



## AR Educator Preparation Provider Quality Report

### Arkansas Teacher Corps (ATC)

Provider Type	Program Type	Admissions Selectivity	Accreditation Status	Accreditation Date
Independent	Alternative ◀	Open Enrollment	Initial CAEP Application	
Public ◀	Traditional	Moderately Selective	CAEP Accredited	
	Both	Selective	NCATE Accredited	
		Highly Selective ◀	State Reviewed ◀	Current ◀

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#### 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. Educator preparation providers can be Institutions of Higher Education (IHEs) offering traditional programs, IHEs offering Alternative programs, or organizations not based at IHEs offering Alternative programs.

**Educator Preparation Programs** – individual license areas offered under the auspices of each EPP.

**Programs offered by this provider are on the [ADE Routes to Teacher Licensure/Preparation Web Page](#) under the heading “Find an Approved Educator Preparation Program”.**

**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. The annual federal HEA Title II Report includes requirements, conditions, and specifications related to teacher preparation and licensure for EPPs and states.

**IHE** – Institution of Higher Education (college or university).

**Licensure Tests** – examinations taken by educator candidates before entering the teaching profession (required by many states, including Arkansas) as part of the licensure process.

**Program Candidate** – an individual who has been admitted into an educator preparation program.

**Program Completer** – a person who has met all the requirements of a state-approved educator preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program’s requirements.

**Traditional Educator Preparation Program** – an undergraduate or graduate program of study at an IHE that prepares candidates for licensure as a teacher (or other school professional) and includes a supervised clinical experience (student teaching).

#### II. Arkansas Educator Workforce Data

##### II.a. Teacher Program Candidates

	14-15 SY		15-16 SY		16-17 SY		Average		% of State Total *	
	Traditional	Alternative	Traditional	Alternative	Traditional	Alternative	Traditional	Alternative	Traditional	Alternative
ATC		42		23		53		39.3		1.0%
State	2,580	1,364	2,324	1,413	2,209	1,354	2,371	1,377	63.3%	36.7%
State Total	3,944		3,737		3,563		3,748		100%	

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
ATC				15		9		<b>12.0</b>		<b>0.6%</b>
State	1,559	618	1,385	519	1,382	508	1,442	555	72.2%	27.8%
State Total	2,177		1,904		1,908		<b>1,996</b>		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		38.90%
APS Teachers	32,818	7,752	25,066		117	2,696	93	231	182	11	29,488		10.50%
ATC Candidates	53	22	31		2	15	1	8	1		26		50.9%
ATC Completers	9	4	5			3					6		33.3%

Source: ADE Data Center and 2018 Title II Report  
\* = % of 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:**

- ATC prioritizes placements in geographical shortage areas a 90 percent of ATC partners are rural or Delta schools. To address academic shortage areas, ATC:
- o Recruits at college STEM career fairs
  - o Contacts thousands of students in STEM programs to inform them of ATC's program
  - o Strongly encourages qualified candidates to pursue licensure in shortage areas
  - o Provides support to prepare candidates for Praxis testing in shortage areas

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%
Business	1	0	0%
English	3	0	0%
Mathematics	1	0	0%
MCE	1	0	0%
Music	1	1	100%
Physics	1	1	100%
ATC	8	2	22%
All Arkansas EPPs	1,890	1,156	61%

Source: ADE Research and Technology and data submitted by EPP

**V. Licensure Test Pass Rates**

The ETS® 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. Arkansas EPPs had the opportunity to verify that their candidates took the tests listed for their EPP and that those candidates were prepared in the content area.

Test #	Test Name	n	Mean Score	# Pass	% Pass	State Pass Rate (%)
5134	Art: Content Knowledge	2	*	*	*	62.0
5235	Biology: Content Knowledge	2	*	*	*	82.0
5161	Mathematics: Content Knowledge	7	142.7	2	28.6	43.9
5624	Principles of Learning and Teaching: 7-12	5	178.2	5	100.0	94.8
5086	Social Studies: Content and Interpretation	2	*	*	*	68.5

Source: Praxis® Data Manager  
\* = calculations were not performed if n < 5



**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	ATC Scores (n=13)	State scores (n=921)
1a.	Knowledge of content and pedagogy	2.46	3.17
1b.	Knowledge of students	2.85	3.25
1c.	Instructional outcomes	2.54	3.05
1d.	Knowledge of resources	2.69	3.07
1e.	Coherent instruction	2.69	3.12
1f.	Student assessments	2.62	3.02
2a.	Environment of respect and rapport	2.92	3.33
2b.	Culture for learning	3.00	3.25
2c.	Managing classroom procedures	2.62	3.02
2d.	Managing student behavior	2.62	2.90
2e.	Organizing physical space	2.54	3.14
3a.	Communicating with students	2.77	3.26
3b.	Questioning and discussion techniques	2.62	3.07
3c.	Engaging students in learning	2.77	3.15
3d.	Using assessment in instruction	2.54	3.05
3e.	Flexibility and responsiveness	3.00	3.21
4a.	Reflecting on teaching	3.23	3.27
4b.	Maintaining accurate records	2.77	3.06
4c.	Communicating with families	2.62	3.00
4d.	Participating in professional community	3.08	3.24
4e.	Growing and developing professionally	3.23	3.29
4f.	Showing professionalism	3.31	3.48
Avg. of all 22 items		2.79	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	ATC Scores (n=0)	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:**

- ATC and its partner districts have an MOU
- ATC coaches regularly meet with school personnel during school visits (principals, instructional facilitators, etc.)
- ATC has established more frequent communication with the education co-ops around novice teacher support
- ATC conducts a year-end survey of administrators

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:** Beginning in 2015-16 recruitment, ATC focused its efforts on increasing diversity within the program, which resulted in a significant increase of minority candidates in the program in 2016, 2017, and 2018

To continue to attract and retain minority candidates, ATC will:

- o Recruit at HBCUs in Arkansas
- o Recruit from partner school districts, many of which have a high proportion of minority staff (long-term subs, paraprofessionals, etc.)
- o Recruit from communities where ATC partner districts are located, often communities of color (outreach includes: radio ads, word-of-mouth, flyers)
- o Consistently reflect the diversity of ATC teaching Fellows through recruitment materials, speaking opportunities, and other program media
- o Use inclusive language and convey cultural responsiveness within all aspects of the program from teacher training to recruitment and organizational development
- o Explore additional ways to support candidates through Praxis testing challenges, which have tended to disproportionately affect teachers of color

Source: EPP submission to ADE