



AR Educator Preparation Provider Quality Report

Arkansas Professional Pathway to Educator Licensure (APPEL)

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 ◀

Table of Contents

Table of Contents	1
I. Definitions.....	1
II. Arkansas Educator Workforce Data	1
II.a. Teacher Program Candidates	1
II.b. Administrator Program Candidates	2
II.c. Teacher Program Completers	2
II.d. Administrator Program Completers	2
II.e. Arkansas Public Schools (APS) and EPPs by Gender and by Race (2016-17)	2
III. Addressing Shortage Areas.....	2
IV. First-year Program Completers Employed in Arkansas Public Schools (APS)	2
V. Licensure Test Pass Rates	3
VI. Novice Teacher Survey Data - Perceptions of Preparation.....	3
VII. Employer/Supervisor Survey Data	4
VIII. Partnerships for Clinical Preparation.....	4
IX. Minority Recruitment	4

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
APPEL		365		350		389		368		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

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
APPEL		172		138		130		147		6.7%
State	1,559	618	1,385	519	1,381	555	1,443	548	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%
APPEL Candidates	389	156	233		9	25	7	14	6		328		15.7%
APPEL Completers	130	52	78		2	8	2	2			116		10.8%

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:

Each year APPEL works to specifically recruit teachers for geographic and academic shortage areas through advertisement and local recruitment efforts at its sites located in all regions of Arkansas. APPEL sites are generally located at Education Service Cooperatives that know the specific needs of schools and districts in their region. Those district officials are familiar with the program and often recruit and recommend prospective teachers to APPEL. APPEL also offers a High Need Grant to participants who teach in a designated shortage area. This grant reimburses the participant for most or sometimes all of the first year APPEL tuition. The grant is paid in the participant's first year of teaching. The program also offers a full tuition grant for both years to those who are eligible to teach Computer Science as they enter the program. The goal is to help districts to recruit and retain teachers in geographic and academic 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
Art	5	5	100%
Biology	14	10	71%
Business	15	13	87%
Drama/Speech	5	3	60%
English	18	14	78%
FACS	4	3	75%
French	1	1	100%
Marketing	1	1	100%
Mathematics	8	7	88%
MCE	17	14	82%
Music	5	3	60%
Phys. Ed.	15	13	87%
Physics	6	6	100%
Social Studies	11	9	82%
Spanish	2	2	100%
APPEL	127	104	82%
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	5	155.6	4	80.0	82.0
5101	Business Ed: Content Knowledge	6	169.5	6	100.0	96.8
5245	Chemistry: Content Knowledge	2	*	*	*	50.0
5651	Computer Science	2	*	*	*	46.2
5004	Elem Ed: MS Social Studies Subtest	14	174.1	12	85.7	75.7
5003	Elem. Ed: Multiple Subj. Mathematics Subtest	14	175.8	12	85.7	90.4
5002	Elem. Ed: Multiple Subj. Reading Lang Arts Subtest	13	175.5	13	100.0	88.2
5005	Elem. Ed: Multiple Subj. Science Subtest	13	171.2	10	76.9	80.4
5039	English Language Arts: Content and Analysis	8	170.8	5	62.5	74.4
5122	Family and Consumer Sciences	2	*	*	*	97.3
5857	Health and Physical Ed: Content Knowledge	4	*	*	*	84.7
5561	Marketing Ed	0	*	*	*	*
5161	Mathematics: Content Knowledge	9	147.7	4	44.4	43.9
5047	Middle School English Language Arts	7	164.9	4	57.1	56.4
5169	Middle School Mathematics	11	164.2	8	72.7	63.9
5440	Middle School Science	6	163.7	6	100.0	58.6
5089	Middle School Social Studies	17	158.2	12	70.6	78.5
5113	Music: Content Knowledge	1	*	*	*	88.2
5621	Principles of Learning and Teaching: Early Childhood	0	*	*	*	95.4
5623	Principles of Learning and Teaching: Grades 5-9	12	172.9	10	83.3	92.2
5624	Principles of Learning and Teaching: Grades 7-12	27	176.8	27	100.0	94.8
5622	Principles of Learning and Teaching: Grades K-6	4	*	*	*	95.4
5086	Social Studies: Content and Interpretation	4	*	*	*	68.5
5221	Speech Communication: Content Knowledge	4	*	*	*	94.1
5051	Technology Ed	0	*	*	*	*
5641	Theatre	1	*	*	*	70.0
5841	World Language Pedagogy	1	*	*	*	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	APPEL Scores (n=134)	State scores (n=921)
1a.	Knowledge of content and pedagogy	2.96	3.17
1b.	Knowledge of students	3.13	3.25
1c.	Instructional outcomes	2.92	3.05
1d.	Knowledge of resources	2.94	3.07
1e.	Coherent instruction	2.85	3.12
1f.	Student assessments	2.82	3.02
2a.	Environment of respect and rapport	3.23	3.33
2b.	Culture for learning	3.13	3.25
2c.	Managing classroom procedures	3.02	3.02
2d.	Managing student behavior	2.83	2.90
2e.	Organizing physical space	3.03	3.14
3a.	Communicating with students	3.13	3.26
3b.	Questioning and discussion techniques	2.89	3.07
3c.	Engaging students in learning	3.03	3.15
3d.	Using assessment in instruction	2.87	3.05
3e.	Flexibility and responsiveness	3.06	3.21
4a.	Reflecting on teaching	3.09	3.27
4b.	Maintaining accurate records	2.90	3.06
4c.	Communicating with families	2.93	3.00
4d.	Participating in professional community	3.12	3.24
4e.	Growing and developing professionally	3.14	3.29
4f.	Showing professionalism	3.30	3.48
Avg. of all 22 items		3.01	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	APPEL Scores (n=56)	State scores (n=443)
1a.	Knowledge of content and pedagogy	3.39	3.49
1b.	Knowledge of students	3.30	3.42
1c.	Instructional outcomes	3.20	3.32
1d.	Knowledge of resources	3.34	3.43
1e.	Coherent instruction	3.21	3.42
1f.	Student assessments	3.20	3.27
2a.	Environment of respect and rapport	3.36	3.48
2b.	Culture for learning	3.18	3.40
2c.	Managing classroom procedures	3.20	3.26
2d.	Managing student behavior	3.04	3.13
2e.	Organizing physical space	3.36	3.54
3a.	Communicating with students	3.23	3.44
3b.	Questioning and discussion techniques	3.07	3.23
3c.	Engaging students in learning	3.05	3.33
3d.	Using assessment in instruction	3.13	3.21
3e.	Flexibility and responsiveness	3.16	3.38
4a.	Reflecting on teaching	3.14	3.38
4b.	Maintaining accurate records	3.32	3.46
4c.	Communicating with families	3.15	3.30
4d.	Participating in professional community	3.27	3.44
4e.	Growing and developing professionally	3.20	3.46
4f.	Showing professionalism	3.34	3.56
Avg. of all 22 items		3.22	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:

APPEL partners with Education Service Cooperatives and local school districts that serve as APPEL sites throughout Arkansas. These entities assign two, highly qualified APPEL Site Facilitator’s who oversee the program. They also recruit and hire expert presenters to deliver APPEL curriculum. These sites recruit prospective teachers from local communities. The program is a two-year preparation track that includes Instructional Modules, appropriate employment as a classroom teacher, assessments, and on-the-job professional learning. Participants are mentored and receive focused feedback and evaluation via the state’s mentoring and teacher evaluation models. For two years, APPEL Instructional Modules are offered at these satellite sites. All face-to-face modules for both years are delivered by expert presenters from the local school districts and Cooperatives. Part of each summer’s instruction is designed specifically for teaching in the content/subject area and delivered by a content expert. Local skilled practitioners offer valuable insight into current, research-based best practices in teaching and learning and deliver instruction for APPEL participants. APPEL participants work in these local districts as Teacher or Record while completing the program. Local school district officials offer feedback to APPEL Site Facilitator’s regarding participant’s performance in the classroom. It is the shared responsibility of the APPEL Program, APPEL Site Facilitator’s, and local school district officials as to the outcome of participant’s entry, preparation and 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:

APPEL has added three new sites for 2018-19. These three sites are located in Pine Bluff, Marvell and Harrisburg. This is considered the Delta region of Arkansas. These sites plan to specifically recruit minority participants. We anticipate that there will be an increase in total minority candidates for completion in 2019.

Source: EPP submission to ADE