

## **Measure 1: Completer effectiveness and Impact on P-12 learning and development (Initial Licensure Programs)**

### **CASE STUDY RESEARCH IN PROGRESS**

- ARC is in the process of finding participants and collecting data on a mixed methods research project/case study entitled “Aligning Preparation with Practice: A Case Study on Program Completers' Application and Effectiveness of Professional Knowledge and Skills in P-12 Settings.”
- This case study design was developed in 2024 by administration in the Alternate Route to Certification (ARC) to demonstrate program completers’ effectiveness using multiple measures. This study demonstrates that program completers “effectively contribute to P-12 student-learning growth” and “apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve” (CAEP Standard 4.1), that “employers are satisfied with the completers’ preparation for their assigned responsibilities in working with diverse P-12 students and their families” (CAEP Standard 4.2), and that “program completers perceive their preparation as relevant to the responsibilities they encounter on the job, and their preparation was effective” (CAEP Standard 4.3).
- The aims of this study are to gather substantial qualitative and quantitative documentation that provides supporting evidence that ARC completers have a positive impact on student learning, apply the professional knowledge gained in the ARC program, fulfill the expectations of their employers, and perceive their preparation as relevant and effective.
- In this study, the administrative team used a mixed methods research design. The research questions guiding this study were:
  - (1) What impact are ARC completers having on the academic development of their students?
  - (2) How do completers apply the professional knowledge, skills, and dispositions that ARC’s preparation experience was designed to achieve?
  - (3) How satisfied are the employers with the relevance and effectiveness of ARC completers and their preparation?
  - (4) How satisfied are ARC completers with the relevance and effectiveness of their preparation in relation to the Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching?
- The data to be gathered and analyzed will include:
  - Qualitative data

- Completer interviews
- Employer focus groups
- Quantitative data
  - Student performance data
  - Employer Satisfaction Surveys
  - Alumni Satisfaction Surveys

- ARC plans to complete the case study data analysis in three year cycles.

Cycle	Data collection occurs during program year	Collect data from previous years' completers	Yearly analysis occurs	3 year analysis occurs
Cycle 1	23-24 Year	2023	Summer 2024	Analysis of the results from the past 3 years  Completers from 23, 24, 25 in summer of 2026
	24-25 Year	2024	Summer 2025	
	25-26 Year	2025	Summer 2026	
Cycle	Data collection occurs during program year	Collect data from previous years' completers	Yearly analysis occurs	3 year analysis occurs
Cycle 2	26-27 Year	2026	Summer 2027	Analysis of the results from the past 3 years  Completers from 26, 27, 28 in summer of 2029
	27-28 Year	2027	Summer 2028	
	28-29 Year	2028	Summer 2029	

- To date, ARC has secured the following research study participants

Completer Pseudonym	Graduation Year	Working under Certification area (same as EPP preparation program)	Grade Level	County
Participant #1	2023	Business	High School	New Haven County

Participant #2	2024	World Language	High School	New Haven County
Participant #3	2023	World Language	High School	Fairfield County
Participant #4	2021	World Language	Middle School	Hartford County
Participant #5	2024	Math	High School	Fairfield County
Participant #6	2023	Science	High School	Tolland County
Participant #7	2022	World Language	Middle School	New Haven County
Participant #8	2024	Tech Ed	High School	New Haven County
Participant #9	2024	FCS	High School	New London County

## **Student Impact Data Findings to Date**

- We have collected data sets from 8 program completers to date. We asked alumni for data that demonstrates completer impact on student growth and provided the following options for data submission including, SLO (Student Learning Objective) results from their district evaluations, pre- and post-assessment data from district/departamental assessments or unit assessments, common formative assessments, etc., and/or assessment data from standardized tests, such as AP assessments, NWEA assessments, SBAC assessments, etc.
- Below, you will see that all data collected so far has demonstrated that ARC program completers are effective and impactful on their students' learning.

## **Student Impact Data Evidence Below**

Graduation year	Subject	Demonstrates evidence of positive student impact as reported to the school district?
2021	WL	Yes
2022	WL	Yes
2023	Business	Yes
2023	Science	Yes

2023	WL	Yes
2024	Math	Yes
2024	Tech Ed	Yes
2024	WL	Yes

### **ALIGNMENT TO CAEP CRITERIA FOR EPP CREATED SURVEYS**

- ARC has undergone the full research-based methodological process of developing, piloting, and distributing program completer (alumni) and employer satisfaction surveys that are appropriately aligned to the CAEP Criteria for EPP Created Surveys entitled. ARC distributed the surveys in the Fall of 2024 and completed initial data analysis of the survey in the Winter of 2024. ARC will distribute the surveys again to Alumni and their Employers in the Spring of 2025 and will re-analyze in the Summer of 2025.
- Data analysis to date can be found by clicking [here](#) for the Alumni Satisfaction Survey and [here](#) for the Employer Satisfaction Survey.

## **Measure 2: Satisfaction of Employers and Stakeholder Involvement (Initial Licensure Programs)**

### **ALIGNMENT TO CAEP CRITERIA FOR EPP CREATED SURVEYS**

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### **STAKEHOLDER INVOLVEMENT**

- In the 2024-2025 year, ARC launched a new initiative where school districts can engage in a memorandum of understanding with ARC. The MOU allows the district to pay for all or a portion of the ARC tuition so that candidates can begin working under a Durational Shortage Area Permit (DSAP) assigned by the CT State Department of Education. Districts can only hire on a DSAP if the candidate meets various requirements including

being enrolled in a teacher preparation program. Therefore, when the district finds a person to hire in a high needs field who has yet to be certified, the district can offer this as part of their benefit package for the new hire. This aids the district in being able to hire up from within their school system through their pipeline of non-certified staff who are interested in becoming teachers.

- Change in ARC admissions requirements in May of 2023.
  - Due to feedback and input from districts attempting to recruit teachers from a variety of racial, ethnic and linguistic backgrounds including those who have earned matriculated degrees in foreign languages and/or at universities outside of the U.S., and after careful review of ARC admissions requirements in relation to the rest of the state and consideration of research on the assessment as a predictor for high-quality instruction, ARC dropped the requirement of pass rates on the Praxis CORE assessments for the program year 2023-2024 and beyond. This continuous improvement change is in solidarity with school districts and the State Department of Education's goal of increasing the racial, ethnic, and linguistic diversity of the State's educator workforce, and we are committed to providing access and opportunity to candidates of all backgrounds by eliminating barriers to our program.
  - To learn more about current admissions click below:  
<https://www.ohe.ct.gov/ARC/AdmissionRequirements.shtml>

### **ADVISORY BOARD**

ARC has launched an Advisory Board and held several meetings in the year of 2024-2025. The goal of the Advisory Board meetings is to co-create program components and to solicit feedback from various stakeholders in the field on various topics after sharing valid and reliable data with the group resulting in data driven continuous improvement decisions. The following topics have been covered to date.

- June 20, 2024
  - Topic: Pilot Study for creating of the Employer Satisfaction Survey
- July 16, 2024
  - Topic: Pilot Study for creating of the Alumni Satisfaction Survey
- October 24, 2024
  - Topic: Practicum Advisory Board
- March 27, 2025
  - Topic: Content Validity Study Day 1
- May 1, 2025
  - Topic: Content Validity Study Day 2

## Measure 3: Candidate Competency at Program Completion

- Each candidate enters the program having already passed the Praxis II or ACTFL exam for their content area as an admissions requirement. Therefore, ARC candidates are at a 100% pass rate on licensure exams.
- ARC is a competency-based program measured by four components on a pass/fail basis.
  - Passing of a Foundations of Instruction course
  - Passing of a Methodology course in the content area
  - Passing of a 40 day practicum experience
  - Passing of a third party assessment: edTPA
- A total of 110 candidates were enrolled in the 2023-2024 program. Of those, 87 candidates successfully completed the program, 23 candidates did not. Among the 23 candidate who did not complete the 2023-2024 program:
  - 3 withdrew from the program during the drop period in the first two weeks
  - 3 withdrew from the program after the drop period but during the first semester, before beginning practicum
  - 3 withdrew during the second semester after starting practicum
  - 2 were dismissed from the program
  - 3 did not successfully complete the edTPA competency, which was then completed in the fall; therefore their graduation status will be reported with the 2024-25 cohort
  - 3 did not pass the Practicum competency and repeated practicum in the fall; therefore their graduation status will be reported with the 2024-25 cohort
  - 2 completed practicum in the fall; therefore their graduation status will be reported with the 2024-25 cohort
  - 2 had to retake program coursework with the 2024-2025 cohort; their graduation status will be reported with the 2024-25 cohort
  - 2 have not completed the edTPA and/or other program requirements; their graduation status will be reported with the 2024-25 cohort
- 100% of all candidates who have graduated from the ARC program have passed all four components listed above.
  - The number of completers of the ARC program by specific demographics and content areas are listed below:

Demographics of Completers	
Male	40
Female	47
Asian	5

Black or African-American	2
Hispanic or Latino of any race	12
Middle Eastern	1
White	58
Two or more races	7
Non Disclosure	2
Certification Areas of Completers	
Business	8
English Language Arts	5
World Language	17
Family & Consumer Science	5
Technology Education	4
Math	13
Music	7
General Science	6
Biology	15
Chemistry	1
Physics	4
Earth Science	2

## Measure 4: Ability of Completers to be Hired in Education Positions for Which They Have Been Prepared

The bar chart below displays the employment rate of the graduating class of 2022-2023, 73% or 57 out of 78 of ARC completers were employed within the first year of graduation. As displayed in the second bar chart 51% or 29 out of 57 of those hired graduates were employed in a high-

needs district designated by the CT State Department of Education (bar graphs secured from the CT State Dept of Education's EdSight data reporting platform found [here](#)). The most recent graduating class of 2022-2024 will be available to the public Spring of 2025.

Graduates Employed Within the First Year After Program Completion					
2018-19		2019-2020		2020-21	
#Completers	# Employed	#Completers	# Employed	#Completers	# Employed
55	43	98	71	82	65
2021-2022		2022-2023			
#Completers	# Employed	#Completers	# Employed		
96	83	78	57		

