



Measure 2 Employer Survey Data Arkansas DESE and WTEP Administered Surveys

Description:

The WTEP demonstrates that employers are satisfied with WTEP completers' preparation as relevant to their assigned responsibilities working with diverse P-12 students and their families through the use of the Employer Survey administered by the state of Arkansas and by the WTEP. **The Evidence 19 document presents artifacts related to the following elements of CAEP Standard R4:** details about how the WTEP measures satisfaction of employers (p.9), how the WTEP ensures that the survey elicits responses specific to CAEP Standard R1 (p.5), how the WTEP makes an effort to ensure that the data are representative of all programs (p.6), three cycles of state-administered survey data (p.2), one cycle of WTEP-administered survey data (p.3-4), and explanations of the most compelling evidence, conclusions, and interpretations of the data (p.7-8). The missing cycles of state data are due to low numbers of respondents that fall below the required n of 10 to receive state data. Employer survey data organized by the relevance to CAEP Standard R1 components is also provided as evidence that completers apply professional knowledge, skills, and dispositions that the WTEP preparation experience was designed to achieve (p. 10-12).

The Evidence 19 document presents artifacts related to the following elements of CAEP Standard R5: the sufficiency criteria for the employer survey (p.9), description of the sustainable process of obtaining completer satisfaction data (p.9) and three cycles of data (p.2, p.3-4), information about survey data quality (p.9, p. 5), external stakeholder involvement by AR-DESE (p.2, p.6, p.7-8), and review and use of survey data for program improvement (p.7-8). Additional connections to CAEP Standard R5 including continuous improvement are explained on p.6 and p. 7-8.

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Arkansas DESE Administered - Employer Survey Data - 3 Cycles of Data – 2017-2019 (CAEP R4.2)

Administered by Arkansas Department of Elementary and Secondary Education – **Arkansas only provides data for 10 or more responses, thus, 2018-2019 is combined data and no data are presented for 2020. The 2021 data have not been provided by the Arkansas State Department of Ed.**

State of Arkansas Employer Survey Results

Employers of **first-year teachers** complete a "Supervisor Survey" in the spring at the end of their first year of teaching. The purpose of the survey is to identify supervisor perceptions of how well the EPP prepared the novice teacher based on the four TESS "Framework for Teaching" Domains.

Instructions were as follows: "Please rate the following statements based on how well you felt your novice teacher was prepared by his/her EPP."

SCALE: 1 = INNEFFECTIVE 2 = PROGRESSING 3 = EFFECTIVE 4 = HIGHLY EFFECTIVE

WTEP Completers **Above** State Average

WTEP Completers **Below** State Average

TESS DOMAIN	Component	UNDERGRADUATE	Arkansas Average	GRADUATE &	Arkansas Average
		ONLY 2017 N=11	2017 N=494	UNDERGRADUATE 2018 - 2019 N=10	2019 N=457
1a	Knowledge of content & pedagogy	3.5	3.4	3.3	3
1b	Knowledge of students	3.6	3.3	3.3	3
1c	Instructional outcomes	3.2	3.2	3.2	3
1d	Knowledge of resources	3.5	3.3	3.1	3
1e	Coherent instruction	3.5	3.3	3	3
1f	Student assessments	3.1	3.2	3.1	2.8
2a	Environment of respect and rapport	3.6	3.4	3.1	3.2
2b	Culture for learning	3.5	3.4	3.1	3
2c	Managing classroom procedures	3.1	3.1	3.4	2.9
2d	Managing student behavior	3.1	3.1	3.3	2.8
2e	Organizing physical space	3.5	3.4	3.4	3.2
3a	Communicating with students	3.5	3.4	3.4	3
3b	Questioning & discussion techniques	3	3.1	3	2.8
3c	Engaging students in learning	3.3	3.2	3.1	3
3d	Using assessment in instruction	3.2	3.1	3	2.9
3e	Flexibility & responsiveness	3.4	3.3	3.4	3
4a	Reflecting on teaching	3	3.3	3.2	3
4b	Maintaining accurate records	3.5	3.4	3.4	3.1
4c	Communicating with families	3.1	3.2	3.2	3
4d	Participating in a professional community	3.3	3.4	3.3	3.2
4e	Growing & developing professionally	3.5	3.4	3.3	3.2
4f	Showing professionalism	3.7	3.5	3.6	3.3

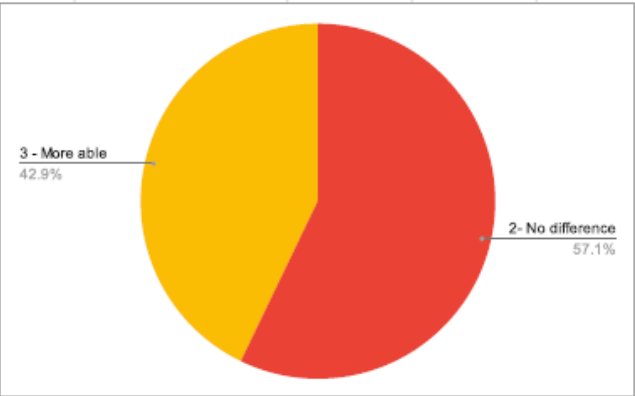
WTEP Administered – Employer Survey Data - 1 Cycle of Pilot Data – 2017-2020 (CAEP R4.2)

<h1>Employer of Novice Teacher Survey</h1>		
<i>This survey was sent and data compiled by the WTEP Office, separate from the report DESE generates.</i>		
Supervisors of Novice Teachers in Year 1, 2, or 3 of Teaching WTEP Completers		2020-2021
Please rate how well you believe Williams Baptist University prepared your novice teacher for the first day of school. This survey is based on the Teacher Excellence and Support System (TESS) components.		Percentage rated Effective or Highly Effective
Domain		N=7, 46% return rate
1a	Demonstrating Knowledge of Content and Pedagogy: Knowledge of content and the structure of the discipline, Knowledge of prerequisite relationships, and Knowledge of content-related pedagogy	86%
1b	Demonstrating Knowledge of Students: Knowledge of child and adolescent development, Knowledge of the learning process, Knowledge of students' skills, knowledge, and language proficiency, Knowledge of students' interests and cultural heritage	71%
1c	Setting Instructional Outcomes: Value, sequence, and alignment; Clarity; Balance; and Suitability for diverse learners	86%
1d	Demonstrating Knowledge of Resources: Resources for classroom use, Resources to extend content knowledge and pedagogy, and Resources for students	86%
1e	Designing Coherent Instruction: Learning activities, Instructional materials and resources, Instructional groups, and Lesson and unit structure	71%
1f	Designing Student Assessments: Congruence with instructional outcomes, Criteria and standards, Design of formative assessments, and Use for planning	57%
2a	Creating an Environment of Respect and Rapport: Teacher interaction with students, and Student interaction with other students	100%
2b	Establishing a Culture for Learning: Importance of the content, Expectations for learning and achievement, and Student pride in work	86%
2c	Managing Classroom Procedures: Management of instructional groups, Management of transitions, Management of 1 2 3 4 - materials and supplies, Performance of non- instructional duties, and Supervision of volunteers and paraprofessionals	86%
2d	Managing Student Behavior: Expectations, Monitoring of student behavior, and Response to student misbehavior	100%
2e	Organizing Physical Space: Safety and accessibility, and Arrangement of furniture and use of physical resources	100%

3a	Communicating with Students: Expectations for learning, Directions and procedures, Explanations of content, and Use of oral and written language	100%
3b	Using Questioning and Discussion Techniques: Quality of questions, Discussion techniques, and Student participation	86%
3c	Engaging Students in Learning: Activities and assignments, Grouping of students, Instructional materials and resources, and Structure and pacing	86%
3d	Using Assessment in Instruction: Assessment criteria, Monitoring of student learning, Feedback to students, and Student self assessment and monitoring of progress	71%
3e	Demonstrating Flexibility and Responsiveness: Lesson adjustment, Response to students, and Persistence	71%
4a	Reflecting on Teaching: Accuracy and Use in future teaching	71%
4b	Maintaining Accurate Records: Student completion of assignments, Student progress in learning, and Non- instructional records	86%
4c	Communicating with Families: Information about the instructional program, Information about individual students, and Engagement of families in the instructional program	57%
4d	Participating in a Professional Community: Relationships with colleagues, Involvement in a culture of professional inquiry, Service to the school, and Participation in school and district projects	86%
4e	Growing and Developing Professionally: Enhancement of content knowledge and pedagogical skill, 1 2 3 4 - Receptivity to feedback from colleagues, and Service to the profession	86%
4f	Showing Professionalism: Integrity and ethical conduct, Service to students, Advocacy, Decision making, and Compliance with school and district regulations	100%

The ability of Teachers who are graduates of the Williams Teacher Education Program compared to other teachers with comparable years of teaching experience.

1- Less able	0
2- No difference	4
3 - More able	3



How does the WTEP ensure that the survey instrument elicits responses that are aligned to the criteria in CAEP Standard R1 *Content and Pedagogical Knowledge*?

The WTEP ensures that the survey instrument used to assess employer satisfaction with the preparation of WTEP completers aligns to the criteria in CAEP Standard R1 through the use of an established crosswalk between the 4 Domains and 22 Components of the Danielson Framework and the InTASC standards. The table demonstrates the alignment of the survey prompts to both the InTASC and CAEP Standard R1 components. **As shown below, the surveys administered by Arkansas DESE and the WTEP elicit responses that are aligned to all InTASC standards and all CAEP Standard R1 components.**

TESS Domain 1	Planning and Preparation	InTASC Alignment	CAEP Alignment
1a	Demonstrating Knowledge of Content and Pedagogy	4	CAEP R1.2
1b	Demonstrating Knowledge of Students	1, 2, 7	CAEP R1.1, R1.3
1c	Setting Instructional Outcomes	1	CAEP R1.1
1d	Demonstrating Knowledge of Resources	1	CAEP R1.1
1e	Designing Coherent Instruction	1, 4, 7	CAEP R1.1, R1.2, R1.3
1f	Designing Student Assessments	6	CAEP R1.3
TESS Domain 2	The Classroom Environment	InTASC Alignment	CAEP Alignment
2a	Creating an environment of respect and rapport	3	CAEP R1.1
2b	Establishing a culture for learning	3	CAEP R1.1
2c	Managing classroom procedures	3	CAEP R1.1
2d	Managing student behavior	1, 2, 3	CAEP R1.1
2e	Organizing physical space	3	CAEP R1.1
TESS Domain 3	Instruction	InTASC Alignment	CAEP Alignment
3a	Communicating with students	5	CAEP R1.2
3b	Using questioning and discussion techniques	8	CAEP R1.3
3c	Engaging students in learning	1, 3, 4, 5, 8	CAEP R1.1, R1.2, R1.3
3d	Using assessment in instruction	6	CAEP R1.3
3e	Demonstrating flexibility and responsiveness	5	CAEP R1.2
TESS Domain 4	Professional Responsibilities	InTASC Alignment	CAEP Alignment
4a	Reflecting on Teaching	9	CAEP R1.4
4b	Maintaining Accurate Records	9	CAEP R1.4
4c	Communicating with Families	9, 10	CAEP R1.4
4d	Participating in a Professional Community	9, 10	CAEP R1.4
4e	Growing and Developing Professionally	9	CAEP R1.4
4f	Showing Professionalism	9, 10	CAEP R1.4

Source: Established [crosswalk](#) to the [InTASC Standards](#) (2013).

WTEP efforts to ensure all of programs are included within the data cycles – (representative data) CAEP R5.2

State of Arkansas Administered Survey Data (stakeholder involvement R5.3)

The state of Arkansas invites **employers of first-year teachers in Arkansas** school districts to complete the Employer Survey ([link to data](#)). The survey is voluntary, and the WTEP is provided with the results of the survey in aggregate for employers of WTEP completers with a comparison to statewide results for each domain and component of TESS. The state does not disaggregate these data by program. Another challenge for the WTEP is that the state does not provide these data unless ten employers submit the voluntary survey. Thus, there have been data cycles in which the WTEP receives no results of the survey including 2020 and years that had to be combined to reach the required 10 respondents including 2018-2019. Also noteworthy, as shown in the data linked above, in the 2018 -2019 data cycles, the WTEP would not have received results without combining the two years and the graduate and undergraduate employer responses. The challenges described above resulted in the WTEP administering the same survey to employers of completers beginning in spring 2021.

WTEP Administered Survey Data (Continuous Improvement R5.4)

To address the challenges with the data from the state of Arkansas named above, the WTEP administered the same survey to employers of completers in spring 2021. Employers of completers from 2018-2020 in years 1, 2, or 3 of teaching in districts both inside and outside the state of Arkansas were invited to complete the survey ([link to data](#)). The response rate for the employer survey was 46%, and the percentages of employers choosing effective or highly effective for each domain and component of TESS are shown on the data table linked above. The WTEP did not disaggregate by program because of the low numbers of employers associated with each program who responded. The WTEP did not disaggregate by race because no diversity existed in the included data cycles. The WTEP administered survey represents continuous improvement to garner employer perceptions of completer preparation in all states rather than just Arkansas and completers in years 1-3 of their teaching instead of first-year only as in the state-administered survey. (CAEP R5.2, R5.4)

Data Review and Implications (CAEP R5.1)

Data from both the Arkansas DESE and WTEP surveys was included in the Google Drive Data Review folders at the end of the spring 2021 semester for program faculty review. The feedback forms from program faculty were shared with the CAEP Leadership Team at the May 4th, 2021 Data Day Meeting. (See Evidence 15 in AIMS for details of the data day meetings and examples of feedback forms) The conclusions of the CAEP Leadership Team are shown below.

Data from the state-administered employer survey are reviewed by the Arkansas Department of Education and included on the statewide EPP Quality Report. (CAEP R5.3)

Strengths and Challenges in the Data

Strengths:

- The data shows that in 2017, WTEP employer satisfaction for preparation of WTEP completers is above state average in 14 of the 22 TESS components and at state average in 3 of the remaining 8 components.
- Continuous improvement has been made since 2017 with 2018-2019 results indicating that employer satisfaction is above state average in 20 of the 22 TESS components.
- The most recent cycle of data, 2018-2019, shows the WTEP employers of completers are more satisfied with their preparation in 3 of the 4 domains and 21 of the 22 components of TESS than other completers in the state.
- The highest area of satisfaction for employers of WTEP completers, rated at 3.7 out of 4 in 2017 and 3.6 out of 4 in 2018-2019, was 4f Showing Professionalism. This trend in the data demonstrates alignment with and support of the WTEP mission to prepare professional educators who are intentional, reflective, and growing in their teaching practice.
- In the state-administered survey in both 2017 and 2018-2019 data, 100% of employers rated WTEP candidates at effective or highly effective in all 22 components while the state average fell below effective in 5 components. These components integrate all ten InTASC standards and all components of CAEP Standard R1 as shown above. ([See crosswalk of the TESS Domains to InTASC and CAEP R1](#))
- In the WTEP data, employers of WTEP completers rated them more able (42.9%) than teachers with comparable years of teaching experience. No employers rated WTEP completers less able than teachers with comparable years of teaching experience.

Challenge: Arkansas DESE only provides data if there are 10 or more employers who submit the voluntary survey.

WTEP Response: The WTEP requested that DESE combine the 2018-2019 survey responses for the WTEP to allow us to meet the required 10 completers and obtain these data from DESE. (CAEP R5.3)

Challenge: Arkansas DESE only invites employers of first year teachers in Arkansas to complete the survey.

WTEP Response: WTEP requested and received permission from AR-DESE to send the same survey to employers of Year 1, 2, and 3 completers teaching in and outside of Arkansas. The WTEP survey was piloted in spring 2021 and sent to employers of both graduate and undergraduate completers who completed the WTEP in 2018, 2019, and 2020. (CAEP R5.3, R5.4)

Challenge: The state data demonstrated that the WTEP was below state average (3.1 as compared to 3.2) in only one component, 2a Creating an Environment of Respect and Rapport.

WTEP Response: The WTEP data tells a different story with 100% of employers rating WTEP completers as effective or highly effective in their preparation for component 2a Creating an Environment of Respect and Rapport.

Challenge: The WTEP has set a target level of 70% for employers rating candidates effective or highly effective on each TESS component. Two components fell below the target level at 57%; 1f Designing Student Assessments and 4c Communicating with Families.

WTEP Response: The WTEP faculty believe that, by 2022, the data will show an increase in these two areas due to the following changes implemented in 2019: 1) The capstone course ED 4133 Measurement & Evaluation was revised to provide candidates more opportunities to design assessments, and 2) The capstone course ED 4113 Study of the School added the CAEP family engagement modules to the course requirements.

Trends in the Data

- The WTEP data and the state data both demonstrate that employers of completers have rated their preparation in Component 4f Showing Professionalism higher than the state average consistently since 2017.
- Component 4f is one of the highest ratings given for the WTEP across all cycles of data. These data support the WTEP mission to “prepare professional educators who are intentional, reflective, and growing in their teaching practice.”
- The state average ratings show a decrease in employer satisfaction in all 22 components of TESS while the WTEP remained constant or improved in 9 of the 22 components. Even in the 13 components that the WTEP showed a slight decrease, the ratings were still in the effective or highly effective range.

Implications of the data: (CAEP R5.1)

- The increased ratings by employers since 2017 supports the change that the WTEP made to embed the TESS Domains throughout the program including the TESS Self-Evaluation that was added to the ED 4603 Internship Seminar.
- The increased ratings by employers since 2018 supports the change that the WTEP made to use the TESS Domains and Components as the evaluation for clinical internship with ratings completed by the Cooperating Teachers, WTEP Supervisors, and the clinical interns.
- The 2017-2019 state data for domain 4 support the focus on professionalism in the WTEP.
- The 2021 state data for Component 4d Participating in a Professional Community supports the improved focus on Professional Learning Communities in the capstone courses and internship seminar course.

CAEP Sufficiency Criteria for the Employer Survey

Purpose	The purpose of the Employer Survey is to identify employer perceptions of how well the WTEP educator preparation experience prepared the novice teacher based on the four TESS “Framework for Teaching” domains. (see explanation of TESS below)
Administration	<p>State survey: Employers who are supervising WTEP completers in an Arkansas public school are invited to complete the survey by Arkansas DESE at the end of the novice teacher’s first year of teaching. The survey is voluntary and includes employers of completers of both the graduate and undergraduate programs.</p> <p>WTEP survey: The WTEP administers an identical survey to employers of graduate and undergraduate completers in Year 1, 2, and 3 of teaching who are teaching both inside and outside of Arkansas at public and private schools. The survey is voluntary.</p> <p>Instructions to employers completing the survey can be viewed for the state survey on page 2 of this document and for the WTEP survey on page 3 of this document.</p>
Survey Content	<p>Survey items are the TESS domains and components by which the state of Arkansas evaluates all in-service teachers and by which the WTEP evaluates all interns throughout their preparation program.</p> <p>Alignment of the survey content to CAEP Standard R1 and InTASC is shown in a table of page 5 of this document (link to table). The TESS domains mirror the <i>Danielson Framework for Teaching</i>, a proprietary assessment with established validity and reliability from Charlotte Danielson. (see explanation of TESS below)</p>
Survey Data Quality	<p>The Employer Survey was created and piloted by the state of Arkansas in 2015 with data in years with 10 respondents provided to the Williams Teacher Education Program since that time.</p> <p>The WTEP piloted the use of the same survey to a wider representation employers of our completers in spring 2021 to address the challenge of the Arkansas survey data being impeded by low numbers of respondents and only being administered to employers of first year teachers in Arkansas.</p> <p>A balanced scale for each component includes 1) ineffective; 2) progressing; 3) effective; 4) highly effective.</p> <p>Consistent responses are ensured because all employers of WTEP completers receive state-mandated training to assess in-service teachers in Arkansas in the 4 domains and 22 components that are included on the survey. The components included on the survey are the TESS components that are used to evaluate all in-service teachers in Arkansas in their school district evaluations.</p>

Explanation of the Teacher Excellence Support System (TESS) domains and components used by Arkansas DESE.

TESS is an Arkansas state teacher assessment that mirrors the *Danielson Framework for Teaching* with four domains and 22 components. All in-service teachers in Arkansas are evaluated using the TESS Rubric Descriptors as mandated since 2017 in [AR HB1424](#). The use of TESS as a measure of teacher candidates’ pedagogical competence was **piloted in Arkansas** in the 2019-2020 academic year and formalized as a state-approved instrument for teacher candidate pedagogical knowledge as an alternative to the Praxis PLT. **The Williams Teacher Education Program (WTEP) piloted** the use of TESS as a formative and summative tool for pedagogical knowledge in spring 2020.

Connections of Employer Survey Data to CAEP Standard R4.1 Completer Effectiveness

The employer satisfaction data on pages 2-4 above demonstrate that employers perceive the WTEP completers effectively apply the professional knowledge, skills, and dispositions in P-12 classrooms that the WTEP preparation experience was designed to achieve. Shown below are tables that categorize each of the 22 TESS domains into the CAEP Standard 4.1 criteria of professional knowledge, skills, or dispositions along with supporting data.

Rationale for including these data: Each of the TESS Domains is specifically linked to InTASC standards and employers rate the completers after the first year of teaching in the state survey and in the first, second, or third year in the WTEP survey. Employer ratings are a strong indicator of completers' abilities to apply professional knowledge, skills, and dispositions in P-12 classrooms. The survey items are aligned to the 10 InTASC standards, as shown on page 5, and the InTASC standards represent what the WTEP preparation experience was designed to achieve. Alignment to CAEP standard R1 is shown on the table below and was determined using the established InTASC crosswalk linked on page 5. **Over forty-two percent** of employers of WTEP completers rate them more able to apply the TESS domains in P-12 classrooms than completers from other programs and **zero percent** of employers rate the WTEP completers as less able.

Survey Items Related to Application of Professional Knowledge

TESS Domain	TESS Component	CAEP Standard R1 Alignment	Data supporting effective application of the CAEP R4.1 component (as shown on p. 2 and p. 3-4)
1a	Demonstrating knowledge of content and pedagogy	CAEP R1.2	2017 – undergraduate completers are rated above state average (no graduate completers prior to 2018) 2018-2019 – undergraduate and graduate completers are rated above state average 2017-2019 – completers are rated at effective or highly effective in component 1a
1b	Demonstrating knowledge of students	CAEP R1.1 CAEP R1.3	2017 – undergraduate completers are rated above state average (no graduate completers prior to 2018) 2018-2019 – undergraduate and graduate completers are rated above state average in 1b 2017-2019 – completers are rated at effective or highly effective in component 1b
1c	Setting instructional outcomes	CAEP R1.1	2017 – undergraduate completers are rated at or above state average (no graduate completers prior to 2018) 2018-2019 – undergraduate and graduate completers are rated above state average in 1c 2017-2019 – completers are rated at effective or highly effective in component 1c
1d	Demonstrating knowledge of resources	CAEP R1.1	2017 – undergraduate completers are rated above state average (no graduate completers prior to 2018) 2018-2019 – undergraduate and graduate completers are rated above state average in 1d 2017-2019 – completers are rated at effective or highly effective in component 1d
1e	Designing coherent instruction	CAEP R1.1 CAEP R1.2 CAEP R1.3	2017 – undergraduate completers are rated above state average (no graduate completers prior to 2018) 2018-2019 – undergraduate and graduate completers are rated at or above state average in 1e 2017-2019 – completers are rated at effective or highly effective in component 1e

1f	Designing student assessments	CAEP R1.3	2018-2019 – undergraduate and graduate completers are rated above state average in 1f 2017-2019 – completers are rated at effective or highly effective in component 1f
3d	Using assessment in instruction	CAEP R1.3	2017 – undergraduate completers are rated above state average (no graduate completers prior to 2018) 2018-2019 – undergraduate and graduate completers are rated above state average in 3d 2017-2019 – completers are rated at effective or highly effective in component 3d

Survey Items Related to Application of Professional Skills

Survey Item – TESS Domain	TESS Component	CAEP Standard R1 Alignment	Data supporting effective application of the CAEP R4.1 component (as shown on p.2 and 3-4)
2a	Creating an Environment of Respect and Rapport	CAEP R1.1	2017 – undergraduate completers are rated above state average (no graduate completers prior to 2018) 2017-2019 – completers are rated at effective or highly effective in component 2a 2021 WTEP data- 100% of employers rated candidates as effective or highly effective in component 2a
2b	Establishing a Culture for Learning	CAEP R1.1	2017 – undergraduate completers are rated above state average (no graduate completers prior to 2018) 2018-2019 – undergraduate and graduate completers are rated above state average in 2b 2017-2019 – completers are rated at effective or highly effective in component 2b
2c	Managing Classroom Procedures	CAEP R1.1	2017 – undergraduate completers are rated at or above state average (no graduate completers prior to 2018) 2018-2019 – undergraduate and graduate completers are rated above state average in 2c 2017-2019 – completers are rated at effective or highly effective in component 2c
2d	Managing Student Behavior	CAEP R1.1	2017 – undergraduate completers are rated at or above state average (no graduate completers prior to 2018) 2018-2019 – undergraduate and graduate completers are rated above state average in 2d 2017-2019 – completers are rated at effective or highly effective in component 2d
2e	Organizing Physical Space	CAEP R1.1	2017 – undergraduate completers are rated above state average (no graduate completers prior to 2018) 2018-2019 – undergraduate and graduate completers are rated above state average in 2e 2017-2019 – completers are rated at effective or highly effective in component 2e
3a	Communicating with Students	CAEP R1.2	2017 – undergraduate completers are rated above state average (no graduate completers prior to 2018) 2018-2019 – undergraduate and graduate completers are rated above state average in 3a 2017-2019 – completers are rated at effective or highly effective in component 3a
3b	Using Questioning and Discussion Techniques	CAEP R1.3	2018-2019 – undergraduate and graduate completers are rated above state average in 3b 2017-2019 – completers are rated at effective or highly effective in component 3b
3c	Engaging Students in Learning	CAEP R1.1 CAEP R1.2 CAEP R1.3	2017 – undergraduate completers are rated above state average (no graduate completers prior to 2018) 2018-2019 – undergraduate and graduate completers are rated above state average in 3c 2017-2019 – completers are rated at effective or highly effective in component 3c

Survey Items Related to Application of Professional Dispositions

TESS Domain	TESS Component	CAEP Standard R1 Alignment	Data supporting effective application of the CAEP R4.1 component (as shown on p.2 and 3-4)
3e	Demonstrating Flexibility and Responsiveness	CAEP R1.2	2017 – undergraduate completers are rated above state average (no graduate completers prior to 2018) 2018-2019 – undergraduate and graduate completers are rated above state average in 3e 2017-2019 – completers are rated at effective or highly effective in component 3e
4a	Reflecting on Teaching:	CAEP R1.4	2018-2019 – undergraduate completers showed growth in this area and were rated above state average (no graduate completers prior to 2018) 2018-2019 – undergraduate and graduate completers are rated above state average in 4a 2017-2019 – completers are rated at effective or highly effective in component 4a
4b	Maintaining Accurate Records	CAEP R1.4	2017 – undergraduate completers are rated above state average (no graduate completers prior to 2018) 2018-2019 – undergraduate and graduate completers are rated above state average in 4b 2017-2019 – completers are rated at effective or highly effective in component 4b
4c	Communicating with Families	CAEP R1.4	2018-2019 – undergraduate completers showed growth in this area and were rated above state average (no graduate completers prior to 2018) 2018-2019 – undergraduate and graduate completers are rated above state average in 4c 2017-2019 – completers are rated at effective or highly effective in component 4c
4d	Participating in a Professional Community	CAEP R1.4	2018-2019 – undergraduate and graduate completers are rated above state average in 4d 2017-2019 – completers are rated at effective or highly effective in component 4d 2021 – 86% of employers rated WTEP completers as effective or highly effective in component 4d
4e	Growing and Developing Professionally	CAEP R1.4	2017 – undergraduate completers are rated above state average (no graduate completers prior to 2018) 2018-2019 – undergraduate and graduate completers are rated above state average in 4e 2017-2019 – completers are rated at effective or highly effective in component 4e
4f	Showing Professionalism	CAEP R1.4	2017 – undergraduate completers are rated above state average (no graduate completers prior to 2018) 2018-2019 – undergraduate and graduate completers are rated above state average in 4f 2017-2019 – completers are rated at effective or highly effective in component 4f 2017 and 2018-2019 data – 4f showing professionalism was the highest rating given by employers