



AR Educator Preparation Provider Quality Report

Southern Arkansas 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
SAU	183	71	60	91	72	37	105	66.3	2.8%	1.8%
SAU Total	254		151		109		171.3		4.6%	
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					
SAU	6	0	5	3.7	1.0%
State	556	238	259	351.0	100%
Building Level					
SAU	20	1	39	20.0	1.1%
State	944	2,095	2,292	1777.0	100%
Curriculum Program Administrator					
SAU	5	0	7	4.0	0.9%
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
SAU	63	27	46	28	53	39	54	31.3	2.7%	1.6%
SAU Total	90		74		92		85.3		4.3%	
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					
SAU	1	2	3	2.0	1.1%
State	331	83	108	174	100%
Building Level					
SAU	8	13	16	12.3	1.8%
State	378	701	943	674	100%
Curriculum Program Administrator					
SAU	3	2	2	2.3	1.6%
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%
SAU Candidates	109	29	80			10	2	3		1	93		14.70%
SAU Completers	92	25	64	3		2		3	1		81	5	6.90%

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:

Monitoring & Meeting Supply/Demand Employment Needs:

Goal 1: Formalize the review schedule for the PEPC, the Initial Educator Preparation Committee (IEPC), and the Advanced Educator Preparation Committee (AEPC) to review employment needs in the region and state.

Goal 2: Utilize the strategic planning process and the EPP review process to explore new programs, curricular changes, and/or program improvements that can enhance the EPP's ability to meet the needs of our employers.

Candidate Recruitment:

Goal 1: Increase total initial program candidate enrollment by 10% in five years.

Goal 2: Increase African-American initial program enrollment by 10% in five years to move the EPP closer to our goal of producing completers that reflect the demographics of our regional schools.

Goal 3: Increase enrollment in initial STEM programs by at least 10 candidates in five years.

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	9	5	56%
Art	3	3	100%



Biology	3	3	100%
Business	9	7	78%
Elementary	33	20	61%
English	5	3	60%
FACS	1	0	0%
Mathematics	1	0	0%
MCE	8	6	75%
Music	2	1	50%
Phys. Ed.	12	8	67%
Physics	1	1	100%
Social Studies	2	0	0%
SAU	89	57	64%
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 (%)
5701	Agriculture	9	158.0	7	77.8	92.9
5004	Elem Ed: MS Social Studies Subtest	43	157.2	30	69.8	75.7
5003	Elem. Ed: Multiple Subj. Mathematics Subtest	39	170.2	34	87.2	90.4
5002	Elem. Ed: Multiple Subj. Reading Lang Arts Subtest	39	162.1	30	76.9	88.2
5005	Elem. Ed: Multiple Subj. Science Subtest	46	161.0	32	69.6	80.4
5039	English Language Arts: Content and Analysis	1	*	*	*	74.4
5362	English to Speakers of Other Languages	0	*	*	*	98.7
5358	Gifted Education	1	*	*	*	78.8
5857	Health and Physical Ed: Content Knowledge	9	157.8	8	88.9	84.7
5311	Library Media Specialist	18	165.8	18	100	96.0
5161	Mathematics: Content Knowledge	3	*	*	*	43.9
5047	Middle School English Language Arts	7	162.9	3	42.9	56.4
5169	Middle School Mathematics	8	160.6	2	25.0	63.9
5440	Middle School Science	4	*	*	*	58.6
5089	Middle School Social Studies	17	158.2	12	70.6	78.5
5113	Music: Content Knowledge	3	*	*	*	88.2
5623	Principles of Learning and Teaching: Grades 5-9	15	176.7	15	100.0	92.2
5624	Principles of Learning and Teaching: Grades 7-12	38	165.9	31	81.6	94.8
5622	Principles of Learning and Teaching: Grades K-6	29	167.7	26	89.7	95.4
5421	Professional School Counselor	9	169.2	9	100.0	94.1
6011	School Leaders Licensure Assessment	9	171.8	9	100.0	91.7
6021	School Superintendent Assessment	3	*	*	*	93.5
5195	Spanish: World Language	0	*	*	*	50.0
5841	World Language Pedagogy	0	*	*	*	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=24)	State scores (n=921)
1a.	Knowledge of content and pedagogy	3.00	3.17
1b.	Knowledge of students	3.33	3.25
1c.	Instructional outcomes	2.83	3.05
1d.	Knowledge of resources	3.00	3.07
1e.	Coherent instruction	3.08	3.12
1f.	Student assessments	2.83	3.02
2a.	Environment of respect and rapport	3.33	3.33
2b.	Culture for learning	3.38	3.25
2c.	Managing classroom procedures	3.17	3.02
2d.	Managing student behavior	2.88	2.90
2e.	Organizing physical space	3.08	3.14
3a.	Communicating with students	3.25	3.26
3b.	Questioning and discussion techniques	3.13	3.07
3c.	Engaging students in learning	3.13	3.15
3d.	Using assessment in instruction	3.00	3.05
3e.	Flexibility and responsiveness	3.08	3.21
4a.	Reflecting on teaching	3.08	3.27
4b.	Maintaining accurate records	3.00	3.06
4c.	Communicating with families	2.92	3.00



4d.	Participating in professional community	3.25	3.24
4e.	Growing and developing professionally	3.25	3.29
4f.	Showing professionalism	3.29	3.48
Avg. of all 22 items		3.10	3.15

Source: ADE Novice Teacher Survey - Spring 2018

Domain	Category	Alternative Preparation (n=24)	State scores (n=921)
1a.	Knowledge of content and pedagogy	3.08	3.17
1b.	Knowledge of students	3.00	3.25
1c.	Instructional outcomes	2.96	3.05
1d.	Knowledge of resources	3.00	3.07
1e.	Coherent instruction	2.83	3.12
1f.	Student assessments	2.79	3.02
2a.	Environment of respect and rapport	3.13	3.33
2b.	Culture for learning	3.00	3.25
2c.	Managing classroom procedures	2.88	3.02
2d.	Managing student behavior	2.79	2.90
2e.	Organizing physical space	3.21	3.14
3a.	Communicating with students	3.25	3.26
3b.	Questioning and discussion techniques	2.96	3.07
3c.	Engaging students in learning	3.04	3.15
3d.	Using assessment in instruction	2.83	3.05
3e.	Flexibility and responsiveness	3.00	3.21
4a.	Reflecting on teaching	3.13	3.27
4b.	Maintaining accurate records	3.13	3.06
4c.	Communicating with families	3.04	3.00
4d.	Participating in professional community	2.96	3.24
4e.	Growing and developing professionally	3.08	3.29
4f.	Showing professionalism	3.25	3.48
Avg. of all 22 items		3.02	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	SAU (n=18)	State scores (n=443)
1a.	Knowledge of content and pedagogy	3.56	3.49
1b.	Knowledge of students	3.50	3.42
1c.	Instructional outcomes	3.39	3.32
1d.	Knowledge of resources	3.67	3.43
1e.	Coherent instruction	3.39	3.42
1f.	Student assessments	3.28	3.27
2a.	Environment of respect and rapport	3.56	3.48
2b.	Culture for learning	3.39	3.40
2c.	Managing classroom procedures	3.28	3.26
2d.	Managing student behavior	3.22	3.13
2e.	Organizing physical space	3.61	3.54
3a.	Communicating with students	3.33	3.44
3b.	Questioning and discussion techniques	3.24	3.23
3c.	Engaging students in learning	3.29	3.33
3d.	Using assessment in instruction	3.28	3.21
3e.	Flexibility and responsiveness	3.44	3.38
4a.	Reflecting on teaching	3.47	3.38
4b.	Maintaining accurate records	3.47	3.46
4c.	Communicating with families	3.28	3.30
4d.	Participating in professional community	3.44	3.44
4e.	Growing and developing professionally	3.56	3.46
4f.	Showing professionalism	3.56	3.56
Avg. of all 22 items		3.42	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:

Not only does SAU invite school-based partners to provide feedback through their participation in the Professional Educator Partnership Council (PEPC), but we also solicit partners' feedback in the form of clinical experience surveys. Additionally, we regularly include our partners on assessment and survey committees to provide input when we are creating/updating survey instruments. The EPP recognizes the importance of partners' input on essential curricular and programmatic decisions. To ensure that curriculum and program changes reflect necessary knowledge for public school novice teachers, the EPP often invites partners to participate in various ad-hoc committees. Such participation allows partners to provide input while assisting in such important tasks as constructing surveys and reviewing assessments and criteria. Partners provide insights and additional perspectives that help to align the assessments, surveys, and field experiences that prepare candidates for teaching. In all of these meetings, partners contribute ideas that ensure that all the changes we make in our programs meet the expectations and serve the needs of our public schools.

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:

- Develop a formal recruitment and retention plan for the College of Education
- Evaluate existing recruiting techniques and implement innovative strategies for recruiting diverse, high quality candidates
- Ensure that the recruitment plan addresses high need areas such as STEM, ELL, and SPED
- Ensure that the recruitment plan includes strategies for improving the diversity of candidates.
- Continue the Teacher Cadet program.
- Starting in fall 2018, develop and pilot a mentoring program for Introduction to Education Students that continues until they are admitted to the Teacher Education program.
- Starting in fall 2018, in an effort to retain high-quality candidates, convene a focus group comprised of candidates from various programs to gather feedback about the Teacher Education Department.
- The Annual Summary of Professional Activity documents (housed in Mentor) was updated by adding a section for faculty to report recruitment and candidate support activities. This will serve as a signal to faculty that recruitment and retention are important and valued objectives for the College of Education and that faculty participation in supporting and recruiting candidates will count positively in the faculty evaluation process.

These efforts will help in meeting our goals and providing SAU with a group of high quality, diverse candidates from a broad range of backgrounds. These efforts should also help to address needs in hard-to-staff (often small and rural) schools, as well as fields where teacher shortages exist.

Source: EPP submission to ADE