



AR Educator Preparation Provider Quality Report

American Board for Certification of Teacher Excellence (ABCTE)

Table with 5 columns: Provider Type, Program Type, Admissions Selectivity, Accreditation Status, Accreditation Date. Rows include Independent, Public, and various accreditation levels like Initial CAEP Application, CAEP Accredited, NCATE Accredited, and State Reviewed.

Table of Contents

Table of Contents with page numbers: Table of Contents (1), I. Definitions (1), II. Arkansas Educator Workforce Data (1), III. Addressing Shortage Areas (2), IV. First-year Program Completers Employed in Arkansas Public Schools (APS) (2), V. Licensure Test Pass Rates (2), VI. Novice Teacher Survey Data - Perceptions of Preparation (2), VII. Employer/Supervisor Survey Data (3), VIII. Partnerships for Clinical Preparation (3), IX. Minority Recruitment (3).

I. Definitions

Alternative Educator Preparation Program – a post-baccalaureate preparation program designed for individuals seeking licensure as a teacher whose undergraduate, or post-baccalaureate degree is not in educator preparation. Educator Preparation Provider (EPP) – institutions or organizations that offer teacher preparation programs. HEA Title II (Title II of the Higher Education Act of 1965) – In October 1998 Congress reauthorized the Higher Education Act, in which Sections 207 and 208 of Title II reflect the efforts of States, IHEs, and their school district partners to improve the recruitment, preparation, and support of new teachers.

II. Arkansas Educator Workforce Data

II.a. Teacher Program Candidates

Table with 6 columns: 14-15 SY, 15-16 SY, 16-17 SY, Average, % of State Total *. Rows include ABCTE, State, and State Total with counts for Traditional and Alternative programs.

Source: HEA Title II reports
* = % of State Total; not % of Traditional or Alternative

II.b. Administrator Program Candidates

This EPP does not offer an Administrator program.



II.c. Teacher Program Completers

	14-15 SY		15-16 SY		16-17 SY		Average		% of State Total *	
	Traditional	Alternative	Traditional	Alternative	Traditional	Alternative	Traditional	Alternative	Traditional	Alternative
ABCTE				6		16		11		0.6%
State	1,559	618	1,385	519	1,381	527	1,442	555	72.5%	27.5%
State Total	2,177		1,904		1,908		1,996		100%	

Source: HEA Title II reports
* = % of State Total; not % of Traditional or Alternative

II.d. Administrator Program Completers

This EPP does not offer an Administrator program.

II.e. Arkansas Public Schools (APS) and EPPs by Gender and by Race (2016-17)

	Total	Male	Female	Gender not known	Asian	Black	Hispanic	Multi-racial	Native Amer.	Pacific Isl.	White	Race not known	% Non-White *
APS Students	477,268	244,903	232,365		7,819	97,133	60,390	11,312	3,042	3,585	293,987		38.9%
APS Teachers	32,818	7,752	25,066		117	2,696	93	231	182	11	29,488		10.5%
ABCTE Candidates	55			55		16	1	2			15	21	55.9%
ABCTE Completers	16	1	3	12							4	12	0.0%

Source: ADE Data Center and 2018 Title II Report
* = % of only those whose race was known

III. Addressing Shortage Areas

Does the EPP have a plan for addressing geographic or academic shortage areas, and if so, what are the goals in that regard?

EPP response:

American Board has a plan in place to address both geographic and academic shortage areas. Geographically, we have placed seven ambassadors throughout the state in order to reach multiple communities with information about teacher certification. Regarding the academic shortage, American Board encourages candidates to enter the STEM fields if they believe they have the subject area competency to complete the program in that area. But as a note, while the Enrollment and Ambassador teams promote the benefits of pursuing STEM certification, we make sure to stress to each candidate the importance of choosing a subject area where they feel most confidence in their competency.

Source: EPP submission to ADE

IV. First-year Program Completers Employed in Arkansas Public Schools (APS)

	Number of completers in the license area from the EPP in 2016-17 SY	Number of completers in license area who were working in APS in the 2017-18 SY	% of completers in license area who were working in APS in the 2017-18 SY
Biology	1	0	0%
Elementary	7	5	71%
Social Studies	1	0	0%
ABCTE	9	5	55%
All Arkansas EPPs	1,890	1,156	61%

Source: ADE Research and Technology and data submitted by EPP

V. Licensure Test Pass Rates

The licensure tests reported here are those assessments that are required for educator licensure in Arkansas. Pass rates reflect the tests taken between 9/1/16 and 8/31/17, and the numbers passing each test. If a candidate took a test more than once, only the highest score is reported.

ABCTE tests were not available for this report.

VI. Novice Teacher Survey Data - Perceptions of Preparation

First-year teachers complete a Novice Teacher Survey at the end of their first year of teaching to identify perceptions of their educator preparation experience based on the four TESS "Framework for Teaching" domains. The 2018 questions and results are presented below.

Respondents were asked to rate the statements based on how well they felt their EPP prepared them in each category for their first year of teaching. SCALE: 1 = Not prepared in this area 2 = Minimally prepared 3 = Adequately prepared 4 = Well prepared

Domain	Category	ABCTE Scores (n=8)	State scores (n=921)
1a.	Knowledge of content and pedagogy	Scores are not published if n < 10.	3.17
1b.	Knowledge of students		3.25



1c.	Instructional outcomes		3.05
1d.	Knowledge of resources		3.07
1e.	Coherent instruction		3.12
1f.	Student assessments		3.02
2a.	Environment of respect and rapport		3.33
2b.	Culture for learning		3.25
2c.	Managing classroom procedures		3.02
2d.	Managing student behavior		2.90
2e.	Organizing physical space		3.14
3a.	Communicating with students		3.26
3b.	Questioning and discussion techniques		3.07
3c.	Engaging students in learning		3.15
3d.	Using assessment in instruction		3.05
3e.	Flexibility and responsiveness		3.21
4a.	Reflecting on teaching		3.27
4b.	Maintaining accurate records		3.06
4c.	Communicating with families		3.00
4d.	Participating in professional community		3.24
4e.	Growing and developing professionally		3.29
4f.	Showing professionalism		3.48
		Avg. of all 22 items	3.15

Source: ADE Novice Teacher Survey - Spring 2018

VII. Employer/Supervisor Survey Data

The supervisors of first-year teachers complete a “Supervisor Perception of Novice Teacher Preparation Survey” at the end of the novice teachers’ first year of teaching. The purpose of the survey is to identify supervisor perceptions of their novice teachers’ educator preparation experience base on the four TESS “Framework for Teaching” domains. The spring 2018 questions and results are presented below. For logistical reasons, traditional and alternative preparation programs could not be separated.

Respondents were asked to rate the statements based on how well they felt EPPs prepared teachers in each category for their first year of teaching. SCALE: 1 = Not prepared in this area 2 = Minimally prepared 3 = Adequately prepared 4 = Well prepared

Domain	Category	ABCTE Scores (n=2)	State scores (n=443)
1a.	Knowledge of content and pedagogy	Scores are not published if n < 10.	3.49
1b.	Knowledge of students		3.42
1c.	Instructional outcomes		3.32
1d.	Knowledge of resources		3.43
1e.	Coherent instruction		3.42
1f.	Student assessments		3.27
2a.	Environment of respect and rapport		3.48
2b.	Culture for learning		3.40
2c.	Managing classroom procedures		3.26
2d.	Managing student behavior		3.13
2e.	Organizing physical space		3.54
3a.	Communicating with students		3.44
3b.	Questioning and discussion techniques		3.23
3c.	Engaging students in learning		3.33
3d.	Using assessment in instruction		3.21
3e.	Flexibility and responsiveness		3.38
4a.	Reflecting on teaching		3.38
4b.	Maintaining accurate records		3.46
4c.	Communicating with families		3.30
4d.	Participating in professional community		3.44
4e.	Growing and developing professionally		3.46
4f.	Showing professionalism		3.56
		Avg. of all 22 items	3.38

Source: ADE Novice Teacher Supervisor Survey - Spring 2018

VIII. Partnerships for Clinical Preparation

Does the EPP have P-12 school and/or community partnerships? If so, please describe how the partnerships establish mutually agreeable expectations for candidate entry, preparation, and exit, to ensure that theory and practice are linked, and share accountability for candidate outcomes.

EPP response:

American Board does not currently have any P-12 school or community partnerships.

Source: EPP submission to ADE

IX. Minority Recruitment

Are there strategies in place to increase the number of minority teachers? If so, please describe these strategies.

EPP response:

American Board is working to develop a more comprehensive plan to increase the number of minority teachers.

Source: EPP submission to ADE