



AR Educator Preparation Provider Quality Report

Arkansas State University

Provider Type	Program Type	Admissions Selectivity	Accreditation Status	Accreditation Date
Independent	Alternative	Open Enrollment	Initial CAEP Application	
Public ◀	Traditional	Moderately Selective ◀	CAEP Accredited ◀	May 2018
	Both ◀	Selective	NCATE Accredited	
		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
ASU	301	11	423	12	331	23	351.7	15.3	9.4%	0.4%
ASU Total	312		435		354		367		9.8%	
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					
ASU	465	174	180	273.0	77.8%
State	556	238	259	351.0	100%
Building Level					
ASU	599	1,899	2,033	1510.3	85.0%
State	944	2,095	2,292	1777.0	100%
Curriculum Program Administrator					
ASU	140	441	591	390.7	87.1%
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
ASU	292	6	249	7	203	13	248.0	8.7	12.4%	0.4%
ASU Total	298		256		216		256.7		12.9%	
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					
ASU	300	52	62	138.0	79.3%
State	331	83	108	174	100%
Building Level					
ASU	288	568	790	548.7	81.4%
State	378	701	943	674	100%
Curriculum Program Administrator					
ASU	69	109	199	125.7	84.9%
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%
ASU Candidates	354	73	281		4	18	1	4	1	1	325		8.20%
ASU Completers	216	57	159		1	13	3	4			195		9.70%

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:

In collaboration with partner schools, the College of Education and Behavioral Science has developed a targeted outreach plan with P-12 school partners in the Arkansas Delta to offer resources to support the recruitment, enrollment, and retention of students for teaching areas of critical shortage, such as mathematics, science, special education, and world languages.

The special education faculty plans to provide an annual student orientation for all current, new, and potential special education candidates. The orientation will cover program and course requirements as well as service learning and professional development opportunities in the field of special education. The BSE special education program has collaborated with the Arkansas Association of Special Education Administrators in Region IV as well as local schools to develop partnerships for practicum and internship placements.

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	4	1	25%
Art	1	1	100%
Biology	4	2	50%
Business	1	1	100%
Elementary	79	56	71%



English	13	7	54%
Mathematics	7	6	86%
MCE	49	39	80%
Music	14	8	57%
Phys. Ed.	27	13	48%
Social Studies	13	8	62%
Spanish	4	4	100%
Special Ed	1	1	100%
ASU	217	147	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	1	*	*	*	92.9
5134	Art: Content Knowledge	4	*	*	*	62.0
5235	Biology: Content Knowledge	3	*	*	*	82.0
5101	Business Ed: Content Knowledge	0	*	*	*	96.8
5004	Elem Ed: MS Social Studies Subtest	82	159.0	61	74.4	75.7
5003	Elem. Ed: Multiple Subj. Mathematics Subtest	75	174.8	72	96.0	90.4
5002	Elem. Ed: Multiple Subj. Reading Lang Arts Subtest	74	169.2	70	94.6	88.2
5005	Elem. Ed: Multiple Subj. Science Subtest	83	163.4	68	81.9	80.4
5039	English Language Arts: Content and Analysis	15	171.3	12	80.0	74.4
5174	French: World Language	0	*	*	*	*
5358	Gifted Education	55	157.6	40	72.7	78.8
5857	Health and Physical Ed: Content Knowledge	16	158.5	13	81.3	84.7
5161	Mathematics: Content Knowledge	9	149.7	4	44.4	43.9
5047	Middle School English Language Arts	30	164.7	19	63.3	56.4
5169	Middle School Mathematics	38	164.6	27	71.1	63.9
5440	Middle School Science	37	146.3	15	40.5	58.6
5089	Middle School Social Studies	17	158.1	12	70.6	78.5
5113	Music: Content Knowledge	12	169.9	11	91.7	88.2
5265	Physics: Content Knowledge	0	*	*	*	55.0
5621	Principles of Learning and Teaching: Early Childhood	4	*	*	*	95.4
5623	Principles of Learning and Teaching: Grades 5-9	47	174.0	46	97.9	92.2
5624	Principles of Learning and Teaching: Grades 7-12	68	170.5	62	91.2	94.8
5622	Principles of Learning and Teaching: Grades K-6	70	173.5	65	92.9	95.4
5421	Professional School Counselor	0	*	*	*	94.1
5301	Reading Specialist	3	*	*	*	91.8
6011	School Leaders Licensure Assessment	406	174.0	368	90.6	91.7
5402	School Psychologist	6	167.7	6	100.0	100.0
6021	School Superintendent Assessment	29	169.7	28	96.6	93.5
5086	Social Studies: Content and Interpretation	12	160.4	9	75.0	68.5
5195	Spanish: World Language	3	*	*	*	50.0
5354	Special Ed: Core Knowledge Applications	107	175.6	106	99.1	98.6
5331	Speech-Language Pathology	0	*	*	*	100.0
5841	World Language Pedagogy	3	*	*	*	96.4

Source: ETS® Data Manager

* = calculations 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	3.37	3.17
1b.	Knowledge of students	3.25	3.25
1c.	Instructional outcomes	3.08	3.05
1d.	Knowledge of resources	3.10	3.07
1e.	Coherent instruction	3.26	3.12
1f.	Student assessments	3.15	3.02
2a.	Environment of respect and rapport	3.36	3.33
2b.	Culture for learning	3.29	3.25
2c.	Managing classroom procedures	2.92	3.02
2d.	Managing student behavior	2.89	2.90
2e.	Organizing physical space	3.21	3.14
3a.	Communicating with students	3.28	3.26
3b.	Questioning and discussion techniques	3.11	3.07



3c.	Engaging students in learning	3.16	3.15
3d.	Using assessment in instruction	3.03	3.05
3e.	Flexibility and responsiveness	3.30	3.21
4a.	Reflecting on teaching	3.34	3.27
4b.	Maintaining accurate records	3.10	3.06
4c.	Communicating with families	2.95	3.00
4d.	Participating in professional community	3.20	3.24
4e.	Growing and developing professionally	3.28	3.29
4f.	Showing professionalism	3.55	3.48
Avg. of all 22 items		3.19	3.15

Source: ADE Novice Teacher Survey - Spring 2018

Domain	Category	Alternative Preparation (n=14)	State scores (n=921)
1a.	Knowledge of content and pedagogy	3.00	3.17
1b.	Knowledge of students	3.08	3.25
1c.	Instructional outcomes	2.77	3.05
1d.	Knowledge of resources	2.92	3.07
1e.	Coherent instruction	2.92	3.12
1f.	Student assessments	2.85	3.02
2a.	Environment of respect and rapport	3.23	3.33
2b.	Culture for learning	3.15	3.25
2c.	Managing classroom procedures	3.08	3.02
2d.	Managing student behavior	3.00	2.90
2e.	Organizing physical space	3.15	3.14
3a.	Communicating with students	3.08	3.26
3b.	Questioning and discussion techniques	2.92	3.07
3c.	Engaging students in learning	3.00	3.15
3d.	Using assessment in instruction	2.77	3.05
3e.	Flexibility and responsiveness	2.85	3.21
4a.	Reflecting on teaching	2.85	3.27
4b.	Maintaining accurate records	3.00	3.06
4c.	Communicating with families	3.08	3.00
4d.	Participating in professional community	3.08	3.24
4e.	Growing and developing professionally	3.00	3.29
4f.	Showing professionalism	3.00	3.48
Avg. of all 22 items		2.99	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	ASU (n=55)	State scores (n=443)
1a.	Knowledge of content and pedagogy	3.46	3.49
1b.	Knowledge of students	3.42	3.42
1c.	Instructional outcomes	3.28	3.32
1d.	Knowledge of resources	3.38	3.43
1e.	Coherent instruction	3.44	3.42
1f.	Student assessments	3.17	3.27
2a.	Environment of respect and rapport	3.50	3.48
2b.	Culture for learning	3.37	3.40
2c.	Managing classroom procedures	3.26	3.26
2d.	Managing student behavior	3.13	3.13
2e.	Organizing physical space	3.58	3.54
3a.	Communicating with students	3.44	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	3.10	3.21
3e.	Flexibility and responsiveness	3.41	3.38
4a.	Reflecting on teaching	3.31	3.38
4b.	Maintaining accurate records	3.46	3.46
4c.	Communicating with families	3.27	3.30
4d.	Participating in professional community	3.39	3.44
4e.	Growing and developing professionally	3.39	3.46
4f.	Showing professionalism	3.59	3.56
Avg. of all 22 items		3.36	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:

During the Teacher Intern Seminar sessions, representatives from school partners, university partners, education cooperatives and state department agencies provide workshops that outline expectations for EPP candidates. School partners are valuable resources in EPP meetings that discuss and plan candidate expectations.

Partner school personnel remain willing to provide their expertise on committees, training for professional development, and leadership in the co-construction of EPP curriculum, assignments and key assessments that help teacher candidates grow and learn. The clinical supervisors in the schools provide critical modeling and mentoring for teacher candidates on a daily basis. The university supervisor and clinical supervisor work together to carefully document teacher intern's areas for growth to identify specific areas in need of improvement. Extensive collaboration between EPP supervisors and clinical supervisors occurs when an improvement plan is necessary to address major concerns with a teacher intern's performance.

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:

Expand recruitment activities which focus on increasing the diversity of the candidates enrolled in the teacher education program. Enhance existing university programs aimed at retention, support, and success for candidates from diverse populations. Review, revise, and expand efforts to recruit and retain academically well-prepared students from culturally diverse populations and other underrepresented groups.

Improve support for assisting candidates from diverse backgrounds in gaining admission teacher education programs. Disseminate applications for the Arkansas Geographical Critical Needs Minority Teacher Scholarship Program notifying eligible candidates of the available scholarship funds.

Use Arkansas Department of Education data to target high schools with high Hispanic populations.
Engage in Hispanic community programs to encourage consideration of education careers.

Source: EPP submission to ADE