professional Education Programs Office
Dr. Mary Elizabeth Spence, Director

June 2025

TO: Department Chairs and Program Coordinators

FROM: Dr. Mary Elizabeth Spence, Director of Professional Education Programs
Ms. Kathryn Pulliam, Data Assessment Coordinator

DATE: 2025

SUBJECT: 2024-2025 Educator Preparation Program (EPP) Assessment Data

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

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

ADB:kem

Introduction

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

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

On July 1, 2013, the Council for the Accreditation of Educator Preparation (CAEP) became the new, sole accreditor for educator preparation providers as a result of the de facto consolidation of NCATE and the Teacher Education Accreditation Council (TEAC). Arkansas State’s last accreditation visit by NCATE was in Fall 2009. The first onsite visit by CAEP was completed in Fall 2017. Assessment activities for the A-State EPP have continued from that date. The mission of CAEP is accountability and improvement of educator preparation. The accreditation process establishes rigorous standards for educator preparation programs and holds accredited institutions accountable for providing continuous evidence of meeting these standards. CAEP stands on a strong foundation and rich history of accreditation in teacher and educator preparation. CAEP seeks to increase the value of accreditation and to increase participation, building on the decades of institutional knowledge of education’s previous accreditors. As mandated by the state of Arkansas, the A-State EPP must maintain accreditation through CAEP in order to recommend teachers for a license in all of their program areas. CAEP accreditation is granted at the initial-licensure level effective between Spring 2025 and Spring 2031.

In 2024 the EPP adopted new standards for teacher preparation based on the Arkansas Teacher Excellence Support System (TESS): Aspiring Teacher implemented by the Arkansas Department of Education (ADE). ADE has also adopted the 2011 Model Core Teaching Standards (InTASC Standards) as the Arkansas Teaching Standards (ATS), and all initial teacher preparation programs must respond to both ATS and TESS: Aspiring Teacher for licensure in the state. Beginning Fall 2016, the capstone intern's teaching performance was measured by the Arkansas State University Intern Evaluation Rubric. This instrument has been adapted from Arkansas Teacher Excellence Support System (TESS): Aspiring Teacher Evaluation Form, based on Charlotte Danielson Framework for Teaching, 2011. The Framework for Teaching is a research-based set of components of instruction, aligned to the InTASC standards and Arkansas Teaching Standards (ATS). The teacher intern evaluation rubric is comprised of four domains of teaching: (1) Planning and Preparation; (2) Classroom Environment; (3) Instruction; and (4) Professional Responsibilities. These domains are further divided into 22 components of teaching performance which defines a distinct aspect of a specific domain. These four domains of teaching are the criteria used to assess teacher candidates' perceptions about preparation measured in this report.

Purpose of the Report

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

Definition of Terms

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

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

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

Procedures

The procedures for compiling this report were, in part, adapted from previous reports and revised, or developed by faculty and staff from the Professional Education Programs (PEP) office. Assessment data were collected by the Director of Professional Education Programs, the Data Assessment Coordinator and the Coordinator of Teaching Internship and Field Experiences at the exit evaluation session of the teacher education candidates' internship semester for Fall 2024 and Spring 2025. Candidates were asked to rate twenty-eight descriptors corresponding to the four A-State teacher education program outcomes. The Educator Preparation Program (EPP) assessment survey has been included in Appendix A, pages **18-20**. Using LiveText or Student Learning and Licensure (SL&L) by Watermark, each candidate rated descriptors of the EPP using a quantitative four-point Likert-type response format 4 (strongly agree), 3 (agree), 2 (disagree), or 1 (strongly disagree).

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

Participants

Candidates included in the exit report were teacher interns from the 2024-2025 academic year. During the Fall 2024 semester, the EPP had 20 elementary education (K-6), 9 special education, and 15 secondary education program completers. For the Spring 2025 semester, there were 52 elementary education, 22 middle level education, 34 special education, and 29 secondary education program completers. For Fall 2024 and Spring 2025 there were 75 Master of Arts in Teaching (MAT): 9 ELED MAT, 5 MLED MAT, 2 BUS MAT, 2 ART MAT, and 43 SPED MAT interns. The total number of interns for 2024-2025 was 199. Of the 199, all interns have completed the evaluation form at the time of reporting. For the 2023- 2024 academic year, the teacher education majors in ART MAT, BUS MAT, LANGS, MATH, MUSC02 had two or less respondents. Therefore, the results for these 5 programs will not be reported.

Organization of the Report

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

Table 1 on page 7 has been provided to describe data for all respondents in elementary education (n = 72), all respondents for elementary including elementary MAT (n = 81) and all respondents for middle level education (n = 22). Table 2 on page 9 has been provided to describe data for all respondents in middle level education including middle level MAT (n = 27), all respondents for special education MAT (n = 43). Table 3 on page 11 has been provided to describe data for all elementary education MAT (n = 9) at the Jonesboro campus and traditional (undergraduate) elementary education at Beebe (n = 11) and Jonesboro (n = 52) campuses. Table 4 on page 13 has been provided to describe data for all respondents in elementary education at the Mountain Home (n = 8) campuses and all respondents in traditional (undergraduate) middle level education at Beebe (n = 4) and Jonesboro (n = 15) campus. Table 5 - 6 on page 15 has been provided to describe data for all respondents from the secondary candidates (n = 48) for the following secondary education areas: Agriculture Education (n = 3); Instrumental Music (n = 10) English (n = 4); Physical Education (n = 14); and Social Sciences (n = 8).

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

Table 1

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY

EDUCATOR PREPARATION PROVIDER

Year of Student Exit: 2024-2025

		All Respondents (ELED)		All Respondents (ELED— Traditional and MAT)		All Respondents (MLED)	
		n = 72		n = 81		n = 22	
		Grd Mean	Mean	Grd Mean	Mean	Grd Mean	Mean
Domain 1.	Planning and Preparation						
	1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.	3.25	3.08	3.25	3.12	3.25	3.09
	2. The EPP prepared me to demonstrate knowledge of students.	3.31	3.19	3.31	3.25	3.31	3.32
	3. The EPP prepared me to set instructional outcomes.	3.27	3.11	3.27	3.16	3.27	3.05
	4. The EPP prepared me to demonstrate knowledge of resources.	3.27	3.11	3.27	3.16	3.27	3.09
	5. The EPP prepared me to design coherent instruction.	3.23	3.08	3.23	3.14	3.23	3.10
	6. The EPP prepared me to design student assessment.	3.20	3.04	3.20	3.08	3.20	3.09
	7. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.	3.26	3.07	3.26	3.12	3.26	3.05
Domain II.	Classroom Environment						
	8. The EPP prepared me to create an environment of respect and rapport.	3.41	3.28	3.41	3.32	3.41	3.27
	9. The EPP prepared me to establish a culture for learning.	3.42	3.29	3.42	3.33	3.42	3.27
	10. The EPP prepared me to manage classroom procedures.	3.16	2.89	3.16	2.96	3.16	2.91
	11. The EPP prepared me to manage student behavior.	2.91	2.61	2.91	2.67	2.91	2.77
	12. The EPP prepared me to organize physical space.	3.16	2.89	3.16	2.94	3.16	2.82
	13. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.	3.24	2.96	3.24	3.01	3.24	3.14

**All Respond-
ents
(ELED)**

n = 72

**All Respond-
ents
(ELED—
Traditional and
MAT)**

n = 81

**All Respondents
(MLED)**

n = 22

		Grd Mean	Mean	Grd Mean	Mean	Grd Mean	Mean
Domain III.	Instruction						
14. The EPP prepared me to communicate effectively with students.		3.26	3.08	3.26	3.11	3.26	3.09
15. The EPP prepared me to use questioning and discussion techniques.		3.29	3.19	3.29	3.21	3.29	3.05
16. The EPP prepared me to engage students in learning.		3.31	3.18	3.31	3.22	3.31	3.18
17. The EPP prepared me to use assessment in instruction		3.27	3.14	3.27	3.17	3.27	3.18
18. The EPP prepared me to demonstrate flexibility and responsiveness.		3.34	3.19	3.34	3.22	3.34	3.05
19. Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.		3.25	3.07	3.25	3.13	3.25	3.00
Domain IV	Professional Responsibilities						
20. The EPP prepared me to reflect on teaching		3.43	3.35	3.43	3.36	3.43	3.27
21. The EPP prepared me to maintain accurate records.		3.17	2.89	3.17	2.95	3.17	2.86
22. The EPP prepared me to communicate with families.		2.99	2.78	2.99	2.85	2.99	2.73
23. The EPP prepared me to participate in a professional learning community.		3.24	3.07	3.24	3.11	3.24	3.18
24. The EPP prepared me to grow and develop professionally.		3.24	3.17	3.24	3.20	3.24	3.27
25. The EPP prepared me to show and demonstrate professionalism.		3.40	3.35	3.40	3.38	3.40	3.23
26. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.		3.35	3.25	3.35	3.28	3.35	3.27
27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.		3.34	3.25	3.34	3.28	3.34	3.09
28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.		3.33	3.19	3.33	3.23	3.33	3.18

Table 2

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY

EDUCATOR PREPARATION PROVIDER

Year of Student Exit: 2024-2025

		All Respondents (MLED— Traditional and MAT) n = 27		All Respondents (SPED K-12— MAT) n = 43	
		Grd Mean	Mean	Grd Mean	Mean
Domain 1.	Planning and Preparation				
	1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.	3.25	3.19	3.25	3.42
	2. The EPP prepared me to demonstrate knowledge of students.	3.31	3.37	3.31	3.51
	3. The EPP prepared me to set instructional outcomes.	3.27	3.15	3.27	3.40
	4. The EPP prepared me to demonstrate knowledge of resources.	3.27	3.19	3.27	3.40
	5. The EPP prepared me to design coherent instruction.	3.23	3.20	3.23	3.33
	6. The EPP prepared me to design student assessment.	3.20	3.15	3.20	3.35
	7. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.	3.26	3.15	3.26	3.42
Domain II.	Classroom Environment				
	8. The EPP prepared me to create an environment of respect and rapport.	3.41	3.33	3.41	3.63
	9. The EPP prepared me to establish a culture for learning.	3.42	3.33	3.42	3.58
	10. The EPP prepared me to manage classroom procedures.	3.16	3.04	3.16	3.44
	11. The EPP prepared me to manage student behavior.	2.91	2.93	2.91	3.33
	12. The EPP prepared me to organize physical space.	3.16	2.96	3.16	3.38
	13. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.	3.24	3.19	3.24	3.47

**All Respond-
ents
(MLED—
Traditional
and MAT)
n = 27**

**All Respond-
ents
(SPED K-12—
MAT)
n = 43**

		Grd Mean	Mean	Grd Mean	Mean
Domain III.	Instruction				
14. The EPP prepared me to communicate effectively with students.		3.26	3.19	3.26	3.49
15. The EPP prepared me to use questioning and discussion techniques.		3.29	3.11	3.29	3.49
16. The EPP prepared me to engage students in learning.		3.31	3.26	3.31	3.48
17. The EPP prepared me to use assessment in instruction		3.27	3.22	3.27	3.44
18. The EPP prepared me to demonstrate flexibility and responsiveness.		3.34	3.15	3.34	3.53
19. Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.		3.25	3.11	3.25	3.47
Domain IV	Professional Responsibilities				
20. The EPP prepared me to reflect on teaching		3.43	3.33	3.43	3.58
21. The EPP prepared me to maintain accurate records.		3.17	2.96	3.17	3.53
22. The EPP prepared me to communicate with families.		2.99	2.85	2.99	3.33
23. The EPP prepared me to participate in a professional learning community.		3.24	3.26	3.24	3.42
24. The EPP prepared me to grow and develop professionally.		3.24	3.33	3.24	3.49
25. The EPP prepared me to show and demonstrate professionalism.		3.40	3.30	3.40	3.47
26. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.		3.35	3.33	3.35	3.44
27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.		3.34	3.15	3.34	3.37
28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.		3.33	3.22	3.33	3.44

Table 3

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY

EDUCATOR PREPARATION PROVIDER

Year of Student Exit: 2024-2025

		All Respondents (ELED-MAT)		All Respondents (ELED-Beebe)		All Respondents (ELED— Jonesboro)	
		n = 9		n = 11		n = 52	
		Grd Mean	Mean	Grd Mean	Mean n	Grd Mean	Mean
Domain 1.	Planning and Preparation						
	1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.	3.25	3.44	3.25	2.73	3.25	3.27
	2. The EPP prepared me to demonstrate knowledge of students.	3.31	3.67	3.31	3.18	3.31	3.27
	3. The EPP prepared me to set instructional outcomes.	3.27	3.56	3.27	2.82	3.27	3.29
	4. The EPP prepared me to demonstrate knowledge of resources.	3.27	3.56	3.27	2.82	3.27	3.25
	5. The EPP prepared me to design coherent instruction.	3.23	3.56	3.23	2.82	3.23	3.23
	6. The EPP prepared me to design student assessment.	3.20	3.33	3.20	3.09	3.20	3.14
	7. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.	3.26	3.56	3.26	2.82	3.26	3.23
Domain II.	Classroom Environment						
	8. The EPP prepared me to create an environment of respect and rapport.	3.41	3.67	3.41	3.18	3.41	3.37
	9. The EPP prepared me to establish a culture for learning.	3.42	3.67	3.42	3.27	3.42	3.37
	10. The EPP prepared me to manage classroom procedures.	3.16	3.56	3.16	2.82	3.16	2.98
	11. The EPP prepared me to manage student behavior.	2.91	3.11	2.91	2.36	2.91	2.77
	12. The EPP prepared me to organize physical space.	3.16	3.33	3.16	2.64	3.16	3.04
	13. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.	3.24	3.44	3.24	2.91	3.24	3.08

**All Respond-
ents
(ELED-MAT)**

n = 9

**All Respond-
ents
(ELED-
Beebe)**

n = 11

**All Respond-
ents
(ELED—
Jonesboro)**

n = 52

		Grd Mean	Mean			Grd Mean	Mean			Grd Mean	Mean
Domain III.	Instruction										
14. The EPP prepared me to communicate effectively with students.		3.26	3.33	3.26	2.82	3.26	3.29				
15. The EPP prepared me to use questioning and discussion techniques.		3.29	3.33	3.29	3.09	3.29	3.31				
16. The EPP prepared me to engage students in learning.		3.31	3.56	3.31	3.27	3.31	3.25				
17. The EPP prepared me to use assessment in instruction		3.27	3.44	3.27	3.36	3.27	3.17				
18. The EPP prepared me to demonstrate flexibility and responsiveness.		3.34	3.44	3.34	2.91	3.34	3.33				
19. Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.		3.25	3.56	3.25	3.00	3.25	3.19				
Domain IV Professional Responsibilities											
20. The EPP prepared me to reflect on teaching		3.43	3.44	3.43	3.36	3.43	3.42				
21. The EPP prepared me to maintain accurate records.		3.17	3.44	3.17	2.64	3.17	3.04				
22. The EPP prepared me to communicate with families.		2.99	3.44	2.99	2.82	2.99	2.87				
23. The EPP prepared me to participate in a professional learning community.		3.24	3.44	3.24	3.00	3.24	3.25				
24. The EPP prepared me to grow and develop professionally.		3.24	3.50	3.24	3.18	3.24	3.31				
25. The EPP prepared me to show and demonstrate professionalism.		3.40	3.67	3.40	3.27	3.40	3.48				
26. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.		3.35	3.50	3.35	3.18	3.35	3.40				
27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.		3.34	3.44	3.34	3.00	3.34	3.39				
28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.		3.33	3.56	3.33	3.00	3.33	3.35				

Table 4

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY

EDUCATOR PREPARATION PROVIDER

Year of Student Exit: 2024-2025

		All Respondents (ELED—Mt. Home)		All Respondents (MLED—Beebe)		All Respondents (MLED—Jonesboro)	
		n = 8		n = 4		n = 15	
		Grd Mean	Mean	Grd Mean	Mean	Grd Mean	Mean
Domain 1.	Planning and Preparation						
1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.		3.25	2.38	3.25	3.50	3.25	3.00
2. The EPP prepared me to demonstrate knowledge of students.		3.31	2.75	3.31	3.75	3.31	3.27
3. The EPP prepared me to set instructional outcomes.		3.27	2.38	3.27	3.25	3.27	3.00
4. The EPP prepared me to demonstrate knowledge of resources.		3.27	2.63	3.27	3.50	3.27	3.00
5. The EPP prepared me to design coherent instruction.		3.23	2.50	3.23	3.67	3.23	3.00
6. The EPP prepared me to design student assessment.		3.20	2.38	3.20	3.50	3.20	3.00
7. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.		3.26	2.38	3.26	3.50	3.26	2.87
Domain II.	Classroom Environment						
8. The EPP prepared me to create an environment of respect and rapport.		3.41	2.88	3.41	3.50	3.41	3.20
9. The EPP prepared me to establish a culture for learning.		3.42	2.88	3.42	3.50	3.42	3.20
10. The EPP prepared me to manage classroom procedures.		3.16	2.38	3.16	3.50	3.16	2.67
11. The EPP prepared me to manage student behavior.		2.91	1.88	2.91	3.50	2.91	2.47
12. The EPP prepared me to organize physical space.		3.16	2.25	3.16	3.25	3.16	2.60
13. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.		3.24	2.25	3.24	3.50	3.24	3.00

**All Respond-
ents
(ELED—Mt.
Home)**

n = 8

**All Respond-
ents
(MLED—
Beebe)**

n = 4

**All Respondents
(MLED—
Jonesboro)**

n = 15

		Grd Mean	Mean			Grd Mean	Mean			Grd Mean	Mean
Domain III.	Instruction										
14. The EPP prepared me to communicate effectively with students.		3.26	2.13			3.26	3.50			3.26	3.00
15. The EPP prepared me to use questioning and discussion techniques.		3.29	2.63			3.29	3.25			3.29	2.93
16. The EPP prepared me to engage students in learning.		3.31	2.63			3.31	3.50			3.31	3.13
17. The EPP prepared me to use assessment in instruction		3.27	2.63			3.27	3.50			3.27	3.07
18. The EPP prepared me to demonstrate flexibility and responsiveness.		3.34	2.75			3.34	3.50			3.34	2.93
19. Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.		3.25	2.38			3.25	3.50			3.25	2.87
Domain IV	Professional Responsibilities										
20. The EPP prepared me to reflect on teaching		3.43	2.88			3.43	3.50			3.43	3.20
21. The EPP prepared me to maintain accurate records.		3.17	2.25			3.17	3.50			3.17	2.60
22. The EPP prepared me to communicate with families.		2.99	2.13			2.99	3.50			2.99	2.47
23. The EPP prepared me to participate in a professional learning community.		3.24	2.00			3.24	3.50			3.24	3.20
24. The EPP prepared me to grow and develop professionally.		3.24	2.14			3.24	3.50			3.24	3.27
25. The EPP prepared me to show and demonstrate professionalism.		3.40	2.63			3.40	3.50			3.40	3.13
26. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.		3.35	2.38			3.35	3.50			3.35	3.20
27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.		3.34	2.75			3.34	3.50			3.34	3.00
28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.		3.33	2.50			3.33	3.50			3.33	3.13

Table 5

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY

EDUCATOR PREPARATION PROVIDER

Year of Student Exit: 2024-2025

		All Secondary Respondents		All Respondents (Agriculture)		All Respondents (Music—Instrumental)	
		n = 48		n = 3		n = 10	
		Grd Mean	Mean	Grd Mean	Mean	Grd Mean	Mean
Domain 1.	Planning and Preparation						
1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.		3.25	3.35	3.25	3.00	3.25	3.20
2. The EPP prepared me to demonstrate knowledge of students.		3.31	3.19	3.31	2.67	3.31	2.90
3. The EPP prepared me to set instructional outcomes.		3.27	3.42	3.27	3.33	3.27	3.40
4. The EPP prepared me to demonstrate knowledge of resources.		3.27	3.40	3.27	3.67	3.27	3.10
5. The EPP prepared me to design coherent instruction.		3.23	3.33	3.23	3.33	3.23	2.90
6. The EPP prepared me to design student assessment.		3.20	3.29	3.20	3.33	3.20	3.20
7. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.		3.26	3.40	3.26	3.33	3.26	3.20
Domain II.	Classroom Environment						
8. The EPP prepared me to create an environment of respect and rapport.		3.41	3.40	3.41	3.67	3.41	2.90
9. The EPP prepared me to establish a culture for learning.		3.42	3.49	3.42	3.67	3.42	3.20
10. The EPP prepared me to manage classroom procedures.		3.16	3.29	3.16	3.67	3.16	2.80
11. The EPP prepared me to manage student behavior.		2.91	2.94	2.91	3.33	2.91	2.00
12. The EPP prepared me to organize physical space.		3.16	3.44	3.16	3.67	3.16	3.30
13. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.		3.24	3.44	3.24	3.67	3.24	3.20

**All Respond-
ents**

**All Respond-
ents
(Agriculture)**

**All Respondents
(Music—
Instrumental)**

n = 48

n = 3

n = 10

		Grd Mean	Mean	Grd Mean	Mean	Grd Mean	Mean
Domain III.	Instruction						
14. The EPP prepared me to communicate effectively with students.		3.26	3.35	3.26	3.33	3.26	3.10
15. The EPP prepared me to use questioning and discussion techniques.		3.29	3.35	3.29	3.67	3.29	3.30
16. The EPP prepared me to engage students in learning.		3.31	3.33	3.31	3.33	3.31	2.80
17. The EPP prepared me to use assessment in instruction.		3.27	3.32	3.27	3.33	3.27	2.90
18. The EPP prepared me to demonstrate flexibility and responsiveness.		3.34	3.48	3.34	3.67	3.34	3.30
19. Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.		3.25	3.35	3.25	3.33	3.25	3.10
Domain IV	Professional Responsibilities						
20. The EPP prepared me to reflect on teaching		3.43	3.46	3.43	3.00	3.43	3.50
21. The EPP prepared me to maintain accurate records.		3.17	3.31	3.17	3.33	3.17	3.10
22. The EPP prepared me to communicate with families.		2.99	3.02	2.99	2.67	2.99	2.50
23. The EPP prepared me to participate in a professional learning community.		3.24	3.29	3.24	3.00	3.24	3.10
24. The EPP prepared me to grow and develop professionally.		3.24	3.45	3.24	3.67	3.24	3.22
25. The EPP prepared me to show and demonstrate professionalism.		3.40	3.44	3.40	3.67	3.40	3.30
26. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.		3.35	3.42	3.35	3.67	3.35	3.30
27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.		3.34	3.51	3.34	3.67	3.34	3.50
28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.		3.33	3.44	3.33	3.67	3.33	3.20

Table 6

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY

EDUCATOR PREPARATION PROVIDER

Year of Student Exit: 2024-2025

		All Respondents (English)		All Respondents (P.E.)		All Respondents (Social Sciences—History)	
		n = 4		n = 14		n = 8	
		Grd Mean	Mean	Grd Mean	Mean	Grd Mean	Mean
Domain 1.	Planning and Preparation						
	1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.	3.25	3.25	3.25	3.64	3.25	3.13
	2. The EPP prepared me to demonstrate knowledge of students.	3.31	3.25	3.31	3.43	3.31	3.13
	3. The EPP prepared me to set instructional outcomes.	3.27	3.50	3.27	3.64	3.27	3.13
	4. The EPP prepared me to demonstrate knowledge of resources.	3.27	3.50	3.27	3.57	3.27	3.13
	5. The EPP prepared me to design coherent instruction.	3.23	3.25	3.23	3.64	3.23	3.13
	6. The EPP prepared me to design student assessment.	3.20	3.25	3.20	3.43	3.20	3.13
	7. Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.	3.26	3.50	3.26	3.64	3.26	3.13
Domain II.	Classroom Environment						
	8. The EPP prepared me to create an environment of respect and rapport.	3.41	3.25	3.41	3.64	3.41	3.25
	9. The EPP prepared me to establish a culture for learning.	3.42	3.25	3.42	3.64	3.42	3.43
	10. The EPP prepared me to manage classroom procedures.	3.16	3.25	3.16	3.64	3.16	3.13
	11. The EPP prepared me to manage student behavior.	2.91	3.00	2.91	3.43	2.91	3.13
	12. The EPP prepared me to organize physical space.	3.16	3.25	3.16	3.79	3.16	3.13
	13. Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.	3.24	3.25	3.24	3.79	3.24	3.00

**All Respond-
ents
(English)**

**All Respond-
ents
(P.E.)**

**All Respondents
(Social Scienc-
es—History)**

n = 4

n = 14

n = 8

		Grd Mean	Mean	Grd Mean	Mean	Grd Mean	Mean
Domain III.	Instruction						
14. The EPP prepared me to communicate effectively with students.		3.26	3.25	3.26	3.71	3.26	3.13
15. The EPP prepared me to use questioning and discussion techniques.		3.29	3.50	3.29	3.36	3.29	3.13
16. The EPP prepared me to engage students in learning.		3.31	3.50	3.31	3.64	3.31	3.13
17. The EPP prepared me to use assessment in instruction		3.27	3.50	3.27	3.64	3.27	3.14
18. The EPP prepared me to demonstrate flexibility and responsiveness.		3.34	3.50	3.34	3.79	3.34	3.13
19. Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.		3.25	3.50	3.25	3.79	3.25	3.13
Domain IV	Professional Responsibilities						
20. The EPP prepared me to reflect on teaching		3.43	3.25	3.43	3.71	3.43	3.13
21. The EPP prepared me to maintain accurate records.		3.17	3.25	3.17	3.50	3.17	3.13
22. The EPP prepared me to communicate with families.		2.99	3.00	2.99	3.50	2.99	3.00
23. The EPP prepared me to participate in a professional learning community.		3.24	3.25	3.24	3.57	3.24	3.13
24. The EPP prepared me to grow and develop professionally.		3.24	3.50	3.24	3.64	3.24	3.13
25. The EPP prepared me to show and demonstrate professionalism.		3.40	3.25	3.40	3.64	3.40	3.13
26. Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.		3.35	3.25	3.35	3.57	3.35	3.13
27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.		3.34	3.50	3.34	3.71	3.34	3.00
28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.		3.33	3.25	3.33	3.71	3.33	3.13

Appendix

A

Educator Preparation Program Teacher Intern Exit Survey

Candidates perceptions of their preparedness

1 Major: Pick only one

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

2 Campus: Pick only one

- ☐ Beebe ☐ Jonesboro ☐ Mid-South ☐ Mt. Home

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

Fall 2024) _____

Domain 1: Planning and Preparation

Rate the Indicators for this Domain.

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

Domain 2: Classroom Environment

Rate the Indicators for this Domain.

- | | | | | | |
|-----------|--|-------------------|----------|-------|----------------|
| 11 | The EPP prepared me to create an environment of respect and rapport. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 12 | The EPP prepared me to establish a culture for learning. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 13 | The EPP prepared me to manage classroom procedures. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 14 | The EPP prepared me to manage student behavior. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 15 | The EPP prepared me to organize physical space. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 16 | Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment. | Strongly Disagree | Disagree | Agree | Strongly Agree |

Domain 3: Instruction.

Rate the Indicators for this Domain.

- | | | | | | |
|-----------|---|-------------------|----------|-------|----------------|
| 17 | The EPP prepared me to communicate effectively with students. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 18 | The EPP prepared me to use questioning and discussion techniques. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 19 | The EPP prepared me to engage students in learning. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 20 | The EPP prepared me to use assessment in instruction. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 21 | The EPP prepared me to demonstrate flexibility and responsiveness. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 22 | Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction. | Strongly Disagree | Disagree | Agree | Strongly Agree |

Domain 4: Professional Responsibilities.

Rate the Indicators for this Domain.

- | | | | | | |
|-----------|---|-------------------|----------|-------|----------------|
| 23 | The EPP prepared me to reflect on teaching. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 24 | The EPP prepared me to maintain accurate records. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 25 | The EPP prepared me to communicate with families. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 26 | The EPP prepared me to participate in a professional learning community. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 27 | The EPP prepared me to grow and develop professionally. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 28 | The EPP prepared me to show and demonstrate professionalism. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 29 | Domain 4: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 30 | General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 31 | General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools. | Strongly Disagree | Disagree | Agree | Strongly Agree |

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

- | | |
|-----------|---|
| 32 | Identify and describe the support mechanisms received to assist with meeting program expectations while enrolled in the Arkansas State University Educator Preparation Program (e.g., advising, meetings, remediation, or mentoring). |
| 33 | Based on the four domains above, list two or more curricular/instructional strengths of the Arkansas State University Educator Preparation Program: |
| 34 | Based on the four domains above, list two or more curricular/instructional areas for growth of the Arkansas State University Educator Preparation Program: |

Appendix

B

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY

Elementary Education MAT (K-6)

Year of Student Exit: 2024-2025

N = 199 n = 9

		Grd Mean	Mean
Domain I	Planning and Preparation		
1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.		3.31	3.44
2. The EPP prepared me to demonstrate knowledge of students.		3.27	3.67
3. The EPP prepared me to set instructional outcomes.		3.27	3.56
4. The EPP prepared me to demonstrate knowledge of resources.		3.23	3.56
5. The EPP prepared me to design coherent instruction.		3.20	3.56
6. The EPP prepared me to design student assessment.		3.26	3.33
7. Domain 1: The EPP prepared me to demonstrate knowledge		3.25	3.56
Domain II	Classroom Environment		
8. The EPP prepared me to create an environment of respect and rapport.		3.41	3.67
9. The EPP prepared me to establish a culture for learning.		3.42	3.67
10. The EPP prepared me to manage classroom procedures.		3.16	3.56
11. The EPP prepared me to manage student behavior.		2.91	3.11
12. The EPP prepared me to organize physical space.		3.16	3.33
13. Domain 2: The EPP prepared me to demonstrate knowledge		3.24	3.44
Domain III	Instruction		
14. The EPP prepared me to communicate effectively with students.		3.26	3.33
15. The EPP prepared me to use questioning and discussion techniques.		3.29	3.33
16. The EPP prepared me to engage students in learning.		3.31	3.56
17. The EPP prepared me to use assessment in instruction.		3.27	3.44
18. The EPP prepared me to demonstrate flexibility and responsiveness.		3.34	3.44
19. Domain 3: The EPP prepared me to demonstrate knowledge		3.25	3.56
Domain IV	Professional Responsibilities		
20. The EPP prepared me to reflect on teaching.		3.43	3.44
21. The EPP prepared me to maintain accurate records		3.17	3.44
22. The EPP prepared me to communicate with families.		2.99	3.44
23. The EPP prepared me to participate in a professional learning community.		3.24	3.44
24. The EPP prepared me to grow and develop professionally.		3.34	3.50
25. The EPP prepared me to show and demonstrate professionalism.		3.40	3.67
26. Domain 4: The EPP prepared me to demonstrate knowledge		3.35	3.50
27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.		3.34	3.44
28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.		3.33	3.56

Major: Elementary Education MAT (K-6)

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

- The program meetings helped to assist with meeting program expectations while also being in constant communication with my university advisor. My clinical supervisors also provided great support and advise.
- The support mechanisms I benefited most from were from my advisor and mentor.
- advising and zoom meetings
- I have had several coworkers who were able to mentor me throughout the course of my program. This semester in particular, I have had both my university and school mentors who have helped me to improve my classroom and teaching. My mentor at my school has made it a point to meet with me once a week to check and help with anything I need. She has always shared advice to help my class. I have learned from other coworkers tips that will help me as I continue to teach.
- My advisor and others helped me to meet my program expectations with regular meetings and mentoring. They answered any and all questions to assist in any way.
- Received regular advising and feedback.
- The biggest support mechanism for me was the individuals at Arkansas State University who gladly and efficiently answered my questions and emails all throughout the semester. They truly cared. The meetings and mentoring were helpful to clarify questions and walk through solutions, while learning a lot.
- During my time in the program every one of my advisors was very helpful to answer any questions, set up zoom meetings to review assignments, and gave me quality feedback. I felt very supported and felt like I had so many mentors to turn to when in the classroom. My intern supervisor was very helpful when responding to questions regarding class material and general questions I was faced with in the classroom.
- We had regular advisor meetings that helped us answer questions. We were well informed on dates and times or assignments. I never had to have remediation of any areas, however concerns or questions were always addressed.

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

- Two curricular instructional strengths of the Arkansas State University Educator Preparation program were the mentorship and emphasis on reflective practice. Both helped me grow as an educator.
- professional responsibilities and planning/preparation
- The university does a great job of preparing us for professional responsibilities. The university also prepares us for instruction.
- They are helpful in getting you the answers you need to move forward and help to succeed in the program.
- Helped me to understand the basics of lesson planning and student differentiation requirements.
- *To grow and develop professionally.
- *To set instructional outcomes.
- One strength is in regards to classroom environment. I took away key details talked about in classes in regards to classroom management. It is one thing that will change based on your students, but I had a good understanding going into the classroom.
- The second strength would be planning and preparation. We were required to create so many lesson plans, execute them and analyze the results. This helped me before I stepped into the classroom to teach my students.
- The program is very strong in instructional and content. The program aligns well and gives information that matches all the TESS domains that are required to be met by all teachers.

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

- I think all areas are focused on.
- I can not think of any area needed for growth.
- Classroom environment and instruction
- I had a great class on classroom management, but it was only one class. Not every class involved classroom management. This is a big part of teaching and should be included more. Many professors didn't give feedback on lesson plans and how to improve them. This is another thing that should be improved on.
- Must be better organized and communicate requirements more clearly to students. The current layout is confusing not only for the students but also for those that are trying to assist us. Something has to be done about the Technology in Education course, it was an absolute nightmare for every single student in that class, we had to help each other through it because we received no feedback from our instructor. It was the worse course I took, by far.
- * Student behaviors & behavior management.
- * Maintain accurate student records.
- Domain 4 could have been talked about in more detail. What does parent support look like, what are examples of teachers reaching out to parents. The second area for growth would be instruction. There could be more room for feedback. How could instruction improve and in what specific ways.
- More information about each domain: quality examples/ non-quality examples
- Along with examples of each area that is well demonstrated.

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

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY

Elementary Education (K-6) - Beebe

Year of Student Exit: 2024-2025

N = 199 n = 8

		Grd Mean	Mean
Domain I	Planning and Preparation		
1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.		3.31	2.73
2. The EPP prepared me to demonstrate knowledge of students.		3.27	3.18
3. The EPP prepared me to set instructional outcomes.		3.27	2.82
4. The EPP prepared me to demonstrate knowledge of resources.		3.23	2.82
5. The EPP prepared me to design coherent instruction.		3.20	2.82
6. The EPP prepared me to design student assessment.		3.26	3.09
7. Domain 1: The EPP prepared me to demonstrate knowledge		3.25	2.82
Domain II	Classroom Environment		
8. The EPP prepared me to create an environment of respect and rapport.		3.41	3.18
9. The EPP prepared me to establish a culture for learning.		3.42	3.27
10. The EPP prepared me to manage classroom procedures.		3.16	2.82
11. The EPP prepared me to manage student behavior.		2.91	2.36
12. The EPP prepared me to organize physical space.		3.16	2.64
13. Domain 2: The EPP prepared me to demonstrate knowledge		3.24	2.91
Domain III	Instruction		
14. The EPP prepared me to communicate effectively with students.		3.26	2.82
15. The EPP prepared me to use questioning and discussion techniques.		3.29	3.09
16. The EPP prepared me to engage students in learning.		3.31	3.27
17. The EPP prepared me to use assessment in instruction.		3.27	3.36
18. The EPP prepared me to demonstrate flexibility and responsiveness.		3.34	2.91
19. Domain 3: The EPP prepared me to demonstrate knowledge		3.25	3.00
Domain IV	Professional Responsibilities		
20. The EPP prepared me to reflect on teaching.		3.43	3.36
21. The EPP prepared me to maintain accurate records		3.17	2.64
22. The EPP prepared me to communicate with families.		2.99	2.82
23. The EPP prepared me to participate in a professional learning community.		3.24	3.00
24. The EPP prepared me to grow and develop professionally.		3.34	3.18
25. The EPP prepared me to show and demonstrate professionalism.		3.40	3.27
26. Domain 4: The EPP prepared me to demonstrate knowledge		3.35	3.18
27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.		3.34	3.00
28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.		3.33	3.00

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

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

- The post conference meetings after observations during my internships helped me greatly to reflect on my teaching.
- Some support mechanism I received to assist with meeting program expectation while enrolled in the ASU Preparation Program was advising and meetings with my University Supervisor. I was able to understand hear some strength I had within the classroom. Learning how to demonstrate professionalism and feedback.
- While in the program, I received support from advising, meetings, and mentoring from my professors, mentor teachers, and fellow classmates. Before each semester started, our professors would gather us for a meeting to go over what was expected in the upcoming semester. If we had any questions or concerns, we were able to fix them immediately. Our professors would also always be quit to respond if we texted, emailed or called them about a concern.
- Unfortunately, there were not support mechanisms. When I reached out to advisors, deans, or professors I was met with a lot of hostility and disrespect. When asking for clarification, many times the answer was, "what ever you think is best."
- I did not have every good support mechanisms from my advisor during my advisor meetings. My advisor was Ryan Kelly.
- My professors were definitely my support group getting through this program. Although they did not always know the answer to my questions they would go above and beyond to find the answer or to get me where I needed to be. Being able to have constant communication with them whenever an event where to occur and our meetings we had throughout the semesters were a big help.
- Dr. McMurtry was a wonderful professor, and I have gained so much knowledge from her. She is excellent. She helped with the advising and held appropriate meetings that were successful.
- Advising from university supervisor and meetings with Jonesboro
- I did not receive great support from the program itself. Most of the time when I had a question, it went unanswered. I even went so far to email other people at Jonesboro and most of them never responded to my question. I felt a lot of support and encouragement from my mentor teacher, but not necessarily from the program itself.
- Mentoring and advising were the two biggest supports that we had. I had two great mentor teachers that observed me and gave me great feedback and help. Advising was used, but it was more whole-group and everyone took the same things. That made it really easy to apply for classes and make sure that I had everything I needed.
- Mrs. Harkrider and Dr. McMurtry were a huge support system for me and my peers throughout our time in the education program. I believe that they did an excellent job preparing me to go teach in the classrooms today. Even though I did not have Dr. McMurtry as my university supervisor she was still interested and reached out to make sure everything was going well throughout my internship. The expectations were high and because of the preparation that I went through, I believe that I was able to meet the expectations easily.

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

- Demonstrating professionalism and reflecting on teaching
- Professionalism and strength.
- An instructional strength of the Arkansas State University Education Preparation Program would be showing how to communicate effectively with students.
- An instructional strength of the Arkansas State University Education Preparation Program would be how to insert assessment into instruction.
- Using different kinds of assessment and how to create an assessment.
- Based on the four domains above, I would say that Arkansas State University Educator Preparation Program strengths are in classroom environment and professional responsibilities.
- In our classes we did a blog post assignment and a tare map assessment. Both really helped me in designing my instructions for classes because I used a lot of the same techniques to create assignments.
- 1) This program has helped me with flexibility in the classroom.
- 2) This program has given me the tools I need to succeed.
- Strengths include preparing interns to demonstrate knowledge, skills and dispositions in planning and preparation and preparing interns to demonstrate knowledge, skills and dispositions in effective instruction.
- Using assessment in instruction and the different types of assessment
- Being professional in the classroom
- One of the biggest strengths that the program has was making sure you grow professionally and with your teaching community. They advocated for us in the schools so we could attend meetings and PLCs. It made me feel involved and I got to learn so much. Another strength was parental communication. There were several projects that required us to get involved with the parents and communicate with them.
- Domain 3 and Domain 4

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

- Participating in PLCs, organization of behavior management and classroom space.
- Communication, organization, and take classes based on the content of licensure exams.
- An instructional growth of the Arkansas State University Education Preparation Program would be organization of physical space.
- An instructional growth of the Arkansas State University Education Preparation Program would be designing coherent instruction.

- Participating in PLCs, organization of behavior management and classroom space.
- Communication, organization, and take classes based on the content of licensure exams.
- An instructional growth of the Arkansas State University Education Preparation Program would be organization of physical space.
- An instructional growth of the Arkansas State University Education Preparation Program would be designing coherent instruction.
- How to maintain professional even in difficult situations as many professors did not.
- Understanding how to be an effective teacher.
- Based on the four domains above, I would say Arkansas State University Educator Preparation Program has more area to grow in instruction and planning/preparation.
- For growth I do wish we focused more on what is on the Praxis and other tests to better prepare us for those.
- 1) I think more emphasis on classroom management would be beneficial.
- 2) More techniques on student engagement. I learned it while I was in the classroom, but I would have like to know more about it prior.
- Areas of growth would be preparing interns to manage student behavior and to organize physical space.
- How to manage student behavior
- How to demonstrate flexibility in the classroom.
- I feel that we did not go deep into classroom management. I wish that I had learned more tactics for student behavior. Another weakness was connecting with the students. I wish that there were more information on how to connect with students.
- Domain 1 and Domain 2

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

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY

Elementary Education (K-6) - Jonesboro

Year of Student Exit: 2024-2025

N = 199 n = 52

		Grd Mean	Mean
Domain I	Planning and Preparation		
1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.		3.31	3.27
2. The EPP prepared me to demonstrate knowledge of students.		3.27	3.27
3. The EPP prepared me to set instructional outcomes.		3.27	3.29
4. The EPP prepared me to demonstrate knowledge of resources.		3.23	3.5
5. The EPP prepared me to design coherent instruction.		3.20	3.23
6. The EPP prepared me to design student assessment.		3.26	3.14
7. Domain 1: The EPP prepared me to demonstrate knowledge		3.25	3.23
Domain II	Classroom Environment		
8. The EPP prepared me to create an environment of respect and rapport.		3.41	3.37
9. The EPP prepared me to establish a culture for learning.		3.42	3.37
10. The EPP prepared me to manage classroom procedures.		3.16	2.98
11. The EPP prepared me to manage student behavior.		2.91	2.77
12. The EPP prepared me to organize physical space.		3.16	3.04
13. Domain 2: The EPP prepared me to demonstrate knowledge		3.24	3.08
Domain III	Instruction		
14. The EPP prepared me to communicate effectively with students.		3.26	3.29
15. The EPP prepared me to use questioning and discussion techniques.		3.29	3.31
16. The EPP prepared me to engage students in learning.		3.31	3.25
17. The EPP prepared me to use assessment in instruction.		3.27	3.17
18. The EPP prepared me to demonstrate flexibility and responsiveness.		3.34	3.33
19. Domain 3: The EPP prepared me to demonstrate knowledge		3.25	3.19
Domain IV	Professional Responsibilities		
20. The EPP prepared me to reflect on teaching.		3.43	3.42
21. The EPP prepared me to maintain accurate records		3.17	3.04
22. The EPP prepared me to communicate with families.		2.99	2.87
23. The EPP prepared me to participate in a professional learning community.		3.24	3.25
24. The EPP prepared me to grow and develop professionally.		3.34	3.31
25. The EPP prepared me to show and demonstrate professionalism.		3.40	3.48
26. Domain 4: The EPP prepared me to demonstrate knowledge		3.35	3.40
27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.		3.34	3.39
28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.		3.33	3.35

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

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

- The support mechanisms I received was advising meetings before the semesters.
- My professors helped me gain the knowledge that I needed to complete this program.
- Dr. Desiree Rutter was a great addition to the ASU Educator Preparation Program. Every meeting I had with her was met with positivity and encouragement. She truly understood what it felt like to be under immense pressure during student teaching. Because of this, she offered me grace, encouragement, and practical solutions when I needed them the most. Every time we met at Westside, I left feeling like I was growing in the right direction without judgment. In contrast, my experience in a previous placement felt different. While I understand that interns can add a lot of work for both the intern and the advisor, I didn't feel the same level of support or grace in that more challenging environment. That placement at Truman wasn't all negative the majority of the kids were loving, sweet, and excited to learn. However, I had a unique experience: my mentor teacher had to take leave due to illness, which left me to take on the full responsibility of the classroom. While teaching is my dream and I was happy to step up, that was my first time fully assuming the role of the teacher. It was incredibly difficult to manage lesson planning, classroom coverage, behavior issues I hadn't encountered before, and the added pressure of feeling judged by my advisor. I don't believe she intended to harm me in any way her goal was likely to prepare me for the realities of teaching but it was emotionally taxing. In the future, I would encourage advisors to consider the emotional weight that interns may be carrying. While my first advisor did offer me second chances, I wish I had felt more understood during that time.
- One support mechanism that helped me throughout this program would have to be my mentor teacher in the classroom. She really showed me everything I was taught at the school by putting it into the perspective of an educator. I was taught all of these different things throughout the program but then seeing my mentor teacher put it into action really helped me to become the teacher I am today. Another support mechanism I would say helped me would be my advisor, Dr. Young. He would give me feedback and let me know how I was doing. He was honest with me and was there when I had questions.
- All of the staff was very supportive throughout this experience. Before entering the classroom, our professors always encourage us to try our best and give us the support to make it through the program. After entering the program, I received most of my support through my mentor teacher and my school principal. They both were always there for any question I ever needed. They were the ones to give me the confidence that I could be an educator.
- Support mechanisms received that have assisted me with meeting the program expectations, is my professors mentoring myself and my other classmates. Watching how our professors present themselves professionally was very informative.
- I believe the only support I received while in the preparation program consistently was from one of my professors, Dr. Graham. Dr. Graham was always there for us all, even if we had a question she did not have an answer to she would find out for us. She was truly the biggest support I had.
- Some meetings and advising
- Advising and meetings were used in the program which was very helpful at times. At times the meetings were grouped with a lot of people so it was hard to know exactly what to do. I would have loved mentoring to be more apart of our program.
- The support from my advisors and professors through this process helped me get to where I am. They were all willing to help with anything I needed.
- I think that the mentoring of professors prepared me for my teaching career. They modeled classroom management, teaching practices, and a kind nature a teacher needs.
- Meetings

- The biggest support mechanism I received was having meetings with Dr. Young, which helped with advising, mentoring, and having a safe place to discuss what was happening.
- Meetings during Capstone helped the most when understanding what was expected of me.
- mentoring from my supervisor
- Throughout the program, I received consistent support through mentor teacher guidance, and university supervisor feedback. The many regular check-ins, and clear expectations, and access to resources such as lesson plan templates and professional development sessions helped me to meet my program goals.
- Zoom meetings to further break down content were extremely helpful.
- The advising was perfect because Dixie Keyes is awesome and she knows what she is doing. The meetings and stuff was good.
- During my two placements I had a lot of support coming from my University supervisor. She helped me with any questions I had, and if she didn't know the answers she would try and find them out for me. I feel like Astate did a good job trying to keep everyone on track for graduating in this last semester. For the most part if it wasn't for my supervisor I would have gotten so behind and would have been confused on the things that I need to do and complete.
- My advisor, Dr. Graham, was a huge help to me. She was very organized and prepared for every meeting. She also answered her emails promptly and always made sure I was taken care of. She was a great support while enrolled in the program.
- The support mechanisms I received were advising before new semester.
- I do feel as those support mechanisms need to be stronger because I had very little communication with my advisors or program directors and felt like I was often missing things or unaware. However, the people involved were always very helpful with helping me get everything together and figure things out afterward.
- Throughout the coursework, I learned so much. My professors were knowledgeable, helpful, and passionate about their field. I have no doubt that I am a better teacher now that I have completed my Master's through ASU.
- My support mechanisms would be a lot of my mentor teacher at the school that I was assigned to. Leanne Ketcherside supported me through this entire year of learning how to teach and how to be effective when doing so. She taught me how to be organized and how to deal with behaviors and classroom management. As far as the people here at Astate, they taught us the information we needed but there is nothing like being in the classroom that prepares you. Dr. Graham and Dr. Covey were great support up until that point though, teaching us how to be organized and different tools that we could use to help us become great teachers.
- Professors many times assisted me with enrolling in classes or submitting program requirements during class or after. Meeting held prior to semester starts prepared me for the upcoming events. Advisors always replied timely to answer questions and were available for office hours to help with anything.
- My advisors/clinical supervisors (Karen Graham & Rusty Young) did a great job at meeting with me, letting me know what courses or work was expected, and they did a great job empathizing with our workload. The mentorship you are given as an Aspiring teacher is also great.
- The program was very good about communication. We had so many meetings about requirements that needed to be done as well as what was needed to be successful. These meetings during the semester were very helpful. I also gained a lot of knowledge from my advisor.
- While enrolled in the Educator Preparation Program, I received support in the form of meetings with my academic advisor and meetings with professors while in class with them. I was able to develop professional relationships with my professors that allowed me to do well in their class. Professors were very willing to work with students and offer them the support that they need while in the program. Meetings with my advisor helped to ensure that I was on track with my classes and to graduate on time. Professors were willing to work with me to make their classes Honors classes to further my learning in their classes and to complete that part of my degree.

- The support mechanisms in the program and school are not strong, or at least they weren't for me. My advisor barely ever showed up to any appointment that I scheduled with her, and when I emailed her for assistance, the answer I received was vague and unhelpful. I feel that when I left a meeting there was just so much information thrown out that I always left more confused than when I went in. I also feel that there was not a lot of mentoring from teachers or other individuals and I believe that this would have helped me become more comfortable and succeed more.
- I feel as though the advising for this program was lacking. When I would reach out with questions they were often times disregarded or completely ignored. My academic advisor would not know who I was if I were to walk through her door. On the other hand, my university supervisor that would come and watch me teach was amazing! I cannot express enough gratitude to Dr. Rutter. The only professor that I feel that I actually learned a lot from is Dr. Graham. Dr. Graham shows that she cares by pushing us to do the best that we can. I know that some other students did not like her because of this, but I really enjoyed having Dr. Graham as a professor.
- Multiple meetings were held throughout the semester that allowed for us to be aware of what was happening with the program. University supervisors were assigned to us to allow us to have a guide through our internship.
- The zoom meetings helped quite a bit and answered a lot of questions. Email access to supervisors and instructors was also helpful.
- Being able to meet with my advisor anytime I had questions or concerns helped during my time in the program. During my capstone semester, Dr. Choi would hold zoom meetings with me whenever I had a concern and was always quick to respond to my emails.
- I think the meetings that we attended the past two semesters helped with knowing what I needed to have completed. I also learned a lot from Dr. Graham when it comes to running a classroom in an organized way and in an effective way.
- Arkansas State EPP supported me in meeting program expectations by having teachers who genuinely cared for and about us all. They were easy to work with and cared about us finishing. It was not always easy, but they always helped us push through.
- The support mechanisms are advising, meetings, and mentoring. Karen Graham did a lot of mentoring and gave support when it came to getting us prepared for the classroom and even our licensure exams.
- I had a lot of help from professors and advisors when it came to planning for my future and traits to carry into the classroom.
- I received several email correspondences and zoom calls to provide support and ensure I am meeting program expectations.
- Through my time at ASU at the Jonesboro campus I have had great mentoring relationship with members of staff, however the programs organization and communications of program expectations were lacking. I had to go considerably out of my way to set meetings to clarify expectations and graduation requirements due to the amount of alternative credits required etc.
- There were many meetings that we attended that helped with getting us prepared and answering any questions we may have. We were also able to contact our advisor or email the PEP office/ Professors as needed.
- My supervisor, Dr. Young, was extremely helpful when it came to residency and transferring my knowledge into the field.
- My advisor was not very helpful when it came to communication. She would always direct me somewhere else and would never meet in person. The PEP office was very helpful when it came to all questions and meeting student needs.
- My advisor was extremely helpful in advising and mentoring me throughout my internships.
- Meetings with university supervisor
- My advisors helped me stay on track to complete this program by taking the correct classes in a timely manner.

- I received a mentor teacher who has been teaching for around 20 plus years so she was trained very well in the education world. I had a clinical supervisor who made it easy for me to communicate with him about any questions or concerns I had throughout both semesters. We had 6 total meetings and in every meeting I was allowed to reflect and receive feedback about my lessons to prepare me for future lessons. My clinical supervisor assisted me along the way with meeting the requirements I needed in order to have a successful last two semesters of college, and be able to be prepared for graduation day.
- The best support that Arkansas State University offered was the education and instruction given through the teachers inside of the education program. The mentoring provided by our university supervisors was also a huge help in allowing us to do our best and to receive feedback on our work.
- In the program, professors ensured that all students were on the same page with content. They made sure that if students were struggling or needed extra help, they offered it by reteaching or providing resources for us. They also ensured that we knew of their office times so that we could meet with them one - on - one if we wanted to so that they could help us outside of class. They always ensured us that we could email them with any questions that we may have. During my time in the program, I felt very supported and encouraged to do my best and was given the support to do so.
- During my time in the Arkansas State University Educator Preparation Program, I received tremendous support to help me meet the program's expectations. My academic advisor was instrumental in guiding me through course selections and ensuring I stayed on track to complete my degree. Faculty mentors provided invaluable feedback on my lesson plans and teaching strategies, while cooperating teachers during my field experiences helped me grow as a classroom leader. When I faced challenges, remediation plans and professional development workshops gave me the tools and confidence to improve. The combination of personalized mentoring, structured feedback, and peer collaboration made all the difference in my success.
- I have been able to reach out about any questions that I have had and get an answer. I have had items reviewed for advice or adjustments with no issues.
- The support I have gained through my time at the college was fantastic. I always had replies sent back to me at a reasonable time and it had answer most of my questions. When I would meet in person, they were able to inform me based on their knowledge. If they did not know the answer they would tell me they would get back to me as soon as possible and they would not forget to do so. The meetings held were always helpful to have a better understanding of what is required and expected for us to know.

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

- strengths would be planning instruction and willingness to help
- I believe that the instructional curricular/ instructional strengths would be planning and preparation and professional responsibilities.
- Dr. Graham, I owe you a lot. Your classes were instrumental in preparing me for the curriculum I taught my students, and you helped me feel confident as a reading teacher. All of the content courses we took were incredibly valuable! Each instructor did a wonderful job providing us with hands-on opportunities to grow and develop as future educators. I'm so thankful for the strong foundation you all gave me.
- Classroom environment and plan and preparation.
- The Arkansas State University Educator Program prepared me well content wise. I was able to gain the information needed to teach the content in elementary classrooms through our methods classes and prerequisite content area classes. This not only helped me in the classroom, but it also helped prepare me to pass my Praxis content exams. I also believe an instruction strength that helped prepare me was the courses for students assessment and data analyzing. That course was very thorough and made much more sense once entering in the classroom.

- Any class Dr. Graham teaches, she is the best. I learned everything from her.
- I believe the Educator Preparation Program was very strong in these specific domains, Planning and Preparation and Instruction. I feel comfortable enough to where I am able to execute these domains on my own in the real world.
- Some good teachers and the actual internship helped
- professional responsibilities of knowing the expectations
- The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.
- The EPP prepared me to grow and develop professionally.
- A strength was assessment. A second one was professional responsibilities.
- One curricular and instructional strength would have to be all of Dr. Graham's classes. They helped prepare me the most for a lot of things. She was a great professor in teaching everything we needed to know.
- Dr. Graham's classes have prepared me the most for my teaching career. I feel like I gained the most knowledge from her courses.
- Strengths would be willingness to help.
- The curriculum is designed to keep us informed on current and upcoming best practices. They also were designed in a way to allow us to do assignment similar to things that we are required to do in our actual careers and as practicing teachers.
- math and planning
- Some staff members: 1. reply to emails promptly and 2. are willing to meet via zoom
- Planning and Professional Responsibilities
- Planning and Preparation, Instruction
- Classroom environment, professional responsibilities
- Two strengths of the program include lesson planning using evidence based strategies and integrating real world classroom experiences throughout internship. The focus on differentiation and instruction prepared me to meet the diverse students needs.
- Training for Domain 1 and 2 were the strongest areas I feel this Educator Prep program contained.
- Planning and preparation
- Instruction
- Content and Professors
- Planning and Preparation was always shown inside of the classroom. Professors were organized and prepared for classes with appropriate materials. I was prepared well for the exams I am required to take and have knowledge on how I need to prepare as a teacher.
- A-State prepares you well in planning for assessment. The EdTPA's almost force you to plan for assessment (both formative and summative). A-State also prepares you well in planning/pacing for your classroom.
- I think the program is good at communication and keeping in touch with us. The program is also good at organization and making sure we all know where all the information we need is.
- I think that the Educator Preparation Program showed strength in the Planning and Preparation and Professionalism domains. I felt ready to prepare for instruction when entering the classroom and I felt as if I knew how to be professional in the classroom setting. The lessons we were asked to prepare helped to be ready and professional.

- Two strengths the program has are its ability to emphasize the importance of an assessment to check student's understanding and the importance of being organized and keeping all your information in order. From one of my teachers, in particular, I learned the importance of keeping up with all of your paperwork and keeping a schedule, or you will be completely lost.
- Dr. Graham is probably the greatest strength that this program has. She really prepared me for teaching and licensing exams. I cannot brag on her enough. Dr. Rutter was my university supervisor and she was amazing. She would answer any questions that I had and I really liked her.
- Professional responsibilities and instruction
- I think the curriculum is well thought out and covers every area needed. Additionally, information is easily accessible in Canvas.
- Domain One: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.
- Domain Four: The EPP prepared me to demonstrate knowledge, skills and dispositions in exercising professional responsibility.
- instructional reading strategies and foundations of reading
- The ASTATE EPP has many strengths in Domain 3, instruction by having us complete lesson plans to the highest standard and holding us to the standard they know we can meet, which helped me planning all of my lessons. They also hold a strength in domain 4, professionalism because I have felt as if I have been prepared for the professional side of teaching this semester and have been able to be professional in today's schools.
- Two strengths are Domain 2 and 3. We were very prepared for classroom instruction and planning lessons and lesson planning.
- They did a very good job at helping to prepare me for professional responsibilities. From day one I knew the expectations and I understood what I needed to do in order to meet those expectations. Another area that they did well would be Instruction. I had so many cool classes that helped me understand how to reach students in an effective way.
- From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.
- The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.
- The preparation program for the foundation of reading exam is a well oiled machine. Throughout my time in all of the courses taught by Dr. Graham I always was well aware of what was expected and there was clear instructions for assignments. Making connections with Sandra Hawkins was also a very helpful course to start of my educational career.
- The program has made me feel extra prepared for designing coherent instruction and managing classroom procedures!
- EPP helped me learned how to reflect on student learning and my own teaching and use it to improve further instruction.
- Domain 1 was taught very well as the program stressed the importance of student relationships. Also, domain 2 was very helpful in preparing lessons.
- Domain 3: The EPP prepared me to demonstrate flexibility and responsiveness
- Domain 4: The EPP prepared me to show and demonstrate professionalism
- Comprehensive Curriculum Aligned with Standards
- Field-Based Experiences:
- The program incorporated a lot of fieldwork and clinical experiences, allowing students to apply their learning in real-world classroom settings.
- Planning and Preparation and Professional Responsibilities
- Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.
- Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.

- Arkansas State University was a strong education program built on the teachers within. I was prepared for praxis tests, and the foundations of reading exam while inside of classes, as well as offered great resources that were free to students. ASU also offers mentoring in the form on a university supervisor, and by assigning student teachers to clinical supervisors to act as mentors as well.
- The program is strong in their incorporation of domain four and domain one. The program ensured that we were prepared in the area of domain four by requiring us to be professional in the classrooms so that we were ready when we had teaching jobs. For domain one, they ensured that we understood how the different parts of planning and preparation connected to what students have learned and what they need to learn, while also taking into accountability of how your students learn.
- The Arkansas State University Educator Preparation Program excels in preparing future teachers across four key domains. In planning and preparation, candidates learn to create data-driven, standards-aligned lesson plans tailored to diverse student needs. In the classroom environment domain, the program emphasizes culturally responsive teaching and effective classroom management strategies to foster inclusive, respectful learning spaces. For instruction, candidates are trained in research-based teaching practices, such as differentiation and active learning, while also mastering the use of technology to enhance student engagement. Finally, in professional responsibilities, the program encourages reflective practice and professional growth, equipping candidates to continuously improve their teaching and contribute to school success.
- I gained great classroom management strategies through classes. I also gained the ability to set an objective to meet a standard.
- I believe planning, preparation, and professionalism are the strengths that Astate provided. There was a lot of information provided to help prep us for the internship and having us practice professionalism in the class before going out to the field helped a lot in the long run. During the classes and even during my internship, i was able to get feedback on my lesson plans and how to move forward to plan for the next lesson. This helps me have a better understanding and comprehension of what is exactly expected of me to do during my time.

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

- more organized
- Classroom environment and instruction.
- Math has always been my weakest subject, and I found that I was not as supported in this area compared to subjects like Science and Literacy. I believe some reworking of the math curriculum could be beneficial perhaps by offering more targeted support, strategies for differentiation, and real classroom application for future teachers who may struggle with the subject themselves.
- I believe the Classroom Management course would benefit from a stronger focus on hands-on experiences. While reading and analyzing scenarios is helpful, it doesn't fully prepare you for real-time decision-making in a classroom. Incorporating more role-play, simulations, or practicum-based reflections could make this component more effective and realistic.
- Instruction
- One area of growth for this program is to better prepare us for the communication with parents and students. I had no expectations of what would happen during parent-teacher conferences or how to handle certain parent situations until coming into the classroom and learning from my mentor teacher. I also think this program could do better in preparing us for the management and behavior side of students. Classroom management is the first step in creating a successful classroom and I do not think I was prepared enough in that aspect before entering the classroom.
- assessment, classroom management, math, social studies, and science
- I feel like the domain of Classroom Environment was not taught as much as the rest of the domains.

- better communication, more real instruction, the internship was the most beneficial part by far.
- knowing about students range of knowledge
- Providing the proper classes to help be more prepared for the praxis.
- Providing a class with more helpful classroom management techniques and possibly observing more outside of A-State.
- Classroom environment and instruction. Nothing can prepare us for the classroom environment.
- Areas of growth would be preparing the students more for the edTPA portion. I feel like we didn't get a lot of preparation for understanding how to complete the edtpa. Another area would be communicating better. I feel like it was always hard for me to get in touch with someone.
- I feel as if Assessment needs to be a growth for the program. The instructor of this course made it very difficult to learn and it's a HUGE skill for teachers to have. Another area of growth would be to explicitly teach Elementary Education students how to complete a lesson plan. Most of my professors assumed we knew how to do it and we were only taught how to complete a lesson plan once.
- There could be growth in the depth of knowledge and cohesive information given from multiple sources.
- I feel as though the Arkansas State Educator Preparation program does an excellent job as far as curriculum/instructional areas go.
- assessment and classroom management
- I had a really tough time figuring out where to find information and, on more than one occasion, spent hours looking for some assignments. Some info was on the MAT internship canvas page, some on the PEP intern canvas page, and some on the PEP website. Some information was incorrectly labeled like "Fall 2012" or "2016" or "Jan 2015" and we had this in Spring 2025. I was so overwhelmed the internship semester and still wake up in the middle of the night stressing out that I overlooked something. Additionally, some classes seemed to have quite a bit of busy work that did not seem too relevant to the actual field. Overall, I enjoyed the program and am grateful for my degree and knowledge in this area. I am excited about having my own classroom and really appreciate the professors/supervisors that poured into me!
- Communicating with students and classroom environment
- Classroom Environment, Professional Responsibilities
- instruction, preparation
- One area for growth is increasing the amount of hands-on classroom management training, especially classroom management strategies for managing classroom behavior. Another area is providing more opportunities for collaboration with other teachers for planning.
- Areas I would have like to have more preparation for include progress monitoring and various ways to take student data as well as assessments and differentiation.
- Classroom Environment
- Professional responsibilities.
- Only because it is very hard to teach classroom management. It is really something you learn by doing.
- Support and Communication
- Areas for growth I feel would be mostly in the capstone internship. Going into the Fall capstone there wasn't much instruction submitting the edTPA. There wasn't much guidance during the process just a lot of information to figure out on our own. There also wasn't much timeline for it.

- The biggest area I think the EPP could improve on is teaching classroom management and classroom environment more explicitly. Almost everything I learned about classroom management came from in-field experience rather than being prepared beforehand. I feel like we spent so much time learning about the content, but we did not learn that without good classroom management/environment, you cannot teach the content appropriately. Some students may not have had as great an experience with their mentor teachers as I did, and without my mentor teacher, I would have really struggled with classroom management, spacing, and creating an environment in my classroom that promotes learning.
- I think the program needs to work on consistency. I feel as though the program has some consistency issues with the supervisors, as well as communication with the schools we are interning at.
- I think that the Classroom management and instruction need growth. I felt unprepared to handle classroom management on my own while in the classroom. Although I knew how to write and plan for a lesson, I did not feel fully prepared to go out and teach the lessons on my own. Part of this may have come from not having a placement in Intro to Education due to Covid restrictions, but I felt unprepared when entering the classroom on these domains.
- One area that the ASU Education Program needs to improve is preparing interns in being able to communicate with the teachers they are paired with and preparing interns how to handle behavior in the classroom. I was not prepared for what I walked in on at Nettleton and how the students behaved in class. Another area that the program could grow is growing their interns. It is important to remember that College is a place for us to find out who we are not just do loads of school work that does not prepare us to be in a classroom. We need hands-on engagement to fully understand what we should be doing.
- Most of the classes for this program were jokes. We would go in a class and sit and listen to a professor rant the whole time about what teaching used to be like. This did not prepare us at all for the classroom. I still do not know how to create assessments or much about curriculum because the classes provided for this did not teach anything.
- Classroom environment. During my time at Arkansas State, we were required to take a classroom management course. However, this course was online and was very unorganized as a whole. I would have benefited from a more structured, in person class.
- Planning and preparation
- I was able to take an assessment and curriculum course through EPP. However, I felt as if the course materials were outdated and the assessments given were not valuable.
- I cannot come up with anything. I think every area thoroughly is covered in the program.
- Domain Two: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.
- Domain Three: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.
- classroom management and assessment
- I would definitely say communicating with families, it is something you have to learn on your own, but it would have been nice to get more of a hands on or hear from a real teacher just how much communication you truly do with families. Secondly, I would say classroom management needs to be an in person class where you practice, practice, practice. I was NOT prepared to come into my classroom (my OWN classroom due to Aspiring teacher permit). It took a lot of trial and error the first month or so to get things under control. I felt like I had not been given enough heads up or learning about classroom management.
- Domain 1 and 4
- I think there could be some growth in teaching in classroom environment. It is really hard to prepare for students behavior, but I feel like that was the only area I struggled to find resources for. It kinda seemed like it was just "Part of the job".
- The EPP prepared me to manage student behavior. The EPP prepared me to manage classroom procedures. The EPP prepared me to create an environment of respect and rapport.

- The education department as a whole lacks clear communication. Throughout my time here myself and other students have been on the receiving end of several different miscommunications that negatively affected our learning and process. For example the college did not inform my first mentor teacher of the changes to scheduling and due to this she was never told that I was coming in August and not November. This extended into specific classes where students were unaware of what the assignments consisted of. The ED-TPA expectations also need to be clarified because the google drive we were given was virtually unusable due to all of the clutter and outdated information.
- A area that could use growth would be organizing physical space. I feel that the rest of the domains were very well taught!
- I was not taught enough about how to manage classroom behavior.
- The third domain was not shown very well through the teaching aspect from professors but once we got to the intern aspect it was helpful. The fourth domain also needed growth as during the program we needed more PLC learning, practice, and family communication involvement.
- Domain 4: The EPP prepared me to communicate with families
- Domain 3: The EPP prepared me to use assessment in instruction
- Extended Training in Family and Community Engagement
- Broader Emphasis on Emerging Trends
- Classroom Environment and Instruction
- Domain 2: The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.
- Domain 2: The EPP prepared me to manage classroom procedures.
- ASU could grow in areas of resources being readily made known to students. Sometimes there are resources to help, but no one knows what they are. I also think that it would do a lot of good to set up meeting times with clinical supervisors to meet the university supervisors and the student they will be working with ahead of time.
- I think two domains that the program could grow in for teaching to pre- teachers is domains two and three. For domain two, I think the program could incorporate more ways to incorporate classroom behavior practicing into their lessons more. I feel that I know enough for my first year of teaching, but I do not feel confident in my classroom management behavior. I wish I had more opportunities to grow in this area. As for domain three, I think that the program has tried their best in teaching us the parts of instruction. However, at times in my senior year I still found myself struggling with lesson plans because they seemed so overwhelming. I wish there were more times that we were able to breakdown the instruction and planning for lessons more often.
- The Arkansas State University Educator Preparation Program has opportunities for growth across the four domains. In planning and preparation, candidates could benefit from additional training in integrating interdisciplinary content and advanced differentiation strategies. Within the classroom environment, the program could expand practical training on managing challenging behaviors and implementing trauma-informed practices. For instruction, there is room to strengthen candidates skills in using assessments to inform real-time adjustments and teaching in technology-rich environments. Finally, in professional responsibilities, the program could offer more guidance on ethical decision-making, family collaboration, and engaging with professional learning networks.
- The technology class was overkill and not useful in my opinion. Teaching students to make a google classroom and a webpage is useful. However, making tons of lesson plans, PowerPoints, and more just to say we did it was too much. If I was not off when I took it I would have failed that class. A more teacher friendly or even student friendly technology class would have been much more beneficial. I never even used any of the things I made. I was very stressed out with that class.

- I believe having more information and practice on how to control a classroom would have helped me better. I feel like I am overstepping my boundaries sometimes with younger students when they are out of control and I don't know how to get them back to the lesson. Having some more practice or experience for classroom management will be helpful in the future. The other thing is spending more time practicing writing the lesson and presenting it as you were teaching. There was some of that during the classes before the internship but I think it would help prepare and get others more comfortable by giving them more opportunities to practice that.

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

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY

Elementary Education (K-6) - Mt. Home

Year of Student Exit: 2024-2025

N = 199 n = 8

		Grd Mean	Mean
Domain I	Planning and Preparation		
1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.		3.31	2.38
2. The EPP prepared me to demonstrate knowledge of students.		3.27	2.75
3. The EPP prepared me to set instructional outcomes.		3.27	2.38
4. The EPP prepared me to demonstrate knowledge of resources.		3.23	2.63
5. The EPP prepared me to design coherent instruction.		3.20	2.50
6. The EPP prepared me to design student assessment.		3.26	2.38
7. Domain 1: The EPP prepared me to demonstrate knowledge		3.25	2.38
Domain II	Classroom Environment		
8. The EPP prepared me to create an environment of respect and rapport.		3.41	2.88
9. The EPP prepared me to establish a culture for learning.		3.42	2.88
10. The EPP prepared me to manage classroom procedures.		3.16	2.38
11. The EPP prepared me to manage student behavior.		2.91	1.88
12. The EPP prepared me to organize physical space.		3.16	2.25
13. Domain 2: The EPP prepared me to demonstrate knowledge		3.24	2.25
Domain III	Instruction		
14. The EPP prepared me to communicate effectively with students.		3.26	2.13
15. The EPP prepared me to use questioning and discussion techniques.		3.29	2.63
16. The EPP prepared me to engage students in learning.		3.31	2.63
17. The EPP prepared me to use assessment in instruction.		3.27	2.63
18. The EPP prepared me to demonstrate flexibility and responsiveness.		3.34	2.75
19. Domain 3: The EPP prepared me to demonstrate knowledge		3.25	2.38
Domain IV	Professional Responsibilities		
20. The EPP prepared me to reflect on teaching.		3.43	2.88
21. The EPP prepared me to maintain accurate records		3.17	2.25
22. The EPP prepared me to communicate with families.		2.99	2.13
23. The EPP prepared me to participate in a professional learning community.		3.24	2.00
24. The EPP prepared me to grow and develop professionally.		3.34	2.14
25. The EPP prepared me to show and demonstrate professionalism.		3.40	2.63
26. Domain 4: The EPP prepared me to demonstrate knowledge		3.35	2.38
27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.		3.34	2.75
28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.		3.33	2.50

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

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

- My advisor was great at giving me support, but that was about the only thing that got me through the semester.
- I attended the required meetings in person and over zoom. My advisor, Rita Williams, was extremely helpful in every situation. She encouraged us to continually reflect and grow as educators throughout the entire school year.
- My advisor was the only thing that helped get me through this semester. Mrs. Williams is the most amazing advisor. Her meetings helped so much. Jonesboro did not communicate well with us and I feel as if it was very chaotic.
- we went through a lot of professors so their classes were not great and were all over the place. The only professor that did a great job was Rita Williams!!!!!!
- The support mechanism received were not the best.
- The support mechanisms were my advisor and clinical supervisor.
- Our professors at ASUMH campus were excellent. However, the professors at the Jonesboro campus were unprofessional and did not communicate very well. The program was very chaotic, we felt a lot of pressure and as if we were the "red-headed step children" of the program and received information later than others which in return made us stressed to complete things.
- This was a very chaotic time with multiple professors. We made it through with the help of our peers but there was a lot of issues that could have been avoided.

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

- Knowledge of Resources
- Flexible Instruction
- im not sure
- I am not sure. This was a difficult program.
- Preparing students to handle classroom behavior. Preparing to show professionalism in the classroom.

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

- Communication needs to improve between each campus, and information needs to be improved with ASTATE and the students.
- Student Discipline/Behavior
- Differentiated Student Assessment
- Communication between campuses needs to improve.
- im not sure
- They were very unorganized during my Fall Semester. The dates do not align with the information that is given to the satellite campus.
- You could further develop questioning and discussion techniques. Participating in a professional learning community.

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

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY

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

Year of Student Exit: 2024-2025

N = 199 n = 4

		Grd Mean	Mean
Domain I	Planning and Preparation		
1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.		3.31	3.50
2. The EPP prepared me to demonstrate knowledge of students.		3.27	3.75
3. The EPP prepared me to set instructional outcomes.		3.27	3.25
4. The EPP prepared me to demonstrate knowledge of resources.		3.23	3.50
5. The EPP prepared me to design coherent instruction.		3.20	3.67
6. The EPP prepared me to design student assessment.		3.26	3.50
7. Domain 1: The EPP prepared me to demonstrate knowledge		3.25	3.50
Domain II	Classroom Environment		
8. The EPP prepared me to create an environment of respect and rapport.		3.41	3.50
9. The EPP prepared me to establish a culture for learning.		3.42	3.50
10. The EPP prepared me to manage classroom procedures.		3.16	3.50
11. The EPP prepared me to manage student behavior.		2.91	3.50
12. The EPP prepared me to organize physical space.		3.16	3.25
13. Domain 2: The EPP prepared me to demonstrate knowledge		3.24	3.50
Domain III	Instruction		
14. The EPP prepared me to communicate effectively with students.		3.26	3.50
15. The EPP prepared me to use questioning and discussion techniques.		3.29	3.25
16. The EPP prepared me to engage students in learning.		3.31	3.50
17. The EPP prepared me to use assessment in instruction.		3.27	3.50
18. The EPP prepared me to demonstrate flexibility and responsiveness.		3.34	3.50
19. Domain 3: The EPP prepared me to demonstrate knowledge		3.25	3.50
Domain IV	Professional Responsibilities		
20. The EPP prepared me to reflect on teaching.		3.43	3.50
21. The EPP prepared me to maintain accurate records		3.17	3.50
22. The EPP prepared me to communicate with families.		2.99	3.50
23. The EPP prepared me to participate in a professional learning community.		3.24	3.50
24. The EPP prepared me to grow and develop professionally.		3.34	3.50
25. The EPP prepared me to show and demonstrate professionalism.		3.40	3.50
26. Domain 4: The EPP prepared me to demonstrate knowledge		3.35	3.50
27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.		3.34	3.50
28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.		3.33	3.50

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

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

- The zoom meetings and my advisors helped me all along the way with my program and I could not be more thankful.
- I feel that my professors prepared me well to be a MLED teacher. They did a great job covering all bases and explained each of those domains thoroughly.
- I think Dr. McMurtry did a heck of a job doing this. Especially having to take on more of a role with Dr. Fillipino leaving.
- I got a chance to engage in meetings, mentorship, and a chance to reflect on the things that I could do better.

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

- Planning and preparation and professional responsibilities
- I would say two and four. I think I went into it ready and prepared for the classroom environment. I think they prepared me for my professional responsibilities.
- Demonstrating professionalism and reflecting on teaching

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

- Classroom Environment
- Instruction
- Out of the four domains I would say domains 1 and 3. I feel like instruction was one thing that was less than the others. We sometimes went into things without the knowledge of what we needed to. I would say that goes hand in hand with domain 1 with planning.
- Communication, Organization, and preparation in our tested areas.

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

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY

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

Year of Student Exit: 2024-2025

N = 199 n = 15

		Grd Mean	Mean
Domain I	Planning and Preparation		
1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.		3.31	3.00
2. The EPP prepared me to demonstrate knowledge of students.		3.27	3.27
3. The EPP prepared me to set instructional outcomes.		3.27	3.00
4. The EPP prepared me to demonstrate knowledge of resources.		3.23	3.00
5. The EPP prepared me to design coherent instruction.		3.20	3.00
6. The EPP prepared me to design student assessment.		3.26	3.00
7. Domain 1: The EPP prepared me to demonstrate knowledge		3.25	2.87
Domain II	Classroom Environment		
8. The EPP prepared me to create an environment of respect and rapport.		3.41	3.20
9. The EPP prepared me to establish a culture for learning.		3.42	3.20
10. The EPP prepared me to manage classroom procedures.		3.16	2.67
11. The EPP prepared me to manage student behavior.		2.91	2.47
12. The EPP prepared me to organize physical space.		3.16	2.60
13. Domain 2: The EPP prepared me to demonstrate knowledge		3.24	3.00
Domain III	Instruction		
14. The EPP prepared me to communicate effectively with students.		3.26	3.00
15. The EPP prepared me to use questioning and discussion techniques.		3.29	2.93
16. The EPP prepared me to engage students in learning.		3.31	3.13
17. The EPP prepared me to use assessment in instruction.		3.27	3.07
18. The EPP prepared me to demonstrate flexibility and responsiveness.		3.34	2.93
19. Domain 3: The EPP prepared me to demonstrate knowledge		3.25	2.87
Domain IV	Professional Responsibilities		
20. The EPP prepared me to reflect on teaching.		3.43	3.20
21. The EPP prepared me to maintain accurate records		3.17	2.60
22. The EPP prepared me to communicate with families.		2.99	2.47
23. The EPP prepared me to participate in a professional learning community.		3.24	3.20
24. The EPP prepared me to grow and develop professionally.		3.34	3.27
25. The EPP prepared me to show and demonstrate professionalism.		3.40	3.13
26. Domain 4: The EPP prepared me to demonstrate knowledge		3.35	3.20
27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.		3.34	3.00
28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.		3.33	3.13

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

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

- I believe being able to talk with my supervisor after my lesson and give me pointers and ideas on how to handle different aspects of the classroom was a huge help. Also, having a strong connection with my advisor and knowing I could shoot her an email over any questions I had was a tremendous help.
- At Arkansas State University there were a couple of issues at times when it came to relaying information, although the program was going through a lot of administrative changes and I understand they were doing the best they could. Even during this time I always felt like I had someone I could reach out to and get what I needed, whether that be an advisor or professor. After everyone got settled into the year it became a lot better. I felt that the ed program wanted what was best for me and provide great support and information along the way.
- At the start of my teaching program, I was passed around to many different advisors, I was told everyone had too many advisees. Once I was placed with Joanna Grymes, she helped and supported me throughout my college career. We would have our regular meetings and she and I would work together to make sure I was on route to graduate.
- I did not feel as though the EPP assisted me in meeting program expectations. There was little to no information given to us from the PEP office, and when there was it was minute or very unclear.
- The best support mechanism I had was my advisor as well as my university supervisor. Anything I had questions about anything, I could call, text, or email them and I had an answer for the day was up. I feel as though they worked really well together and effectively communicated to each other as well as to me. Without these two, I would not have made it. I feel as though when I reached out to anybody other than those two, there was a lack of effort or an "that's not my job attitude" and it was very discouraging. The communication through my two years of the program was minimal and never was the same. I could ask the same questions to 4 people that all worked in the department and no two answers would be the same.
- Dr. Grymes has been a great advisor. She has helped me get all the classes I need and was always available when I needed her. Dr. Keyes was also a great person to lean on during this time. She always showed her support and love for her students. She checked in on us mentally, which was very much appreciated. Dr. Rutter has been nothing short of amazing. While it is only her first year here, she has been an absolutely amazing supervisor. She was always available to talk and she gave me meaningful feedback on my lessons. She was a great mentor and I learned a lot from her.
- Unknown of any support mechanisms. There have been some meetings.
- Edtpa support. The detailed rubrics, reference materials, and support for this task was very helpful. I never took advantage of any advising or mentoring during the classwork portion so I can't speak to that effectiveness.
- The zoom meetings were great to help guide us through what the semester was going to be like. Communication between Jonesboro could have been better. Being placed for both of my internships last minute was not ideal.
- Throughout the semester, we had a handful of in-person meetings with all of the educators and interns. Those meetings were a helpful way to make sure that all interns knew what to expect and what responsibilities they had.
- general courses, and meetings conducted for interns, Dr Keyes and Mr Hayes assisted the MLED program a lot in making sure we understood what we needed to do to be successful to teach.
- Some lessons Dr Keyes gave were very beneficial. She loved to have us do the example then we talk about the ins and outs of it and why it works. When some guest speakers would come into class and speak that was helpful as well. Attending the Arts teacher's conference was great too.

- Our advisors we had here at Mountain Home campus were great, and I think they did well with the information they were given to pass on to us. Last semester, our group was left hanging for information about edTPA submissions and things. edTPA was stressful and difficult on its own as well. I think we would've like to have had some more communication from the main campus I think we sort've felt left in the dark at times. We had great instructors as well.
- I received advising to assist with meeting the program expectations. My advisors (academic and university) have given me lots of great advice throughout this program.
- I received meetings and advising with areas to improve my abilities to meet program expectation.

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

- I believe instruction and preparation and planning are my two strongest strengths. I always plan ahead and make sure every little thing is mapped out and I think of all possible outcomes of a lesson and make sure I have a way to adapt and overcome bumps in the lesson. Instruction is a strength because I make sure I know the lesson front and back and all the instruction material to insure my students will get the best possible outcome they can.
- 1. Professional Responsibilities
- 2. Instruction
- The Education Department at Arkansas State University does a good job of preparing its future teachers to understand the content and pedagogy. Karen Graham, in particular, is absolutely incredible. Everytime I left her class I walked out knowing more.
- The one area of strength I notice is Domain 3.
- The two strengths of the ones listed above that ASU possesses is advising and mentoring. As I stated in my previous question, I was extremely lucky to have Dr. Rutter and Dr. Young in my corner what felt like every step of the way.
- Domains 3 and 4 were the strongest in my eyes. I felt that I learned a lot about responsibility and how to manage my own things within the classroom. I gained a lot of independence for sure. I understood the expectations and I felt prepared in my placements!
- There is some strength in domain 3 and domain 2.
- There was a strong emphasis on lesson planning. This program helped to emphasize developing comprehensive and standards aligned lesson plans that helped me incorporate diverse instructional strategies.
- Domain 1 and Domain 4.
- ASU had a couple of mentors who were really good with preparing me for the future of technology in the classroom. I also had a mentor who taught me a lot about assessment in the classroom.
- I feel the educator preparation program helped us develop skills in using assessment and being flexible in teaching.
- 1. Classroom Environment
- 2. Planning and Preparation
- The two areas of strengths are Domain 2 and Domain 3.
- I feel that domains 1 and 3 were the strongest and most represented in my instructional classes at ASU. My classes helped prepare me to plan my instruction in ways to best suit different types of learners, as well as using assessments in my instruction.
- I feel the foundations of reading class and the STEM class prepared me for the challenges of teaching ELL students and students with accommodation or modifications.

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

- Classroom environment and professional responsibilities would be my two areas I need to grow. I do believe professional responsibilities is there, but I feel as I get more experience that area will grow tremendously. Classroom environment is something I sometimes struggle with and I believe once I finally find my groove and find a routine that works for me I will succeed in that.
- 1. Classroom Environment
- 2. Planning and Preparation
- I believe the education department needs to improve on helping mid-level educators develop good classroom management with junior high students. I had to learn everything on my own for 7th and 8th graders.
- In my opinion, all other domains are areas for growth.
- The two curricular/instructional areas of growth as listed above are meetings and remediation. I feel as though most of the meetings we attended contradicted one another and we would get different information at each meeting. It would keep us all confused and when we would ask a question we would be told to ask our advisor. I understand where that response is coming from, but I feel as though a lot of the meetings, information, help, resources, etc were more geared to elementary education. As a MLED major I found it extremely difficult to get the correct information out of anybody. This lack of communication bleeds into meetings as well as remediation.
- I would say planning and preparation could have been better. There were many times where I felt like I had to just figure things out on my own. I felt that there maybe was a lack of communication within the program because my classmates and I all would receive different responses to the same questions. I just felt confused a lot. For the most part, I think the program did a good job, however I felt like they could have prepared us more for the environment and behaviors that we will see in the classroom. Secondly, I feel like we could have been more prepared on how to teach our content areas. The instruction was spread too thin.
- There needs to be growth in domain 1 and domain 4.
- Communication from faculty and about courses in general. There was often inconsistent, delayed, or absent communication from some professors in regards to course information, grades, or about general information pertaining to the program. More clear and timely feedback would help candidates better manage the workload of the program and ease anxiety about the program in general. I think some of the courses were not very useful at all and may be because of the order I took them in. Like the Technology course for my first semester of the program. I was expected to develop lesson plans and had no instruction on how to even make one for that course. It was also a pretty intense workload and I never received any feedback or grade for that course till it was over.
- Domain 2 and Domain 3.
- ASU could use some growth in planning and communication. The interns this semester had quite a few complaints about how generally unprofessional and unorganized the education department was.
- I think there needs to be more of a focus on the psychology of student behavior and well as how to tie that into classroom management.
- 1. Instruction - how to teach in today's classrooms - not all lessons you have an assessment but that is what is taught so heavily here that every lesson must have one
- 2. Professional Responsibilities - record keeping, PLC cooperation. The ASTATE ed department needs to better communicate with their interns. Many were frustrated with it being so unorganized.
- I think the two areas for growth could be Domain 1 and Domain 4.

- I feel like domains 2 and 4 could use a little bit of growth. I think that there should be more in-depth course about classroom management, specifically student behaviors. I also feel that I was unprepared to participate in a PLC and family communication.
- I feel that more emphasis on classroom management with increased exercises would be beneficial to improve control of behavioral issues. Adding some content from other content areas to prepare for intern placements in case the intern is not placed in their subject area.

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

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY

Special Education MAT (K-12) — Jonesboro

Year of Student Exit: 2024-2025

N = 199 n = 43

		Grd Mean	Mean
Domain I	Planning and Preparation		
1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.		3.31	3.42
2. The EPP prepared me to demonstrate knowledge of students.		3.27	3.51
3. The EPP prepared me to set instructional outcomes.		3.27	3.40
4. The EPP prepared me to demonstrate knowledge of resources.		3.23	3.40
5. The EPP prepared me to design coherent instruction.		3.20	3.33
6. The EPP prepared me to design student assessment.		3.26	3.35
7. Domain 1: The EPP prepared me to demonstrate knowledge		3.25	3.42
Domain II	Classroom Environment		
8. The EPP prepared me to create an environment of respect and rapport.		3.41	3.63
9. The EPP prepared me to establish a culture for learning.		3.42	3.58
10. The EPP prepared me to manage classroom procedures.		3.16	3.44
11. The EPP prepared me to manage student behavior.		2.91	3.33
12. The EPP prepared me to organize physical space.		3.16	3.38
13. Domain 2: The EPP prepared me to demonstrate knowledge		3.24	3.47
Domain III	Instruction		
14. The EPP prepared me to communicate effectively with students.		3.26	3.49
15. The EPP prepared me to use questioning and discussion techniques.		3.29	3.49
16. The EPP prepared me to engage students in learning.		3.31	3.48
17. The EPP prepared me to use assessment in instruction.		3.27	3.44
18. The EPP prepared me to demonstrate flexibility and responsiveness.		3.34	3.53
19. Domain 3: The EPP prepared me to demonstrate knowledge		3.25	3.47
Domain IV	Professional Responsibilities		
20. The EPP prepared me to reflect on teaching.		3.43	3.58
21. The EPP prepared me to maintain accurate records		3.17	3.53
22. The EPP prepared me to communicate with families.		2.99	3.33
23. The EPP prepared me to participate in a professional learning community.		3.24	3.42
24. The EPP prepared me to grow and develop professionally.		3.34	3.49
25. The EPP prepared me to show and demonstrate professionalism.		3.40	3.47
26. Domain 4: The EPP prepared me to demonstrate knowledge		3.35	3.44
27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.		3.34	3.37
28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.		3.33	3.44

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

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

- These support systems work together to create a comprehensive framework that promotes success and readiness for a career in education.
- I had meetings, sent many emails that were answered in a timely manner, and used my university and clinical supervisors to help with understanding in areas that I was not comfortable.
- Online meetings with university supervisor.
- I had several people that were always available to help. Some were available by phone call and zoom. I always had someone reach out very fast as soon as I needed help.
- In order to meet program expectations, I was greatly assisted by my advisor and her availability, my cohorts were very active with conversations regarding assignments. I was fortunate to be in an active and professional group.
- Support received would be the instructors that were there to help along the way¹.
- Defined weekly class sessions to discuss material and ask questions with professor allowed an open window for assistance. Also having an assigned mentor on-site at my job while I was working through this program was a great benefit to be able to ask questions as needed.
- The support mechanisms that helped me in this program were the engagement with my university supervisor. She really took the time to explain certain assignments and provide valid feedback. Having a mentor in my school was very helpful. When I did my teaching assignment for her evaluation, she took the time to help me prepare and organize my lessons.
- Mentoring from my mentor at school
- We had weekly Zoom meetings and guidance in the Canva software for every module. We were permitted to email and text if we had questions about the assignments.
- Advisors were available to collaborate and provide feedback whenever it was needed.
- The mentoring provided during the internship was beneficial. This was due to the consistent format to ask questions and share our struggles with consistent suggestions and responses.
- Through the program we received a lot of mentoring from our professors. I learned a lot through daily interactions in my job and meetings with coworkers.
- The program advisor was very helpful anytime I needed it. She would communicate effectively with me throughout the program and always checked on me if she thought I might need help.
- weekly zoom calls
- The weekly Zoom Meetings were the strongest of the 4 support mechanisms received to assist with meeting program expectations while enrolled in the Arkansas State University Educator Preparation Program.
- Zoom meeting with advisers gave guidance about weekly and upcoming assignments for the class and helped with any trouble in my classroom at school. Advisers shared a lot of information to help students with their teaching jobs.
- Mentorship from the university supervisor was incredibly beneficial to my success within the program. Weekly meetings for classes helped to reduce confusion and build community with our peers despite being in different states.

- Dr. Farley was wonderful. She was very supportive and took calls from me on the weekend and after hours. She was quick to offer advice and listen to my problems. She had great solutions. I also found a lot of support within our weekly zoom calls. The other students had advice that help to support me in my own classroom and with my course work. She was a great mentor.
- During internship, we were broken up into smaller groups which allowed us to have more one-on-one and small group sessions with a professor to help us in our classrooms. They mentored and tried to help us succeed. They were always willing to answer a phone call or email whenever we needed help or just some encouragement.
- The support received was helpful. I learned how to plan instruction, deliver instruction, and assess instruction. The weekly zooms allowed for time to ask questions and communicate with my peers. My advisor was helpful and attentive to my questions and needs.
- My professors were always available to guide and support me through this journey. Whether through email or zoom I received quick feedback about any questions or concerns I had. Mrs. Farley, Dr. Stewart, Dr. Paula Rose-Greer, Dr. Christians and I can go on are all wonderful professors. They are encouraging but also expect you to put your best effort into the program. This has been a wonderful experience and I have recommend the ASU program to two paraprofessionals that have their Bachelor's Degrees and want to become licensed teachers.
- Direct access to university supervisor and other professors knowledgeable in the field.
- Mentoring from my clinical supervisor and veteran teachers in my content area.
- I had a wonderful University Supervisor (Dr. Christian) who made herself available to help with any questions or concerns that I had throughout my internship. Mrs. Echols was also very helpful in making sure that I had all of the documentation needed throughout the entire internship.
- I was provided with advising to navigate the enrollment processes.
- Advising, zoom meetings, and mentoring
- Dr. Farley was my mentor and was great at answering questions, finding resources, and providing feedback.
- Support mechanisms received to assist with meeting program expectations while enrolled in the Arkansas State EPP included communication with professors, emails with TAs, and collaboration with other colleagues in the same program. I also could communicate via zoom with my professor and other colleagues.
- Advising and mentoring
- Meetings and Mentoring really assisted me with meeting the program expectations. If I had a questions I had various resources to assist me with my query and I felt supported.
- Dr. Stewart was great at advising, meetings, and mentoring
- Weekly class meetings
- During my Internship I work closely with my Clinical Supervisor and University Supervisor to learn strategies to assist me with teaching. I also received an ample amount of feedback to help with my professional and personal development as a teacher.
- I received mentoring during my internship to assist me. We also had weekly meetings to discuss how everything was going and to discuss our work.
- I received support through advising and feedback that allowed me to reflect and learn, helping me meet program expectations while enrolled.
- I received help from my mentor, advisor, and multiple seasoned teachers to help with furthering my knowledge in this field.
- weekly zoom meetings- helped check in and get immediate feedback on questions
- advising and meetings

- The support mechanisms I received to assist with meeting the program expectations were having a mentor who was very supportive, helpful, and encouraging. I had support from meetings with my program director anytime I had a question regarding the university expectations. I had support from other students within the program that was able to advise me in certain situations for assignments, tests, or other expectations.

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

- 1. How has the Educator Preparation Program prepared you to meet the needs of diverse learners? The Educator Preparation Program at Arkansas State University has equipped me with the knowledge and skills to effectively teach diverse learners by emphasizing culturally responsive pedagogy, differentiation strategies, and inclusive classroom practices. Through coursework, field experiences, and mentoring, I have learned how to adapt instruction to accommodate varied learning styles, abilities, and backgrounds, ensuring all students have equitable access to high-quality education.
- 2. In what ways has the program helped you grow professionally? The program has fostered my professional growth by developing my ability to reflect on practice, set professional goals, and uphold high ethical standards. Regular feedback from faculty and mentors, along with opportunities to collaborate in professional learning communities, has strengthened my instructional skills and deepened my understanding of the teaching profession. I feel confident and prepared to enter the classroom as a knowledgeable, ethical, and reflective educator.
- Domain 1: The EPP prepared me to demonstrate knowledge, skills and dispositions in planning and preparation.
- Domain 2 - The EPP prepared me to demonstrate knowledge, skills and dispositions in managing the classroom environment.
- Using assessments in instruction and keeping accurate records.
- I believe the professors are very knowledgeable about the content and the curriculum has plenty of real life applications.
- I feel the reading classes prepared me for my role as an educator and the foundations of reading test. I enjoyed planning out a classroom and classroom management opportunities.
- 1. Making sure we all have mentors to help us along the way
- 2. Really grading the work and making us do more than we thought we needed.
- The first key strength for ASU's MAT SpEd EPP is most of the professors are current or former special education professionals. They have been teachers themselves and worked their way through administration and various roles to now being teachers to bring along the next generation of teachers. A second key strength is the professors are not just locals to Arkansas. They are spread throughout the US, the same as the students in the program. So the questions, information, and experience provided is relatable to a wide range of people.
- Domain 2: Classroom Environment creating that culture of learning and developing rapport with my students.
- Domain 3: Reflecting on my Teaching helped me become more professional in the classroom and within my lesson.
- Strong school partnerships and teaching researched based practices
- All of the instructors were available for guidance through out the semesters. During the Zoom meetings the instructors would go over the expectations of the following lessons.
- Providing written feedback on all assignments that were submitted was a big help in the learning process. Throughout the course-work, I appreciated the instructors who provided instruction during our zoom meetings.
- Frequent feedback and flexibility
- I appreciated all the access to information online, and the availability of most professors to meet and work online and mentor us through zoom meetings.

- The EPP prepared me to reflect on my teaching to gain a better understanding of my students as well as to engage students in learning while assessing them throughout my instruction.
- all areas
- Meetings was the was the biggest strength and then depending on the professor or the class, advising would be the second strength.
- Engaging Learning Environment Collaboration
- Now that I have experience in the classroom, I am so grateful for the amount of time and preparation we had when discussing laws and regulations within special education. I appreciated the experience we had throughout the program completing different case studies to gain exposure to different abilities of our students and how to differentiate and plan for our students. I also loved the SPED Academy class the most. I gained so much insight on setting up a successful classroom and implemented many of the strategies we learned in that class, despite it being so early in the program. Most of the instructors were incredible and wanted to see the students through their success. You could tell there were many professors who truly believed we could make a change in the world of special education.
- I enjoyed Dr. Farley's support through out the internship. She was a great teacher and very supportive from Sped Academy to the internship, she made me feel like I mattered and that I was going to be a great teacher. I enjoyed the weekly zoom calls. Having a group of students going through the same coursework while teaching was extremely helpful. We all still have a group chat that allows us to ask questions to help our current students.
- Two instructional strengths were by using zoom they allowed us to have question time and could answer any question we have, and they gave us examples of some assignments that way we had a guide to follow.
- Communication
- I love that the professors in this program are experienced special education teachers. They gave knowledge based on their experiences and could relate to what we as special education teachers would be seeing in our classrooms. I also enjoyed that the professors provided examples of what work should like and provided positive feedback even it was something that needed correction.
- Preparation on instructional practices and teaching students with exceptionalities. Supporting while being teach of record and helping problem solve through content learned
- My instructors almost always respond quickly to communications regarding assignments and instruction. The required coursework ensured that I understood the material being taught.
- Domain 1: Planning and Preparation The EPP made a priority to focus on the importance of planning and preparation. Planning and preparation drive student learning and success. Domain 4: Professional Responsibilities The EPP prioritized professionalism and our responsibilities as educators.
- The EPP's model requiring students to complete an internship is a strength along with the modules of requiring response from other students
- Communication and informational
- Each area of EdTPA was broken down. Mentors were always available.
- The literacy classes were both very educational and informational. Prior to this program, I did not know the Science of Reading, let alone how to teach someone else how to read. These course laid a solid foundation to learn and pass my Pearson Foundation of Read test, along with studying. The culmination of my district adopting UFLI this year has allowed me to see the big picture of how to teach a student with exceptionalities grow in their ability to read. The Autism Class was another strong class offered to teachers. It was said in the course that learning strategies that help students with AU are strategies that can actually help everyone. Even though I took the AU course earlier in my schooling, the principals proved to be true over and over again as I gained more knowledge and experience. Dr. Farley also made this class amazing because her passion was obvious and contagious.

- Some of the professors were great and cared about their work.
- The instructors are very knowledgeable and take the time to answer any questions. The program is able to be utilized while working in the school system and is very systematic in the approach on building knowledge to teach special education students.
- 1. great professors2. good curriculum
- My teachers were always available to me and the course work was easy to work with.
- I would say that my strongest domains would be knowledge of my students which helped me drive instruction and also planning and preparation.
- Domain 1 Planning and Preparations and Domain 2 Classroom Environment. Both domains were very well taught and easy to understand.
- I am satisfied with everything.
- Planning and Instruction
- Environment
- prompt communication
- Organization
- Knowing my students and being able to work with them on their individual levels, I am able to modify tests to get the best accuracy for my students.
- Focusing on student-based and researched based planning instructions are curricular/instructional strengths of the Arkansas State University Educator Preparation Program.

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

- 1. What challenges did you face during your time in the Educator Preparation Program, and how did you overcome them? One of the main challenges I faced was balancing coursework with the demands of field experiences and personal responsibilities. Time management became crucial, and I overcame this by creating structured weekly plans, setting realistic goals, and communicating regularly with professors and mentors for support. Their flexibility and encouragement made a significant difference in helping me stay on track.2. How has your experience in the program influenced your teaching philosophy? The program helped shape my teaching philosophy by emphasizing student-centered learning, reflective practice, and a commitment to equity. I've learned that effective teaching goes beyond content delivery it involves building relationships, fostering a positive classroom climate, and continuously adapting to meet students needs. As a result, I view teaching as both an academic and human endeavor rooted in empathy, growth, and lifelong learning.
- Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction.
- Flexibility and responsiveness and reflecting on teaching.
- The switch from blackboard to canvas threw me for a loop and the work load could be spread out better.
- Learning how to differentiate and scaffold instructions was an area of growth I enjoyed. Collaborating and reflecting on lesson plans was an area I felt a lot of growth in the program.
- I do not feel as though there are needs for growth
- Many of the students in my group were already teacher's of record. Undertaking this internship in one semester along with being a teacher full-time was a very stressful task. I believe focus more on reality of day to day and less on proving we can format a paper. Most of our feedback was based on if the paper was formatted correctly and not so much the content within.

- Domain 1: Planning of Preparation
- Domain 1: Design Student Assessments
- I believe that there could be more instruction in science of reading and then also how to integrate technology into your instruction
- The internship appears to be the most challenging because of all of the details in this class to include the path of files to be saved.
- Providing more instruction throughout the course work. Understandably, timelines are important to adhere to when classes are so short but allowing grace was vital to my success.
- Instruction and support with organizing classroom and creating assessments
- Some of the professors would benefit the students more by actually teaching or discussing with the students during zoom meetings. Or giving the time for open discussion during zoom meetings. Most professors were ok at this but some just wanted to read out of the book to us, we had the books and didn't need to be read to, we needed the opportunity to talk and discuss.
- Areas for growth in the EPP would be to prepare me for flexibility and responsiveness as well as managing classroom procedures.
- There could be more growth in advising, and mentoring. It did not always seem like professors or AA's wanted to give their time for feedback or help.
- Make the program more user friendly. an example would be to chunk information into smaller amounts to make retaining the information easier.
- I would have appreciated going deeper into due process and IEP meetings. Some of the Instructional aides made the classes dreadful. They were inconsistent with the instructor and did not contribute to the success of their students but rather made us feel inadequate and undervalued.
- I feel like an area of growth would be to provide an example of the edTPA before we started it. After task 2 was completed, I finally understood what we needed to complete. It would have helped to have an example before starting it.
- I think some areas of growth would be to check in more often or to give longer time on assignments that require more than a week to do.
- Easier ways to submit assignments and see grades.
- I really wouldn't change anything about the program. During the internship when students have to do the edTPA, it would be nice to see completed examples of each part of the edTPA. I'm a visual learner and seeing what the edTPA needed to look like instead of just reading file names, and instructions would have helped me.
- It would have been helpful to receive instruction on SPED paperwork and walked through how to properly write an IEP. Learning due process
- More relevant assignments (some assignments are not applicable to actual everyday teaching in the real-world). Do not offer the PBIS course over the summer semester. I had a great deal of trouble finding an IEP student to work with in-person during the summer semester while school is not in session, which is a requirement of the course.
- Domain 3: Instruction Domain 2: Classroom Environment
- The content delivery model through Canvas could be improved. The communication between the educators and students needs some reinforcement.
- planning and teaching methods
- Less busy work, more practical application

- Organization: teachers and the TAs should be on the same page, including how things are graded. Also, teachers in the internship seemed to grade differently even though we were all covering the same content. Grading: teachers and TA seem to grade subjectively. I resented when a TA would mark me down for a APA mistake but not consider the work that was completed (especially when work went above and beyond what was required - for example, relying to a peer's post. I would respond to multiple peers but if I made a mistake on one of my replies, that would impact my contribution).
- Some of the professors were not great and courses had not been updated (references to dates in the past, previous LMS, etc.)
- The edTPA can be overwhelming while teaching during the internship. More focus or breaking it apart would be helpful. More focus on the IEP and the legalities would be helpful. Navigating SEAS.
- can't think of any
- Better organizing on documents and more flexibility on class zooms.
- I believe i still need to grow in my pedagogy of content and assessment techniques.
- Domain 3: The EPP prepared me to use assessment in instruction and Domain 3: The EPP prepared me to demonstrate knowledge, skills and dispositions in effective instruction. I just do not feel as prepared or confident in these two areas than I do in the other domains.
- At this time, I do not have anything to suggest. I was always guided and provided with the information needed to reflect and learn while taking the classes necessary for the MAT Special Education degree.
- Classroom Environment
- Professional Responsibilities
- could use different courses to help prepare for extreme behaviors and writing IEP's
- collaboration with others when it comes to inclusion with my students.
- Managing behaviors and techniques are areas of growth of the Arkansas State University Educator Preparation Program.

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

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY

Agriculture Education

Year of Student Exit: 2024-2025

N = 199 n = 3

		Grd Mean	Mean
Domain I	Planning and Preparation		
1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.		3.31	3.00
2. The EPP prepared me to demonstrate knowledge of students.		3.27	2.67
3. The EPP prepared me to set instructional outcomes.		3.27	3.33
4. The EPP prepared me to demonstrate knowledge of resources.		3.23	3.67
5. The EPP prepared me to design coherent instruction.		3.20	3.33
6. The EPP prepared me to design student assessment.		3.26	3.33
7. Domain 1: The EPP prepared me to demonstrate knowledge		3.25	3.33
Domain II	Classroom Environment		
8. The EPP prepared me to create an environment of respect and rapport.		3.41	3.67
9. The EPP prepared me to establish a culture for learning.		3.42	3.67
10. The EPP prepared me to manage classroom procedures.		3.16	3.67
11. The EPP prepared me to manage student behavior.		2.91	3.33
12. The EPP prepared me to organize physical space.		3.16	3.67
13. Domain 2: The EPP prepared me to demonstrate knowledge		3.24	3.67
Domain III	Instruction		
14. The EPP prepared me to communicate effectively with students.		3.26	3.33
15. The EPP prepared me to use questioning and discussion techniques.		3.29	3.67
16. The EPP prepared me to engage students in learning.		3.31	3.33
17. The EPP prepared me to use assessment in instruction.		3.27	3.33
18. The EPP prepared me to demonstrate flexibility and responsiveness.		3.34	3.67
19. Domain 3: The EPP prepared me to demonstrate knowledge		3.25	3.33
Domain IV	Professional Responsibilities		
20. The EPP prepared me to reflect on teaching.		3.43	3.00
21. The EPP prepared me to maintain accurate records		3.17	3.33
22. The EPP prepared me to communicate with families.		2.99	2.67
23. The EPP prepared me to participate in a professional learning community.		3.24	3.00
24. The EPP prepared me to grow and develop professionally.		3.34	3.67
25. The EPP prepared me to show and demonstrate professionalism.		3.40	3.67
26. Domain 4: The EPP prepared me to demonstrate knowledge		3.35	3.67
27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.		3.34	3.67
28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.		3.33	3.67

Major: Agriculture Education

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

- My advisor did an amazing job ensuring my readiness. The College of Education, on the other hand, has factored into that very little. Dr. Crutchfield has been an amazing mentor and advisor that has pushed us to our limits in order for us to be great.
- I had regular check-ins with my academic advisor and mentor teacher
- Advising meetings were the biggest support mechanisms used to help me meet program expectations.

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

- Dr. Crutchfield's shop and methods classes have made a tremendous mark on my journey of being an agricultural educator. These classes have required non-stop learning. They truly shape you into the educator you should be.
- Professional Responsibilities and Classroom Environment
- Planning and preparation and professional responsibilities

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

- I do not feel that Educational Psychology or Intro to Secondary Education benefitted me in anyway. I also do not feel that the use of LiveText or requiring students who cannot work pay over \$152 extra is a necessary action.
- Planning and Preparation, and Instruction
- Instruction and classroom environment

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

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY

Music—Instrumental

Year of Student Exit: 2024-2025

N = 199 n = 10

		Grd Mean	Mean
Domain I	Planning and Preparation		
1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.		3.31	3.20
2. The EPP prepared me to demonstrate knowledge of students.		3.27	2.90
3. The EPP prepared me to set instructional outcomes.		3.27	3.40
4. The EPP prepared me to demonstrate knowledge of resources.		3.23	3.10
5. The EPP prepared me to design coherent instruction.		3.20	2.90
6. The EPP prepared me to design student assessment.		3.26	3.20
7. Domain 1: The EPP prepared me to demonstrate knowledge		3.25	3.20
Domain II	Classroom Environment		
8. The EPP prepared me to create an environment of respect and rapport.		3.41	2.90
9. The EPP prepared me to establish a culture for learning.		3.42	3.20
10. The EPP prepared me to manage classroom procedures.		3.16	2.80
11. The EPP prepared me to manage student behavior.		2.91	2.00
12. The EPP prepared me to organize physical space.		3.16	3.30
13. Domain 2: The EPP prepared me to demonstrate knowledge		3.24	3.20
Domain III	Instruction		
14. The EPP prepared me to communicate effectively with students.		3.26	3.10
15. The EPP prepared me to use questioning and discussion techniques.		3.29	3.30
16. The EPP prepared me to engage students in learning.		3.31	2.80
17. The EPP prepared me to use assessment in instruction.		3.27	2.90
18. The EPP prepared me to demonstrate flexibility and responsiveness.		3.34	3.30
19. Domain 3: The EPP prepared me to demonstrate knowledge		3.25	3.10
Domain IV	Professional Responsibilities		
20. The EPP prepared me to reflect on teaching.		3.43	3.50
21. The EPP prepared me to maintain accurate records		3.17	3.10
22. The EPP prepared me to communicate with families.		2.99	2.50
23. The EPP prepared me to participate in a professional learning community.		3.24	3.10
24. The EPP prepared me to grow and develop professionally.		3.34	3.22
25. The EPP prepared me to show and demonstrate professionalism.		3.40	3.30
26. Domain 4: The EPP prepared me to demonstrate knowledge		3.35	3.30
27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.		3.34	3.50
28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.		3.33	3.20

Major: Music—Instrumental

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

- I got help in the form of advising and weekly meeting with my advisor to make sure I had the necessary tools to teach effectively.
- I maintained contact with professors who guided me and answered any questions about anything. I watched and learned a lot at various masterclasses and clinics to help me dive deeper into the field of education.
- There were not shortages of mentoring that you could receive from the the department. If you were to reach out then there was always someone willing to help and allow you to succeed.
- The Advising in the music department is extremely good, with most of us having multiple advisors to help and check our progress so far.
- I did not receive much support outside of required education courses when pertaining to Astate education programs. The professors in my majors subject were helpful, but not as much with the overall education program.
- Every professor I've had were open to have a meeting to discuss material in the class that I was having trouble understanding.
- Advising and feedback from observations received assisted me with meeting program expectations.
- I received emails and had meetings to keep me up to date on what I needed to do to be successful in the program.
- I had advising meetings with my university supervisors to keep me on track with my degrees and make sure I graduate on time. I had no remediation in my degree. I thoroughly enjoyed the mentoring I received in my capstone internship placement at Jonesboro High School and Jonesboro Kindergarten Center. Both mentor teachers were great and very knowledgeable in both areas of music teaching. My supervisor for my capstone internship, Dr. Andrew Bohn, was also very knowledgeable and observant of what I could improve on and what I was doing well.
- During the first half of my degree, it was identified by my professors that I had no professionalism whatsoever, and for the next half of my semester, every day little by little they had me practice it.

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

- I feel that the EPP prepared me for the paperwork in terms of lesson planning and help me expand on assessing students and how that can vary in different age groups and classrooms.
- I believe that A-state did a great job about conveying the importance of connecting with your students and engaging them with effective demonstrations and modeling. A-state also did well at making sure we reflected on our learning and analyzing our mistakes so we could do better in the future.
- Arkansas State has a very strong foundation of teachers that are very proficient in their fields. They are understanding of to-days classrooms and are constantly adjusting instruction to properly assist with everyday occurrences.
- I think the content knowledge prep is very strong, and I think the idea of continuing to professionally develop yourself as you continue to teach is strong.
- Domain 1 and 4 were consistently strong, especially on the clerical, professional side of things.
- Giving us as students a chance to have practice teaching. Also another strength is how the program takes feedback and makes positive changes for the future of the program to help better prepare the future teachers.

- Two strengths are planning and professional responsibilities overall for the EPP.
- I felt confident in demonstrating knowledge, skills and dispositions in effective instruction. I also felt confident with demonstrating knowledge of content and pedagogy.
- The educator preparation program does a great job in both advising and mentoring. My university advisor, Dr. Elissa Kana, was very knowledgeable on what I needed to do to complete my degree and stay on track to graduate in four years. She was also very flexible and understanding with my honors requirements to graduate. The mentoring was also great in my capstone internship with my internship supervisor and both my mentor teachers.
- Good staff. Holds students to high standards

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

- I don't feel that we discussed actually working with the students much at all. I mean this in terms of how to manage behavior, maintain engagement, and communicating effectively with the students or their families. Behavior in a core classroom such as reading or science is not going to be managed the same as it is in a music room, where most students want to be there.
- A-state needs to make sure that professionalism is an utmost priority because some manage to graduate while not being completely ready to handle the professional life of a teacher.
- There are times that, for my degree, there was less instruction than that of another degree. Music is very particular and I would love to see more defined classes for the music education classroom and degree program.
- I think prep for classroom management is not that good, and I was quite surprised by how to actually manage classrooms.
- I also think prep for building rapport was not too great, but I think that might be something that comes with time.
- Domains 2 and 3 were the weakest, especially pertaining to how to successfully manage a classroom, and how to actually teach.
- Working on classroom management and providing various ways of managing a classroom with different scenarios. Also encouraging the teacher candidates to ask the students in the classrooms questions.
- Two areas for growth are classroom management and culture for learning. Culture for learning can't really be taught exactly, but learning how to develop it would be helpful.
- Classroom management and building rapport are two areas that could use growth.
- In remediation, I saw no alternate options for remediation in my degree. It was only the way the program wanted me to be placed or was not very understanding to other students in my degree plan on where they should be placed for internship in both field II and capstone internship. Also, meetings with the staff from the program were far and in-between. There were almost never any one-on-one meetings and all the information we were given was base level to make sure we graduate or not applicable to music education.
- So much unnecessary mandatory side activities, I feel my time would be so much better spent being taught more about classroom management, or being sent out to schools to observe more than I did

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

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY

English

Year of Student Exit: 2024-2025

N = 199 n = 4

		Grd Mean	Mean
Domain I	Planning and Preparation		
1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.		3.31	3.25
2. The EPP prepared me to demonstrate knowledge of students.		3.27	3.25
3. The EPP prepared me to set instructional outcomes.		3.27	3.50
4. The EPP prepared me to demonstrate knowledge of resources.		3.23	3.50
5. The EPP prepared me to design coherent instruction.		3.20	3.25
6. The EPP prepared me to design student assessment.		3.26	3.25
7. Domain 1: The EPP prepared me to demonstrate knowledge		3.25	3.50
Domain II	Classroom Environment		
8. The EPP prepared me to create an environment of respect and rapport.		3.41	3.25
9. The EPP prepared me to establish a culture for learning.		3.42	3.25
10. The EPP prepared me to manage classroom procedures.		3.16	3.25
11. The EPP prepared me to manage student behavior.		2.91	3.00
12. The EPP prepared me to organize physical space.		3.16	3.25
13. Domain 2: The EPP prepared me to demonstrate knowledge		3.24	3.25
Domain III	Instruction		
14. The EPP prepared me to communicate effectively with students.		3.26	3.25
15. The EPP prepared me to use questioning and discussion techniques.		3.29	3.50
16. The EPP prepared me to engage students in learning.		3.31	3.50
17. The EPP prepared me to use assessment in instruction.		3.27	3.50
18. The EPP prepared me to demonstrate flexibility and responsiveness.		3.34	3.50
19. Domain 3: The EPP prepared me to demonstrate knowledge		3.25	3.50
Domain IV	Professional Responsibilities		
20. The EPP prepared me to reflect on teaching.		3.43	3.25
21. The EPP prepared me to maintain accurate records		3.17	3.25
22. The EPP prepared me to communicate with families.		2.99	3.00
23. The EPP prepared me to participate in a professional learning community.		3.24	3.25
24. The EPP prepared me to grow and develop professionally.		3.34	3.50
25. The EPP prepared me to show and demonstrate professionalism.		3.40	3.25
26. Domain 4: The EPP prepared me to demonstrate knowledge		3.35	3.25
27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.		3.34	3.50
28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.		3.33	3.25

Major: English

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

- Dr. Robert Lamm has been a wonderful advisor, professor and university supervisor. I could not have had a better source of support.
- Frequent observations conducted by mentor professor.
- Arkansas State University Educator Preparation Program used a variety of support mechanisms, such as advising, meetings, and mentoring, to assist in meeting program expectations. My University Advisor consistently helped and pointed me in the best direction during my pursuit of an educational career. The program also held several meetings to support me and provided me with wonderful mentor teachers to guide my educational experience.
- I received excellent advising from my mentor teacher and also had the opportunity to sit in on meetings, which was beneficial for me.

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

- Domain 1 and domain 3
- Content knowledge and instructional methods.
- One strength domain was giving me the content knowledge and pedagogy to be successful for my subject. Another area was instructional design.
- The advising and mentoring was a strength.

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

- I feel that the Arkansas State University Educator Preparation Program has strengths in all four domains. There could be some areas of growth in domains 2 and 4.
- Classroom management and communication with families.
- One major area of growth, that is probably typical in Educator Preparation Programs, is classroom management. Arkansas State University's Educator Preparation Program could invest in more classes to address classroom management. When asked in an interview how I would handle a situation in the classroom, it was hard to answer because I have had little experience or foundational education in the various scenarios. Another area of growth is also a strength. Instructional design could continue to grow, just like all educators should continue to grow their instructional designs.
- Experience with remediation could be improved as well as experience communicating with families.

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

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY

Physical Education/Health

Year of Student Exit: 2024-2025

N = 199 n = 14

		Grd Mean	Mean
Domain I	Planning and Preparation		
1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.		3.31	3.64
2. The EPP prepared me to demonstrate knowledge of students.		3.27	3.43
3. The EPP prepared me to set instructional outcomes.		3.27	3.64
4. The EPP prepared me to demonstrate knowledge of resources.		3.23	3.57
5. The EPP prepared me to design coherent instruction.		3.20	3.64
6. The EPP prepared me to design student assessment.		3.26	3.43
7. Domain 1: The EPP prepared me to demonstrate knowledge		3.25	3.64
Domain II	Classroom Environment		
8. The EPP prepared me to create an environment of respect and rapport.		3.41	3.64
9. The EPP prepared me to establish a culture for learning.		3.42	3.64
10. The EPP prepared me to manage classroom procedures.		3.16	3.64
11. The EPP prepared me to manage student behavior.		2.91	3.43
12. The EPP prepared me to organize physical space.		3.16	3.79
13. Domain 2: The EPP prepared me to demonstrate knowledge		3.24	3.79
Domain III	Instruction		
14. The EPP prepared me to communicate effectively with students.		3.26	3.71
15. The EPP prepared me to use questioning and discussion techniques.		3.29	3.36
16. The EPP prepared me to engage students in learning.		3.31	3.64
17. The EPP prepared me to use assessment in instruction.		3.27	3.64
18. The EPP prepared me to demonstrate flexibility and responsiveness.		3.34	3.79
19. Domain 3: The EPP prepared me to demonstrate knowledge		3.25	3.64
Domain IV	Professional Responsibilities		
20. The EPP prepared me to reflect on teaching.		3.43	3.71
21. The EPP prepared me to maintain accurate records		3.17	3.50
22. The EPP prepared me to communicate with families.		2.99	3.50
23. The EPP prepared me to participate in a professional learning community.		3.24	3.57
24. The EPP prepared me to grow and develop professionally.		3.34	3.64
25. The EPP prepared me to show and demonstrate professionalism.		3.40	3.64
26. Domain 4: The EPP prepared me to demonstrate knowledge		3.35	3.57
27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.		3.34	3.71
28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.		3.33	3.71

Major: Physical Education/Health

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

- Mentoring, students should be told about what to expect when they are teaching and work on those skills to ensure they are prepared.
- My advisor Dr. Hilson was always extremely helpful to me no matter what the situation was, and got me where I needed to be to the standard.
- The mentoring I received from the professors in my licensure area were great supports and assist for me. I would not have been able to meet the expectations of the program if it were not for the support and mentoring of those professors.
- My advisor helped me all throughout the process. I had multiple advising meetings with Dr. Dean each semester to keep me on the right track.
- We had a meeting prior to our internship in which they helped prepare us with information we would need like skills to handle classroom management and even going over TESS and how to self reflect as a teacher.
- Everything was great!
- The support mechanisms that were received to assist with the expectations were great. We had several teacher/advisors who were always in contact and making sure we were doing good. We also had several meetings to prepare us for what they expected.
- The meetings were very informative and gave me lots of information to which I could complete my Education degree and get my teaching license.
- Advisement and meetings throughout the internship were beneficial for performance.
- My advisor was available for help at any time. She assisted in preparing me for the edTPA and answered any questions I had.
- The advisors answered any questions I had and were good mentors during my time at astate.
- I had several opportunities for meetings and advisement not only with my major's professors but also all involved in the education building. They always answered my questions in a timely manner and with helpful detail.
- Advising meetings and mentoring from my professors assisted me with meeting program expectations.

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

- Planning and Preparation
- Classroom Management
- Instruction
- Understanding of Domains and preparing teachers with content knowledge.
- A strength would be that the educator prep program really does a great job of teaching us how to deal with sticky situations when it comes to discipline of students as well as how to navigate tough situations when they arrive. The program has taught us how to be mindful of the students as well as treat everyone equally.
- I feel that my classes helped me with setting up space in a gym or outside as well as class room management techniques.

- Preparation and Planning
- Instruction
- Everything was great !
- Planning and preparation
- Instruction
- The Arkansas State University Educator Preparation Program prepared me the most in domain 1. Through instructing me on the pedagogy of Physical Education, I became well-equipped to teach today's students every essential of the topic at hand.
- The PEP adequately prepared me for internship and actively teaching in the classroom.
- The program did a great job of teaching me my content area (what I was actually going to teach).
- Field experience, My professors were very knowledgeable and prepared me well.
- Domain 2 and Domain 4 are probably the strengths of the program.
- Two strengths is that the EPP helped me establish a culture of learning and taught me how to manage classroom procedures from Domain 2.

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

- Professional Responsibilities
- Advising.
- classroom environment and assessments maybe.
- An area for growth may be to try to include situations for all areas of licensure. Being a physical education major I feel we do not get the chance to be represented as well since we are outside of a normal classroom setting.
- For PE I felt there was a lack of assessment opportunities that factor into real life scenarios, and keeping records was not something heavily pressed on.
- Classroom Environment
- Professional Responsibilities
- Everything was great!
- Classroom Environment
- Professional Responsibilities
- I feel like the EPP could improve on Domain 2, which was classroom management. I struggled slightly with time management, but that sort of thing just naturally happens with experience.
- Communication during internship, I relied heavily on fellow classmates but there were often times of confusion and uncertainty among us.
- The program could do a better job at communicating with student teachers before the internship such as what is expected. The program could also provide more opportunities for us to teach before going into the internship.

- the performance based instructional design professor was not as helpful as all other professors I had. I feel as if that class is extremely important and students would benefit from having a different professor. I feel as though the curriculum could use some work, a few classes felt unnecessary.
- Domain 1 and 3 need the most growth not because they are bad or struggling but because 2 and 4 were my chosen strengths of the program.
- Two instructional areas of growth could be preparing more how to communicate with families and participating in a professional learning community from Domain 4.

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

ASSESSMENT OF PROGRAM PREPARATION - ARKANSAS STATE UNIVERSITY

Social Sciences (History)

Year of Student Exit: 2024-2025

N = 199 n = 8

		Grd Mean	Mean
Domain I	Planning and Preparation		
1. The Educator Preparation Program (EPP) prepared me to demonstrate knowledge of content and pedagogy.		3.31	3.13
2. The EPP prepared me to demonstrate knowledge of students.		3.27	3.13
3. The EPP prepared me to set instructional outcomes.		3.27	3.13
4. The EPP prepared me to demonstrate knowledge of resources.		3.23	3.13
5. The EPP prepared me to design coherent instruction.		3.20	3.13
6. The EPP prepared me to design student assessment.		3.26	3.13
7. Domain 1: The EPP prepared me to demonstrate knowledge		3.25	3.13
Domain II	Classroom Environment		
8. The EPP prepared me to create an environment of respect and rapport.		3.41	3.25
9. The EPP prepared me to establish a culture for learning.		3.42	3.43
10. The EPP prepared me to manage classroom procedures.		3.16	3.13
11. The EPP prepared me to manage student behavior.		2.91	3.13
12. The EPP prepared me to organize physical space.		3.16	3.13
13. Domain 2: The EPP prepared me to demonstrate knowledge		3.24	3.00
Domain III	Instruction		
14. The EPP prepared me to communicate effectively with students.		3.26	3.13
15. The EPP prepared me to use questioning and discussion techniques.		3.29	3.13
16. The EPP prepared me to engage students in learning.		3.31	3.13
17. The EPP prepared me to use assessment in instruction.		3.27	3.14
18. The EPP prepared me to demonstrate flexibility and responsiveness.		3.34	3.13
19. Domain 3: The EPP prepared me to demonstrate knowledge		3.25	3.13
Domain IV	Professional Responsibilities		
20. The EPP prepared me to reflect on teaching.		3.43	3.13
21. The EPP prepared me to maintain accurate records		3.17	3.13
22. The EPP prepared me to communicate with families.		2.99	3.00
23. The EPP prepared me to participate in a professional learning community.		3.24	3.13
24. The EPP prepared me to grow and develop professionally.		3.34	3.13
25. The EPP prepared me to show and demonstrate professionalism.		3.40	3.13
26. Domain 4: The EPP prepared me to demonstrate knowledge		3.35	3.13
27. General Perceptions: From my preparation I gained the ability to continually invest in professional and personal development to increase value to students and colleagues.		3.34	3.00
28. General Perceptions: From my preparation by Arkansas State University's Teacher Education Program, I gained the ability to teach in today's schools.		3.33	3.13

Major: Social Sciences (History)

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

- There were multiple advising meetings to help prepare me for the classroom.
- Advising meetings were the largest help for me when entering the program and it greatly helped me whenever I had difficulty in the classroom or was unsure of what to do. Peer BSE majors also helped majorly in that we could communicate about issues or ideas and it was a great way to relieve stress or get help.
- I have not had any support mechanisms in my time in the program.
- Every class I have taken for my major was great and a majority of the professors were efficient in helping me hone my skills as an educator.
- I received no support mechanisms through the Educator Preparation Program for meeting program expectations. As I was a Secondary Education Major it was as if I was separate from the Ed. Program. It was difficult to receive any kind of communication from anyone in the Education Department. When I could get anyone to answer any questions I had, they usually did not know the answer and referred me to someone else...who also did not know the answer. Being in Secondary, I was in the College of Liberal Arts and Communication and my Professors in there had to advocate for me a lot of the time, and they too had trouble getting any kind of answers or support. The entire time I was enrolled in the A-State Educator Program was a hassle. Every step of the way.
- I was able to be advised by my clinical supervisor during my internship on how to meet the expectations of becoming an educator.
- The mentoring by Dr. McNamee really helped me and my peers through the program, she was fantastic.
- My advisors were always willing to answer any questions whenever I needed them and were always ready to help when asked.

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

- Some of Arkansas State EPP strengths are their attention to advising students in order to prepare them for the classroom as well as having check-in meetings throughout the intern semester. This ensures that we as interns are set up for success.
- The ASU EPP Program massively prepares us for PLC's which I found really helpful since I got to participate in them this semester. The ASU Program also helps prepare us for assessment strategies which I also found really helpful in making my student's assessments this semester.
- The EPP prepared me to engage students in learning.
- The EPP prepared me to set instructional outcomes.
- Dr McNamee helped me out greatly with instructional responsibilities and Dr Gao was great in helping me with my professional responsibilities. The program really benefited from their inclusion.
- I can not think of any that were specifically helpful to me. While some of the professors had their strengths, most of them did not teach in a way that was geared toward real world applications of Secondary Education.
- Allowing students to be placed in several school systems. Training on ethics during Introduction to Secondary education.
- Showing us how to create assessments and giving us field experience opportunities where we could observe classroom management first hand.
- To be engaging and rigorous

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

- Overall, Arkansas State EPP could improve on being prepared to support students during these meetings. For example, being more prepared with answers to questions that interns have. Overall, staying organized is important and is something that could definitely improve.
- I think the EPP program could grow in teaching how to better student-teacher relationships and learn how to walk the fine line between discipline and rapport. I also think the program to better teach student teachers how to better engage students in the modern age.
- Creating an environment of respect and rapport.
- Building classroom management.
- Everything was great in my opinion.
- In the Education Department-Communicate with each other and make sure everyone that could receive or field any kind of questions pertaining toward anything to do with the Ed Program is on the same page. Also, do not exclude the Secondary educators just because they are primarily out of the ed building. For the meeting, separate the Elementary from secondary. Not everything that pertains to one pertains to the other and it gets confusing.
- Providing secondary students with more instructional resources and in depth lesson planning materials. Giving students a Praxis Prep class for better success.
- Two areas of growth are focusing on 504 and IEP and different lesson plan formats

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