



AR Educator Preparation Provider Quality Report

Arkansas Tech University

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 ◀	October 2013 ◀
		Highly Selective	State Reviewed	

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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
ATU	158	159	133	176	303	88	198.0	141.0	5.3%	3.8%
ATU Total	317		309		391		339		9.0%	
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

	14-15 SY	15-16 SY	16-17 SY	Average	% of State Avg.
District Level					
ATU	7	10	8	8.3	2.4%
State	556	238	259	351.0	100%
Building Level					
ATU	66	39	37	47.3	2.7%
State	944	2,095	2,292	1777.0	100%
Curriculum Program Administrator					
ATU	6	5	3	4.7	1.0%
State	201	479	666	448.7	100%

Source: Data submitted to ADE by EPP

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
ATU	216	34	168	27	170	23	184.7	28.0	9.3%	1.4%
ATU Total	250		195		193		212.7		10.7%	
State	1,559	618	1,385	519	1,381	527	1,442	555	72.2%	27.8%
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

	14-15 SY	15-16 SY	16-17 SY	Average	% of State Avg.
District Level					
ATU	6	2	2	3.3	1.9%
State	331	83	108	174	100%
Building Level					
ATU	20	31	28	26.3	3.9%
State	378	701	943	674	100%
Curriculum Program Administrator					
ATU	5	2	5	4.0	2.7%
State	86	130	228	148	100%

Source: Data submitted to ADE by EPP

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%
ATU Candidates	391	121	270		2	21	12		5		351		10.20%
ATU Completers	193	41	152			2	3	1	2	1	181	3	4.70%

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:

ATU is currently pursuing several approaches to address geographic or academic shortage areas. Goals include establishing additional partnerships, encouraging Grow Your Own initiatives, and increasing recruiting efforts to address shortage areas. Recent efforts include creating the first computer science education program in Arkansas, increasing communication efforts toward recruiting in high need graduate program areas (e.g., LBMD, SPED, etc.), working with Southeast Arkansas to help a Grow Your Own process, working with LEAD 21, working in partnership with Cross County, collaborating with the Girls in STEM initiative on our campus, and doing presentations with science majors to encourage interest in education.

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
Agriculture	8	5	63%
Art	4	4	100%
Biology	5	5	100%
Business	8	3	38%
Drama/Speech	1	1	100%
Elementary	83	53	64%



English	15	13	87%
Mathematics	2	2	100%
MCE	12	7	58%
Music	11	8	73%
Phys. Ed.	33	23	70%
Physics	1	0	0%
Social Studies	8	6	75%
Spanish	2	1	50%
ATU	193	131	68%
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 institution, and that those candidates were prepared in the content area.

Test #	Test Name	n	Mean Score	# Pass	% Pass	State Pass Rate (%)
5701	Agriculture	8	169.8	8	100.0	92.9
5134	Art: Content Knowledge	6	165.3	4	66.7	62.0
5235	Biology: Content Knowledge	8	155.3	7	87.5	82.0
5101	Business Ed: Content Knowledge	8	173.8	8	100.0	96.8
5245	Chemistry: Content Knowledge	5	142.6	2	40.0	50.0
5651	Computer Science	5	139.6	1	20.0	46.2
5004	Elem Ed: MS Social Studies Subtest	41	156.6	25	61.0	75.7
5003	Elem. Ed: Multiple Subj. Mathematics Subtest	43	173.3	39	90.7	90.4
5002	Elem. Ed: Multiple Subj. Reading Lang Arts Subtest	40	165.0	29	72.5	88.2
5005	Elem. Ed: Multiple Subj. Science Subtest	42	163.2	30	71.4	80.4
5039	English Language Arts: Content and Analysis	22	168.0	14	63.6	74.4
5857	Health and Physical Ed: Content Knowledge	30	162.5	26	86.7	84.7
5161	Mathematics: Content Knowledge	14	146.7	4	28.6	43.9
5047	Middle School English Language Arts	26	158.8	12	46.2	56.4
5169	Middle School Mathematics	20	162.5	11	55.0	63.9
5440	Middle School Science	16	148.3	10	62.5	58.6
5089	Middle School Social Studies	17	158.2	12	70.6	78.5
5113	Music: Content Knowledge	15	165.9	15	100.0	88.2
5265	Physics: Content Knowledge	2	*	*	*	55.0
5421	Professional School Counselor	11	169.8	11	100.0	94.1
5301	Reading Specialist	0	*	*	*	91.8
6011	School Leaders Licensure Assessment	26	176.7	26	100.0	91.7
6021	School Superintendent Assessment	0	*	*	*	93.5
5086	Social Studies: Content and Interpretation	27	154.8	19	70.4	68.5
5195	Spanish: World Language	4	*	*	*	50.0
5221	Speech Comm: Content Knowledge	5	156.8	5	100.0	94.1
5641	Theatre	2	*	*	*	70.0
5841	World Language Pedagogy	7	174.9	7	100.0	96.4

Source: ETS® 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	Traditional Preparation (n=92)	State scores (n=921)
1a.	Knowledge of content and pedagogy	3.22	3.17
1b.	Knowledge of students	3.20	3.25
1c.	Instructional outcomes	3.02	3.05
1d.	Knowledge of resources	3.01	3.07
1e.	Coherent instruction	3.16	3.12
1f.	Student assessments	3.00	3.02
2a.	Environment of respect and rapport	3.26	3.33
2b.	Culture for learning	3.16	3.25
2c.	Managing classroom procedures	2.97	3.02
2d.	Managing student behavior	2.83	2.90
2e.	Organizing physical space	3.15	3.14
3a.	Communicating with students	3.21	3.26
3b.	Questioning and discussion techniques	3.04	3.07
3c.	Engaging students in learning	3.09	3.15
3d.	Using assessment in instruction	2.99	3.05
3e.	Flexibility and responsiveness	3.07	3.21
4a.	Reflecting on teaching	3.18	3.27
4b.	Maintaining accurate records	2.98	3.06



4c.	Communicating with families	2.93	3.00
4d.	Participating in professional community	3.25	3.24
4e.	Growing and developing professionally	3.21	3.29
4f.	Showing professionalism	3.42	3.48
Avg. of all 22 items		3.11	3.15

Source: ADE Novice Teacher Survey - Spring 2018

Domain	Category	Alternative Preparation (n=16)	State scores (n=921)
1a.	Knowledge of content and pedagogy	3.19	3.17
1b.	Knowledge of students	3.44	3.25
1c.	Instructional outcomes	3.13	3.05
1d.	Knowledge of resources	3.25	3.07
1e.	Coherent instruction	3.31	3.12
1f.	Student assessments	3.19	3.02
2a.	Environment of respect and rapport	3.44	3.33
2b.	Culture for learning	3.31	3.25
2c.	Managing classroom procedures	3.06	3.02
2d.	Managing student behavior	3.00	2.90
2e.	Organizing physical space	3.25	3.14
3a.	Communicating with students	3.56	3.26
3b.	Questioning and discussion techniques	3.44	3.07
3c.	Engaging students in learning	3.31	3.15
3d.	Using assessment in instruction	3.25	3.05
3e.	Flexibility and responsiveness	3.31	3.21
4a.	Reflecting on teaching	3.31	3.27
4b.	Maintaining accurate records	3.00	3.06
4c.	Communicating with families	3.00	3.00
4d.	Participating in professional community	3.31	3.24
4e.	Growing and developing professionally	3.38	3.29
4f.	Showing professionalism	3.56	3.48
Avg. of all 22 items		3.27	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	ATU (n=56)	State scores (n=443)
1a.	Knowledge of content and pedagogy	3.45	3.49
1b.	Knowledge of students	3.43	3.42
1c.	Instructional outcomes	3.31	3.32
1d.	Knowledge of resources	3.43	3.43
1e.	Coherent instruction	3.46	3.42
1f.	Student assessments	3.18	3.27
2a.	Environment of respect and rapport	3.54	3.48
2b.	Culture for learning	3.34	3.40
2c.	Managing classroom procedures	3.32	3.26
2d.	Managing student behavior	3.09	3.13
2e.	Organizing physical space	3.58	3.54
3a.	Communicating with students	3.41	3.44
3b.	Questioning and discussion techniques	3.20	3.23
3c.	Engaging students in learning	3.32	3.33
3d.	Using assessment in instruction	3.13	3.21
3e.	Flexibility and responsiveness	3.43	3.38
4a.	Reflecting on teaching	3.25	3.38
4b.	Maintaining accurate records	3.44	3.46
4c.	Communicating with families	3.25	3.30
4d.	Participating in professional community	3.35	3.44
4e.	Growing and developing professionally	3.38	3.46
4f.	Showing professionalism	3.54	3.56
Avg. of all 22 items		3.35	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:

ATU partners with over 50 districts across the state. Each partnership school signs a partnership agreement. This agreement is revisited on an annual basis and is offered to new districts annually. The agreement outlines the expectations of the university and of the public school for the field experiences and internship experiences. The agreement is signed by the Director of Teacher Education and the Superintendent of the school district entering into the agreement. A copy of this agreement is kept digitally and is also sent to the school district for their records. In addition to this agreement, mentor teachers for intern attend cohort training every other year to host interns from the university. During this training, teachers are made aware of the expectations of the internship experience at the district, school, and teacher level. This is also signed off on and kept in the Teacher Education office.

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:

ATU is pursuing several approaches to increasing the number of minority candidates in programs. These include recruiting from the Teacher Cadet program from which we offer concurrent credit at six high schools including two with high populations of minority students, offering the LEAD 21 program for school administrator preparation, working with the department of Diversity and Inclusion at Arkansas Tech through our College of Education Ambassadors program, and conducting recruiting visits through a Southeast Arkansas partnership, local area schools, and via student conferences.

Source: EPP submission to ADE