Satisfaction of Supervisors and Program Alumni for Teacher Preparation 3-Year Trend
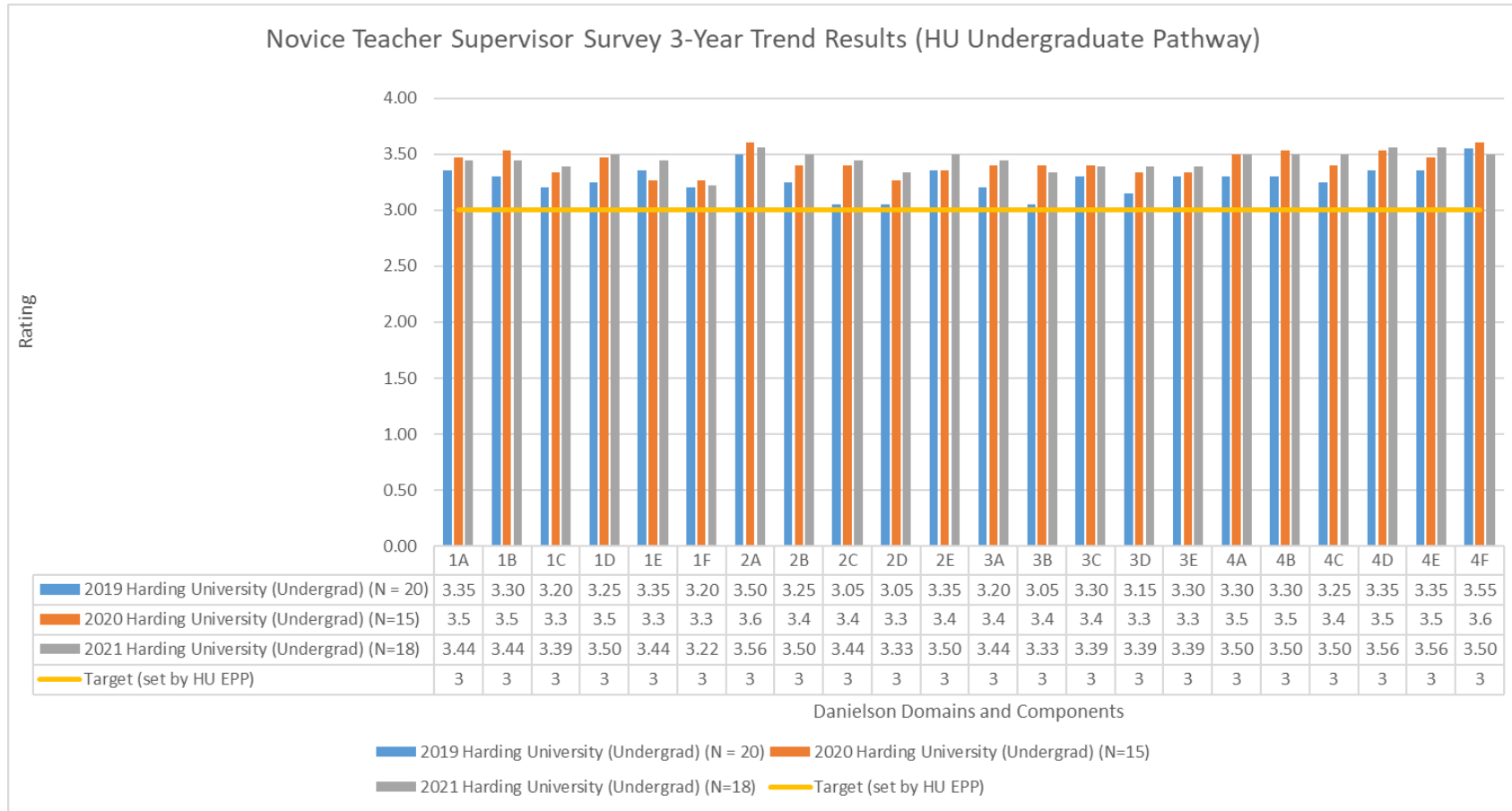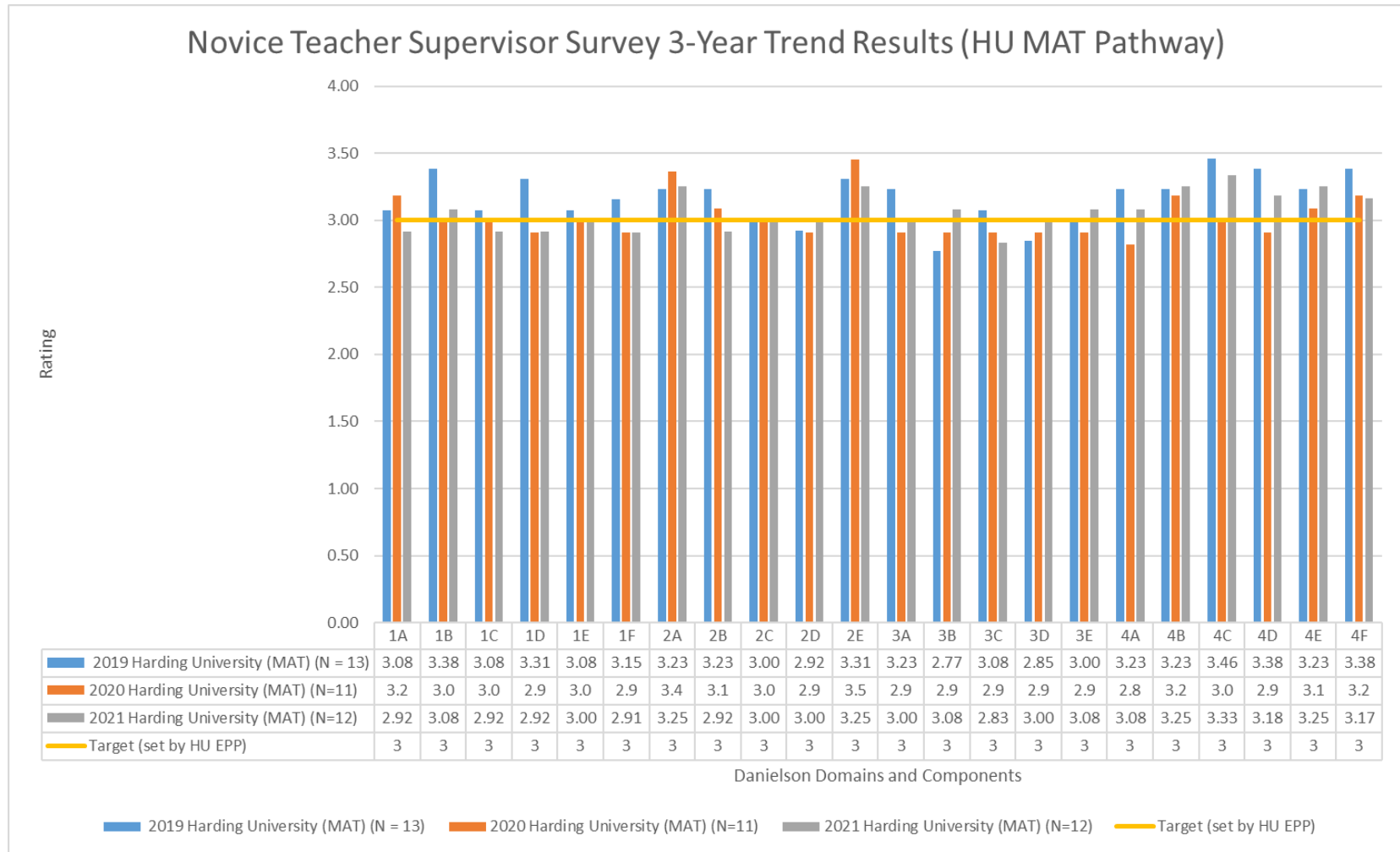
Supervisor Survey of Novice Teacher (Undergraduate Pathway)

Novice Teacher Supervisor Survey 3-Year Trend Results (HU Undergraduate Pathway)

Rating

Danielson Domains and Components	1A	1B	1C	1D	1E	1F	2A	2B	2C	2D	2E	3A	3B	3C	3D	3E	4A	4B	4C	4D	4E	4F
2019 Harding University (Undergrad) (N = 20)	3.35	3.30	3.20	3.25	3.35	3.20	3.50	3.25	3.05	3.05	3.35	3.20	3.05	3.30	3.15	3.30	3.30	3.30	3.25	3.35	3.35	3.55
2020 Harding University (Undergrad) (N=15)	3.5	3.5	3.3	3.5	3.3	3.3	3.6	3.4	3.4	3.3	3.4	3.4	3.4	3.4	3.3	3.3	3.5	3.5	3.4	3.5	3.5	3.6
2021 Harding University (Undergrad) (N=18)	3.44	3.44	3.39	3.50	3.44	3.22	3.56	3.50	3.44	3.33	3.50	3.44	3.33	3.39	3.39	3.39	3.50	3.50	3.50	3.56	3.56	3.50
Target (set by HU EPP)	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Legend:
- 2019 Harding University (Undergrad) (N = 20)
- 2020 Harding University (Undergrad) (N=15)
- 2021 Harding University (Undergrad) (N=18)
- Target (set by HU EPP)

For novice teachers of HU's undergraduate pathway working in Arkansas public K-12 schools within one year of graduation, supervisors rated their novice teacher's preparation a "3" (effective) or higher on all the Danielson Domains and Components over the last three years.
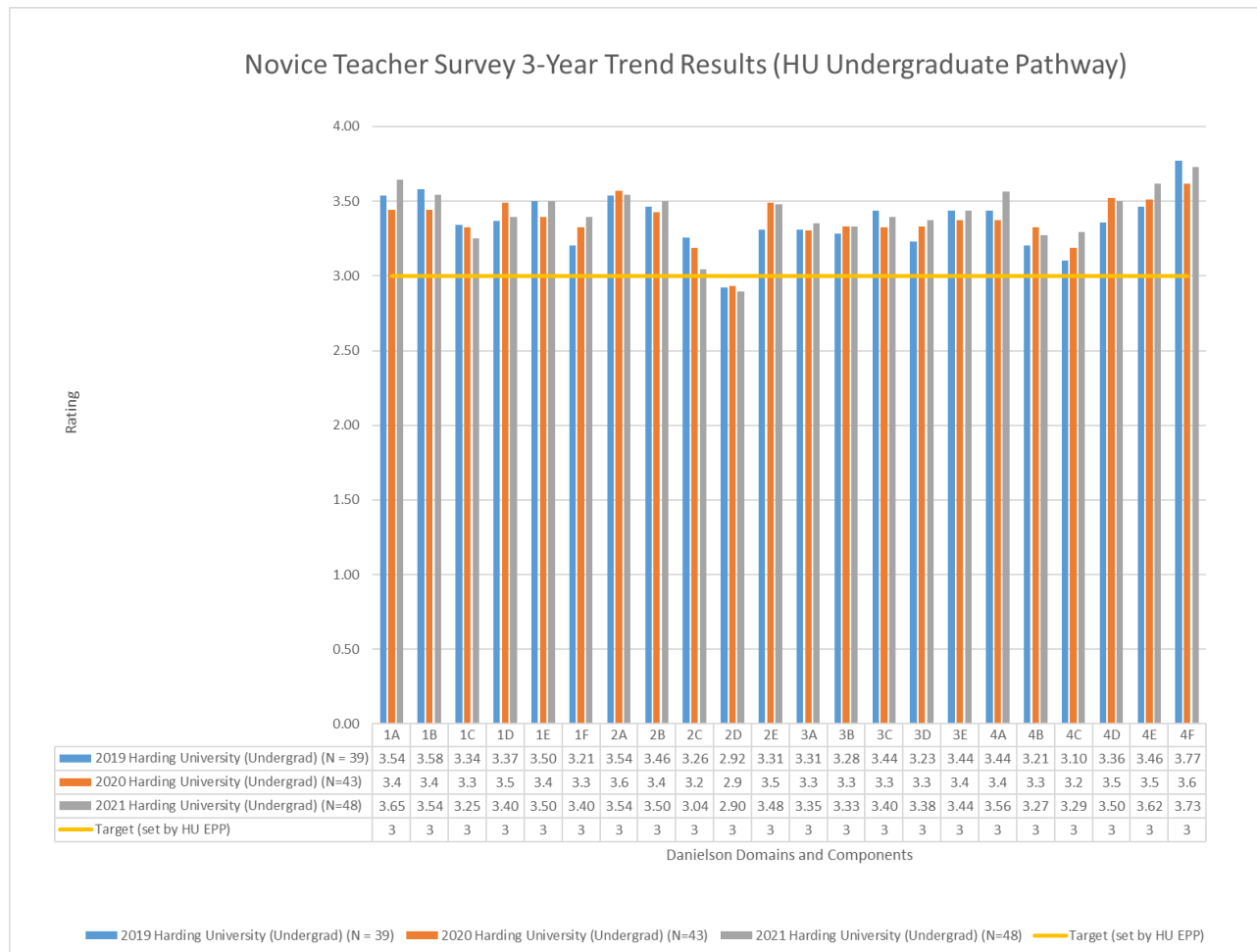
*The key to the ratings and the Danielson domains and components can be found on the last page.

Supervisor Survey of Novice Teacher (MAT Pathway)

Novice Teacher Supervisor Survey 3-Year Trend Results (HU MAT Pathway)

	1A	1B	1C	1D	1E	1F	2A	2B	2C	2D	2E	3A	3B	3C	3D	3E	4A	4B	4C	4D	4E	4F
2019 Harding University (MAT) (N = 13)	3.08	3.38	3.08	3.31	3.08	3.15	3.23	3.23	3.00	2.92	3.31	3.23	2.77	3.08	2.85	3.00	3.23	3.23	3.46	3.38	3.23	3.38
2020 Harding University (MAT) (N=11)	3.2	3.0	3.0	2.9	3.0	2.9	3.4	3.1	3.0	2.9	3.5	2.9	2.9	2.9	2.9	2.9	2.8	3.2	3.0	2.9	3.1	3.2
2021 Harding University (MAT) (N=12)	2.92	3.08	2.92	2.92	3.00	2.91	3.25	2.92	3.00	3.00	3.25	3.00	3.08	2.83	3.00	3.08	3.08	3.25	3.33	3.18	3.25	3.17
Target (set by HU EPP)	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Danielson Domains and Components

Legend: 2019 Harding University (MAT) (N = 13) | 2020 Harding University (MAT) (N=11) | 2021 Harding University (MAT) (N=12) | Target (set by HU EPP)
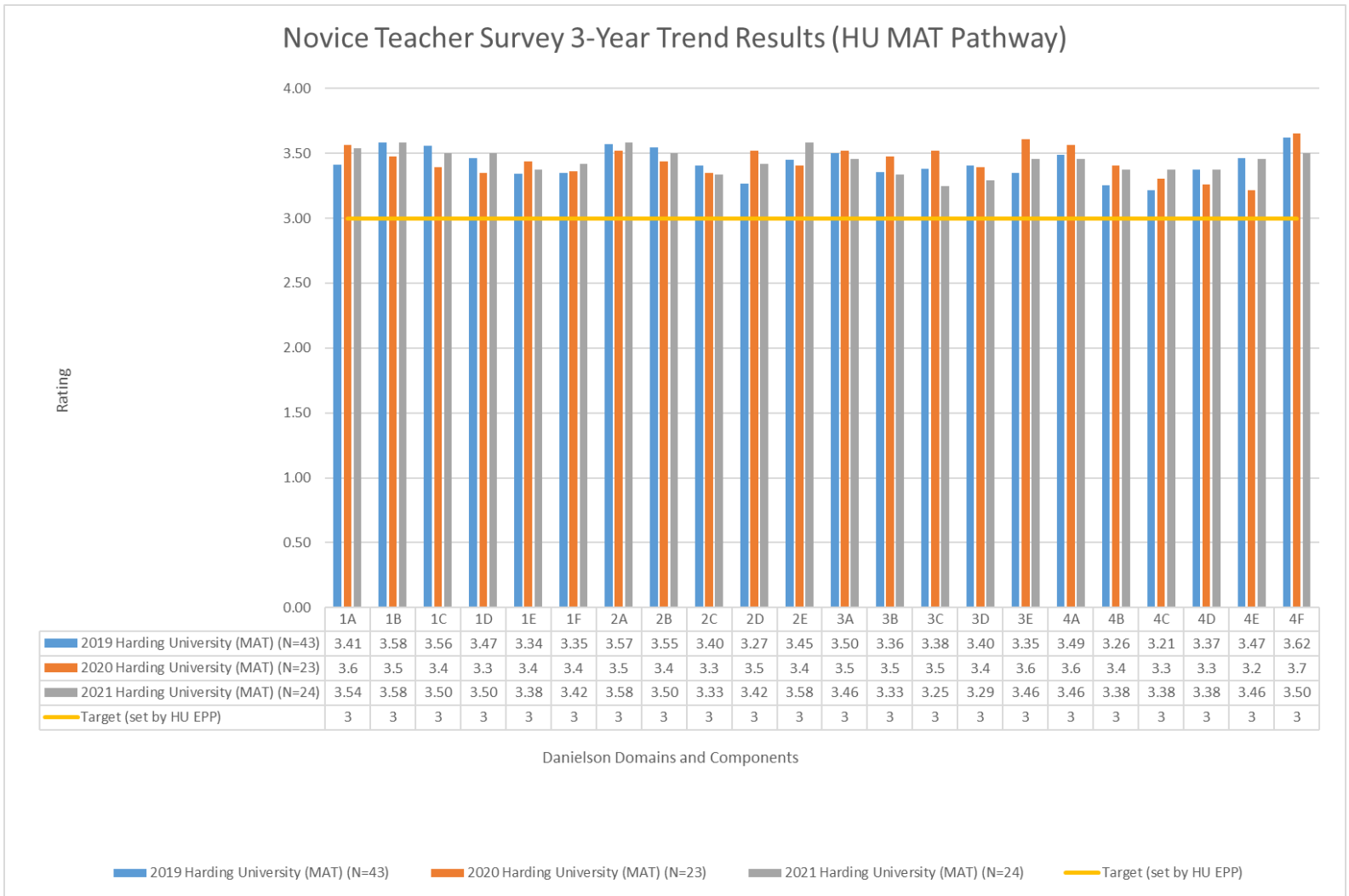
For novice teachers of HU's MAT alternative pathway working in Arkansas public K-12 schools within one year of graduation, supervisors rated their novice teacher's preparation a "3" (effective) or higher on 16 of the 22 Danielson Domains and Components last year. Over the last three years, trend scores have been above 2.75, where "2" is progressing and "3" is effective. A consistent trend of a particular Danielson domain and component cannot be identified at this time. *The key to the ratings and the Danielson domains and components can be found on the last page.

Novice Teacher Survey (Undergraduate Pathway)

Novice Teacher Survey 3-Year Trend Results (HU Undergraduate Pathway)

	1A	1B	1C	1D	1E	1F	2A	2B	2C	2D	2E	3A	3B	3C	3D	3E	4A	4B	4C	4D	4E	4F
2019 Harding University (Undergrad) (N = 39)	3.54	3.58	3.34	3.37	3.50	3.21	3.54	3.46	3.26	2.92	3.31	3.31	3.28	3.44	3.23	3.44	3.44	3.21	3.10	3.36	3.46	3.77
2020 Harding University (Undergrad) (N=43)	3.4	3.4	3.3	3.5	3.4	3.3	3.6	3.4	3.2	2.9	3.5	3.3	3.3	3.3	3.4	3.4	3.3	3.2	3.5	3.5	3.6
2021 Harding University (Undergrad) (N=48)	3.65	3.54	3.25	3.40	3.50	3.40	3.54	3.50	3.04	2.90	3.48	3.35	3.33	3.40	3.38	3.44	3.56	3.27	3.29	3.50	3.62	3.73
Target (set by HU EPP)	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Danielson Domains and Components

Legend: 2019 Harding University (Undergrad) (N = 39) — 2020 Harding University (Undergrad) (N=43) — 2021 Harding University (Undergrad) (N=48) — Target (set by HU EPP)

Novice teachers of HU's undergraduate pathway working in Arkansas public K-12 schools within one year of graduation rated their teacher preparation a "3" (effective) or higher on all the Danielson Domains and Components over the last three years, except for Danielson Domain 2D – Managing Student Behavior. Trend scores on Danielson Domain 2D gathered over the last three years have been 2.90 or above, where "2" is progressing, and "3" is effective. The EPP will examine ways to improve the confidence of novice teachers in this area. *The key to the ratings and the Danielson domains and components can be found on the last page.

Novice Teacher Survey (MAT Pathway)

Novice Teacher Survey 3-Year Trend Results (HU MAT Pathway)

Rating

Danielson Domains and Components

	1A	1B	1C	1D	1E	1F	2A	2B	2C	2D	2E	3A	3B	3C	3D	3E	4A	4B	4C	4D	4E	4F
■ 2019 Harding University (MAT) (N=43)	3.41	3.58	3.56	3.47	3.34	3.35	3.57	3.55	3.40	3.27	3.45	3.50	3.36	3.38	3.40	3.35	3.49	3.26	3.21	3.37	3.47	3.62
■ 2020 Harding University (MAT) (N=23)	3.6	3.5	3.4	3.3	3.4	3.4	3.5	3.4	3.3	3.5	3.4	3.5	3.5	3.5	3.4	3.6	3.6	3.4	3.3	3.3	3.2	3.7
■ 2021 Harding University (MAT) (N=24)	3.54	3.58	3.50	3.50	3.38	3.42	3.58	3.50	3.33	3.42	3.58	3.46	3.33	3.25	3.29	3.46	3.46	3.38	3.38	3.38	3.46	3.50
━ Target (set by HU EPP)	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

■ 2019 Harding University (MAT) (N=43) ■ 2020 Harding University (MAT) (N=23) ■ 2021 Harding University (MAT) (N=24) ━ Target (set by HU EPP)

Novice teachers of HU's MAT alternative pathway working in Arkansas public K-12 schools within one year of graduation rated their teacher preparation a "3" (effective) or higher on all the Danielson Domains and Components over the last three years. *The key to the ratings and the Danielson domains and components can be found on the last page.

Survey Reponses for Novice Teachers (within one year of completion) – Supervisor and Completer

Key to Responses:

4=Highly Effective, 3 = Effective, 2= Progressing, 1= Ineffective

Danielson Domains and Components:

Domain 1 – Planning and Preparation
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
1B - Demonstrating Knowledge of Students: Knowledge of child and adolescent development, Knowledge of the learning process, knowledge of student skills, knowledge, and language proficiency, knowledge of students, interests and cultural heritage
1C - Setting Instructional Outcomes: Value, sequence, and alignment; Clarity; Balance; and Suitability for diverse learners
1D - Demonstrating Knowledge of Resources: Resources for classroom use, Resources to extend content knowledge and pedagogy, and Resources for students
1E - Designing Coherent Instruction: Learning activities, Instructional materials and resources, Instructional groups, and Lesson and unit structure
1F - Designing Student Assessments: Congruence with instructional outcomes, Criteria and standards, Design of formative assessments, and Use for planning
Domain 2 – The Classroom Environment
2A - Creating an Environment of Respect and Rapport: Teacher interaction with students, and student interaction with other students
2B - Establishing a Culture for Learning: Importance of the content, Expectations for learning and achievement, and Student pride in work
2C- Managing Classroom Procedures: Management of instructional groups, Management of transitions, Management of materials and supplies, Performance of non-instructional duties, and Supervision of volunteers and paraprofessionals
2D - Managing Student Behavior: Expectations, Monitoring of student behavior, and Response to student misbehavior
2E - Organizing Physical Space: Safety and accessibility, and Arrangement of furniture and use of physical resources
Domain 3 - Instruction
3A - Communicating with Students: Expectations for learning, directions and procedures, Explanations of content, and Use of oral and written language
3B - Using Questioning and Discussion Techniques: Quality of questions, Discussion techniques, and Student participation
3C - Engaging Students in Learning: Activities and assignments, Grouping of students, Instructional materials and resources, and Structure and pacing
3D - Using Assessment in Instruction: Assessment criteria, Monitoring of student learning, Feedback to students, and Student self-assessment and monitoring of progress
3E - Demonstrating Flexibility and Responsiveness: Lesson adjustment, Response to students, and Persistence
Domain 4 – Professional Responsibilities
4A - Reflecting on Teaching: Accuracy and Use in future teaching
4B - Maintaining Accurate Records: Student completion of assignments, student progress in learning, and Non- instructional records
4C - Communicating with Families: Information about the instructional program, Information about individual students, and Engagement of families in the instructional program
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
4E - Growing and Developing Professionally: Enhancement of content knowledge and pedagogical skill, Receptivity to feedback from colleagues, and Service to the profession
4F- Showing Professionalism: Integrity and ethical conduct, Service to students, Advocacy, Decision making, and Compliance with school and district regulations