



The Arkansas Teacher Corps (ATC) is an American non-profit organization established in 2013 whose vision is for all Arkansas students to have extraordinary lives through exceptional education. ATC recruits, trains, and supports service-oriented and talented individuals to serve as teachers for Arkansas students who need them the most.

The following is a compilation of data reflective of the Educator Preparation Provider at  
**Arkansas Teacher Corps**

**Institutional Classification:**

- Independent
- Public

**Institutional Admissions Selectivity:**

- Open Enrollment
- Moderately Selective
- Selective
- Highly Selective

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## I. Program Areas

**Table 1. Educator Licensure Programs**

The Arkansas Teacher Corps provides pedagogical instruction only. The program does provide specific instruction in content pedagogy but not in the content area alone. Participants demonstrate content knowledge upon application to the program by taking and passing the required content area Praxis® assessments for the particular subject area/grade level for which they are eligible to teach.



## II. Enrollment and Program Completers

The tables below represent program enrollment and program completer data the EPP has reported to Title II and to ADE.

**Table 2. Teacher Enrollment and Program Completers**

<b>ATC</b>						
	<b>2013 Title II</b>	<b>2014 Title II</b>	<b>2015 Title II</b>	<b>2014-15 SY ‡</b>	<b>Average</b>	<b>% of State Total</b>
<b>Enrollment</b>						
Nontraditional	0*	0*	30	37	33.5	0.6%
State	7,758	6,161	5,258	3,396	5,643	
<b>Program Completers</b>						
Nontraditional	0*	0*	0*	0*	na	na
State	2,116	2,350	2,166	2,076	2,177	

Source: HEA Title II Reports – 2013, 2014, 2015

‡ Source: Data submitted directly to ADE (not via Title II)

\* = program did not exist; no program completers yet.

**Table 3. Administrators – N/A**



### III. Demographic Data

Data submitted directly to ADE are presented below. These are the number of students in initial licensure programs in 2014-15.

Table 4. Enrollment and Demographic Data

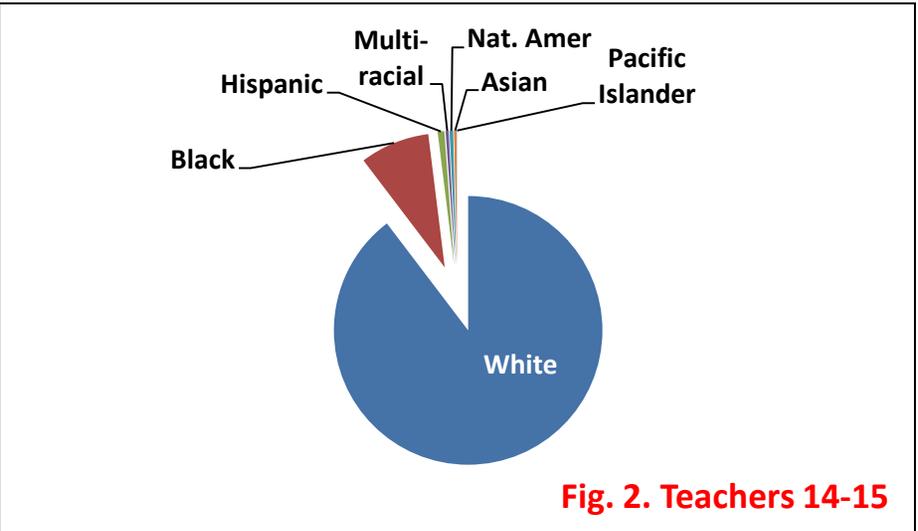
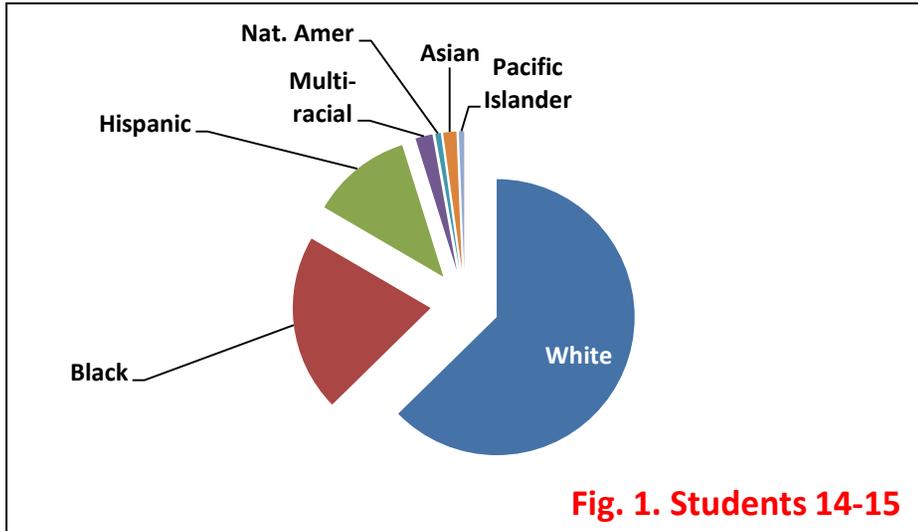
<u>Program Type</u>	<u>Male</u>	<u>Female</u>	<u>Total Enrollment</u>	<u>Hispanic</u>	<u>Nat. Amer.</u>	<u>Asian</u>	<u>Black</u>	<u>Islander</u>	<u>White</u>	<u>Multi-Racial</u>
<b>Nontraditional</b>	19	18	<b>37</b>	3	0	0	5	0	29	0

**Note:** Individuals can belong to one or more racial groups. The sum of the members of each racial category may not necessarily add up to the total number of students enrolled. For purposes of Title II reporting, the definition of an enrolled student is a student who has been admitted to a teacher preparation program, but who has not yet completed the program.

Source: Data submitted directly to ADE (not via Title II)

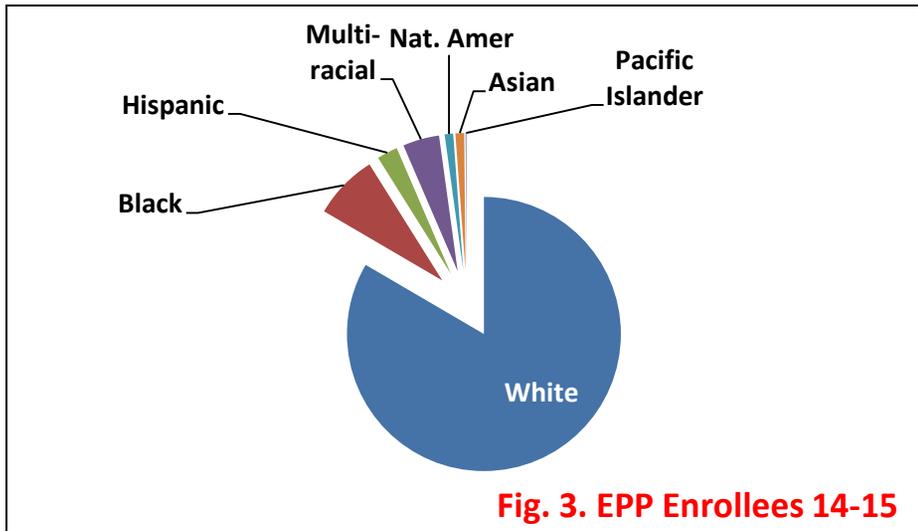
The charts on the following page demonstrate the demographic makeup of Arkansas public school students, Arkansas public school teachers, all Arkansas EPPS, and this EPP during 2014-2015.

- Figure 1. Demographic Makeup of Arkansas Public School Students
- Figure 2. Demographic Makeup of Arkansas Public School Teachers
- Figure 3. Demographic Makeup of Arkansas EPP Enrollees
- Figure 4. Demographic Makeup of ATC Enrollees

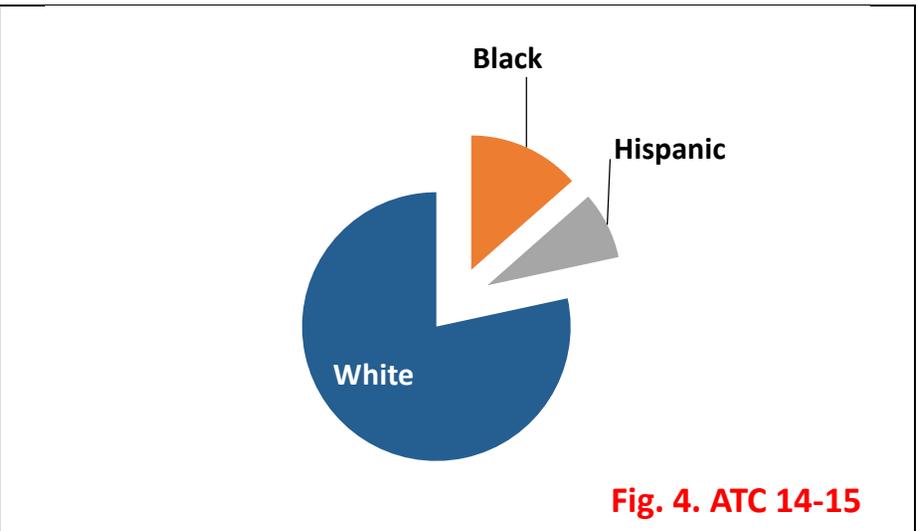


Source: ADE Data Center

Source: ADE Data Center



Source: ADE Data Center



Source: Data supplied by ATC



**IV. Number of Teachers Prepared Annually by License Area**

The number of teachers prepared in each license area is reported each year in the HEA Title II Report. These data include both traditional and nontraditional programs. The table below represents the number of teachers prepared **by ATC** over three years.

**Table 5. Number of teachers prepared by license area**

<u>ATC</u>	<u>Number of Teachers Prepared</u>			
<u>License Area</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>3-year Average</u>
EPP was not active for reporting in these years.				

Source: HEA Title II Reports - 2013, 2014, 2015

Note: Number prepared may not equal number of program completers due to differences in Title II reporting definitions.



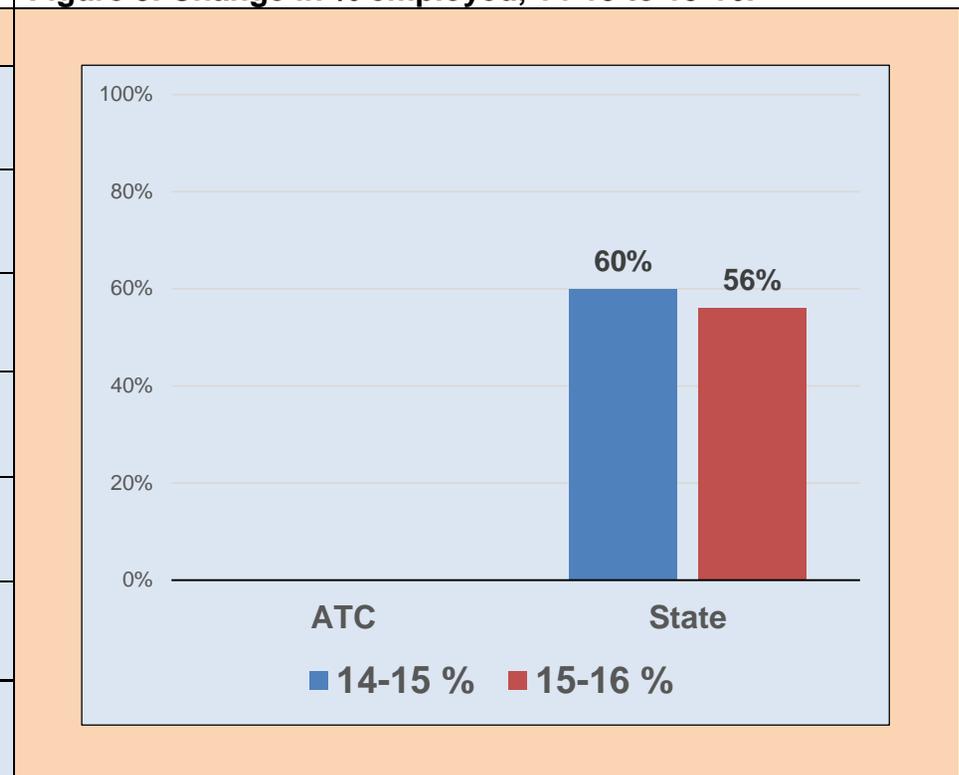
**V. Number of Program Completers Employed in Arkansas Public Schools (first-year)**

All 2014-2015 Arkansas EPP program completers (both traditional and nontraditional) were reported to the ADE Office of Research and Technology. Those found as employed in Arkansas public schools (APS) in 2015-2016 are represented below.

**Table 6. ATC Program Completers Teaching in Arkansas Public Schools During their first year as a teacher.**

	<u>ATC</u>	<u>State</u>
Completers 2013-2014	EPP had no program completers in these years.	2,324
Employed in APS 14-15		1,394
% 14-15		60%
Completers 2014-2015		2,176
Employed in APS 15-16		1,220
% 15-16		56%
Change		-4%

**Figure 5. Change in % employed, 14-15 to 15-16.**



Source: Completers supplied by EPP. Number of teachers found in AR public schools supplied by ADE Research and Technology.



## VI. Praxis® Licensure Test Pass Rates

The Praxis® Tests reported herein are assessments that are required for teacher licensure in Arkansas. Pass rates reflect the number of students taking each test for the first time between 9/1/14 and 8/31/15, and the numbers passing each test. EPPs had the opportunity to verify their students took the tests listed for their institution.

Table 7. Licensure Test Pass Rates

Test #	Test Name	N	Mean	# Pass	% Pass	State Pass Rate (%)
	No tests reported by candidates from this EPP during this time period.					

N = number of test takers

Mean = mean score

# Pass = number of passing scores

% Pass = pass rate percentage

\* = no data if N < 5



## VII. Novice Teacher Survey Results

First-year teachers complete the “Novice Teacher Survey” in the spring at the end of their first year of teaching. The purpose of the survey is to identify novice teacher perceptions of their educator preparation experience base on the four TESS domains. The spring 2015 questions and results (related to the Framework for Teaching domains) are presented below for traditional and nontraditional programs.

**Table 8. Novice Teacher Survey Results**

Instructions were as follows: "Please rate the following statements based on how well you feel your educator preparation provider (EPP) prepared you in each category for your first year of teaching." SCALE: 1=Not at all prepared 2=Inadequately prepared 3=Adequately prepared 4=Well prepared 5=Very well prepared

Domain	Category	ATC scores (n=17)	State scores (n=1,512)
1a.	Knowledge of content and pedagogy	3.59	4.17
1b.	Knowledge of students	4.06	4.21
1c.	Instructional outcomes	3.53	4.05
1d.	Knowledge of resources	3.76	4.06
1e.	Coherent instruction	3.71	4.07
1f.	Student assessments	3.76	3.94
2a.	Environment of respect and rapport	4.29	4.24
2b.	Culture for learning	4.12	4.18
2c.	Managing classroom procedures	3.76	4.03
2d.	Managing student behavior	3.82	3.98
2e.	Organizing physical space	3.56	4.14
3a.	Communicating with students	3.94	4.17
3b.	Questioning and discussion techniques	3.65	3.96
3c.	Engaging students in learning	3.59	4.08
3d.	Using assessment in instruction	3.65	3.94
3e.	Flexibility and responsiveness	4.06	4.11
4a.	Reflecting on teaching	4.24	4.20
4b.	Maintaining accurate records	3.53	3.96
4c.	Communicating with families	3.59	3.97
4d.	Participating in professional community	4.12	4.11
4e.	Growing and developing professionally	4.12	4.16
4f.	Showing professionalism	4.41	4.30
Avg. of all 22 items		3.86	4.09

Source: ADE Novice Teacher Survey - Spring 2015

## VIII. Glossary

**Educator Preparation Provider (EPP)** – EPPs are institutions or organizations that offer teacher preparation programs. EPPs can be Institutions of Higher Education (IHEs) offering traditional programs (traditional route to licensure), IHEs offering alternative programs (nontraditional route to licensure), or organizations not based at IHEs offering alternative programs. Educator preparation ‘**programs**’ are those individual tracks that prepare for specific licenses. These are offered under the auspices of each provider.

**HEA Title II (Title II of the Higher Education Act of 1965)** - Title II of the Higher Education Act (Sections 207 and 208) reflect the efforts of States, IHEs, and school districts to improve the recruitment, preparation, and support of new teachers. The HEA Title II Report includes requirements, conditions, and specifications for institutions and states related to teacher preparation and licensure.

**IHE** – Institution of Higher Education; college or university.

**Nontraditional route to licensure** – a post-baccalaureate preparation program designed for individuals seeking licensure as a teacher whose degree is not in educator preparation. Under the Arkansas Department of Education rules for nontraditional licensure, this is a program that allows them to serve as teacher of record while enrolled in a program of study.

**Pedagogy** - the art or science of teaching; education; instructional methods.

**Praxis® licensure tests** – examinations offered by ETS® taken by individuals entering the teaching profession (required by many states, including Arkansas) as part of the licensure process. Passing scores are required on the appropriate basic skills, pedagogy, and content-area assessments as mandated by the State Board of Education.

**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 route to licensure** – an undergraduate or graduate program of study at an IHE that prepares candidates for licensure as a teacher, special education teacher, school counselor, school administrator, or other school professional. These programs include a supervised clinical experience but the students do not serve as teacher of record while enrolled in the program of study.