



AR Educator Preparation Provider Quality Report

Williams Baptist 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 ◀	May 2016 ◀
		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
WBU	15		23		12		16.7		0.4%	
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
WBU	27		16		18		20.3		1.0%	
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

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%
WBU Candidates	12	3	9								12		0.00%
WBU Completers	18	6	12					1			17		5.60%

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:

WBU does have a plan for addressing geographic and academic shortage areas. Our goal is to ensure our teacher candidates are well-informed of opportunities for employment in current academic shortage areas as well as geographic areas of Arkansas. Meeting that goal includes providing information to candidates at multiple points throughout the program beginning with ED 2203 Introduction to Teaching and culminating with ED 4113 Study of the School. During the clinical internship semester, teacher candidates attend three seminars and are informed regularly during seminar of the benefits of teaching in shortage areas including loan forgiveness.

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
Elementary	8	5	63%
English	1	1	100%
MCE	1	0	0%
Music	3	3	100%
Phys. Ed.	3	0	0%
Social Studies	2	1	50%
WBU	18	10	56%
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	0	*	*	*	62.0
5004	Elem Ed: MS Social Studies Subtest	10	163.2	9	90.0	75.7
5003	Elem. Ed: Multiple Subj. Mathematics Subtest	11	165.2	9	81.8	90.4
5002	Elem. Ed: Multiple Subj. Reading Lang Arts Subtest	11	164.6	9	81.8	88.2



5005	Elem. Ed: Multiple Subj. Science Subtest	11	160.6	9	81.8	80.4
5039	English Language Arts: Content and Analysis	0	*	*	*	74.4
5857	Health and Physical Ed: Content Knowledge	1	*	*	*	84.7
5047	Middle School English Language Arts	0	*	*	*	56.4
5169	Middle School Mathematics	4	*	*	*	63.9
5440	Middle School Science	2	*	*	*	58.6
5089	Middle School Social Studies	17	158.2	12	70.6	78.5
5113	Music: Content Knowledge	2	*	*	*	88.2
5623	Principles of Learning and Teaching: 5-9	3	*	*	*	92.2
5624	Principles of Learning and Teaching: 7-12	6	165.7	5	83.3	94.8
5622	Principles of Learning and Teaching: K-6	10	169.5	9	90.0	95.4
5086	Social Studies: Content and Interpretation	1	*	*	*	68.5

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	WBU Scores (n=10)	State scores (n=921)
1a.	Knowledge of content and pedagogy	3.40	3.17
1b.	Knowledge of students	3.30	3.25
1c.	Instructional outcomes	2.90	3.05
1d.	Knowledge of resources	3.40	3.07
1e.	Coherent instruction	3.20	3.12
1f.	Student assessments	3.00	3.02
2a.	Environment of respect and rapport	3.40	3.33
2b.	Culture for learning	3.50	3.25
2c.	Managing classroom procedures	3.20	3.02
2d.	Managing student behavior	3.00	2.90
2e.	Organizing physical space	3.00	3.14
3a.	Communicating with students	3.40	3.26
3b.	Questioning and discussion techniques	3.00	3.07
3c.	Engaging students in learning	3.40	3.15
3d.	Using assessment in instruction	3.00	3.05
3e.	Flexibility and responsiveness	3.40	3.21
4a.	Reflecting on teaching	3.40	3.27
4b.	Maintaining accurate records	3.10	3.06
4c.	Communicating with families	3.00	3.00
4d.	Participating in professional community	3.10	3.24
4e.	Growing and developing professionally	3.10	3.29
4f.	Showing professionalism	3.60	3.48
Avg. of all 22 items		3.22	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	WBU Scores (n=4)	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:

WBU has multiple P-12 school and community partnerships to support our teacher candidates. These include partnership schools in which our teacher candidates complete field experiences at multiple points in the program as well as their culminating internships. In addition, WBU collaborates with community partners such as other EPPs and local businesses to ensure our teacher candidates have opportunities to work with diverse P-12 learners in interactive classroom experiences. The accountability for candidate outcomes is shared through the use of documents and assessment rubrics as well as ongoing relationships which indicate the shared expectations for our candidates.

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:

There are strategies in place to increase the number of minority students. WBU admissions counselors work with the Education Department to plan multiple preview days throughout the spring and fall semesters. Prospective students from all races and ethnicities attend these preview days. Efforts are made to communicate with Arkansas and other states' secondary schools with high minority populations to increase the attendance of minority students at preview days. In addition, recruiters for athletic departments recruit in all areas of the country and even internationally to provide opportunities for minority students to attend WBU. The Williams Teacher Education Program also reaches out to all current students who are "undecided" in their major to inform them of the opportunities afforded by obtaining an Education degree.

Source: EPP submission to ADE