

**Arkansas State University**

**College of Education and Behavioral Science**

**EPP Assessment Day**

**One-Year Data Reports for 2021-2022**



**November 2022**

**Name of Assessment: EDLDA**

**Year: Summer 2022**

**Standard #: Advanced Standard 2**

**Co-Chairs: Lamb-Milligan**

### **Disaggregated Data**

*What do you see?*

Small sample size of responses to the Dist. Level Superintendent EDLDA Results. Table rating 1-2 (Need Imp/Developing/Meets Expectations) across 15 questions.

### **Data Summary**

*What does your data say or seem to tell you?*

Initially, the data tells us that there has been some response to the District Level Superintendent EDLDA assessment. There is some variation in the answers, enough for a few items of interest. Overall the data is very limiting due to the small sample size.

*What patterns or trends are appearing?*

One trend is clear that there are several questions to which multiple NELP standards are aligned where employers have rated the candidates as developing.

*What do you think might explain these patterns?*

This could be due to lesser coverage of these standards in coursework, less emphasis of these standards across multiple courses, or perhaps due to adjunct vs. faculty level instruction.

*What are some areas of strength?*

The clear areas of strength are where 7 questions to which multiple NELP standards are aligned where they were rated as a mean of 2.0 (i.e., all candidates reflected in the data were rated as meeting expectations on those standards).

<i>Table 1</i>				
EDLDA Questions (aligned to NELP standards) of Greatest Strength				
Question/Standard	Needs Improvement	Developing	Meets Expectations	Mean
1. Confidence	0	0	6	2.0
2. Determination/ Perseverance NELP 2.1	0	0	6	2.0

4. Driven to Learn NELP 2.1	0	0	6	2.0
9. Positive Attitude	0	0	6	2.0
11. Integrity NELP 2.1	0	0	6	2.0
13. Possesses Professional Beliefs Commitment, and Work Ethic NELP 2.1, 7.3	0	0	6	2.0
14. Adaptable in Working with Staff and Stakeholders NELP 5.1, 5.2, 5.3	0	0	6	2.0

*What are some areas of concern?*

The primary areas of concern (i.e., two of six candidates reflected in the data were rated as developing on those standards)

<i>Table 2</i>				
EDLDA Questions (aligned to NELP standards) of Concern				
Question/Standard	Needs Improvement	Developing	Meets Expectations	Mean
2. Vision NELP 1.1	0	2	4	1.67
7. Relationship Skills NELP 2.3, 5.1, 5.2, 5.3	0	2	4	1.67
10. Effective Communication NELP 5.3	0	2	4	1.67
12. Creates a Positive Culture NELP 3.1, 7.2, 7.3	0	2	4	1.67

*What surprises you or jumps out at you?*

The standards rated lower appear to be much broader, dispositionally-related (as opposed to more specific pedagogical skills).

*What seems to "pop -out" from your data?*

These four questions/standards which were rated lower are the ones that jumped out immediately.

*What are possible causes or contributing factors?*

As noted above, this could be due to lesser coverage of these standards in coursework, less emphasis of these standards across multiple courses, or perhaps due to adjunct vs. faculty level instruction.

It is possible that, regarding question 12 “Creates a Positive Culture,” there may be additional external factors in the school environment impacting this (post-Covid, etc.).

### **Team SMART Goal and Action Steps**

*What is the goal/What are the goals to improve outcomes for this assessment across the EPP?*

The program area group responsible for this program should look at these four questions, and the NELP standards to which they are aligned, and trace them back to the courses/syllabi where that content is taught.

Additionally, the program area group responsible for this program should increase visibility and promotion of this particular assessment to increase the response rate and sample size.

Since this assessment is not a required assessment, it would be advisable to make this a required assessment with greater data oversight in order to ensure a greater response rate.

*What is “best practice” to achieve this goal?*

Area group work in PLC style to reflect and act upon the data.

*What steps do we need to take to achieve this goal?*

Allow the program area group responsible for this program time to address it.

### **Information to share with EPP in the debrief (*bulleted lists*)**

*Notable performance above expectations across EPP*

The seven questions rated at a 2.0 (i.e., candidates reflected in the data were rated as Meets Expectations on those standards), are the elements that seem to exceed EPP expectations.

*Notable performance below expectations across EPP*

Since there were no questions rated at a 0 (i.e., candidates reflected in the data were rated as Needs Improvement on those standards), it appears that based on this data that there is no evidence of performance below EPP expectations.

*Ways to prepare students to perform better/score higher*

As mentioned, the program area group responsible for this program should look at these four questions, and the NELP standards to which they are aligned, and trace them back to the courses/syllabi where that content is taught.

*Needs for faculty development to better support students*

As mentioned, area group work in PLC style to reflect and act upon the data.

*Area of greatest need to begin support immediately*

There is not necessarily an area to begin supporting immediately, since no candidates reflected in the data were rated as Needs Improvement on any of these standards.