

Date: January 12, 2018

To: Dr. Linda Bean
Interim Dean College of Education and Graduate College

From: David Bell
Director Educator Licensure and Support Services

Re: White paper for revision and merger of Master of Arts in Teaching and
Master of Teaching Leadership and Learning Non-Traditional Licensure Programs

The College of Education (Department of Curriculum and Instruction and Center for Leadership and Learning) seeks administrative approval to develop a curriculum proposal to revise the MAT and the MTLL-NTL alternative teacher preparation programs. This revision will merge the two programs into one alternative teacher preparation program at the master's level. This will allow the single program to be delivered more effectively and efficiently to students.

Proposed Title: Master of Education in Alternative Teacher Preparation

Proposed Effective Date: Fall 2019

Justification/Need:

The demand for well qualified teachers nationally, regionally, and in the state remains strong. The Arkansas Department of Education reports a growing need for qualified teachers. Teachers are needed in all licensure areas in certain geographic regions of the state. Specific shortage areas include Agriculture, Art, Computer Science, Family and Consumer Science, French, Library Media, Mathematics, Physical Science (Chemistry, Physics), Spanish and Special Education. Over the last three years 15% of those teaching special education, 9% of those in library media, and 7% of science teachers were all teaching on a waiver (ALP). Last year in the Monticello area 58 waivers were granted for area schools with 18 of those being in elementary education. They were unable to find licensed applicants for these positions. Last year in shortage areas there were 1,747 positions and 1,115 candidates preparing for licensure in these

areas.

http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/HR_Educator_Licensure/CSA_PPT_from_Dec_2015_FINAL_with_Notes-11266.pdf

The MAT and the MTLL-NTL programs have not been substantially revised since their inception. With that in mind, Dr. Gunter asked Dr. Bell to chair a committee to consider revision of the programs. On August 24, 2017 a group of College of Education faculty met to consider this idea. They concluded the programs should be reviewed by a wider group of stakeholders. A larger group of stakeholders composed of COE faculty, faculty across campus, and a variety of public school partners met on October 24, 2017 and concluded we should move forward with merging the two programs into one (See Attachment A for a list of committee members). This will be a M.Ed. in Alternative Teacher Preparation.

The group will also consider adding a track 1 that will be a content focus and a track 3 in elementary education. At one time the MAT program had an ECED P-4 track and a number of BPS students elected this as a route to licensure. The Arkansas Department of Education asked that ECED P-4 programs be closed. Recently ADE has allowed Educator Preparation Providers (EPP's) to consider developing an alternative elementary education K-6 program. Currently there are 126 BPS candidates at ATU who might have an interest in this elementary education track. A list is being compiled to conduct a Google Form survey to determine their interest.

Enrollment/graduates:

Currently there are 57 MAT and 31 MTLL students enrolled for a total of 88 students. Graduates from the programs have averaged 28.8 per year. This includes 27 for (2013-14), 38 for (2014-15), 27 for (2015-16) and 23 for (2016-17).

Tentative Curriculum Outline:

This tentative curriculum would be a 33 hour program of study with 18 hours forming a common or general pedagogical core that all students would complete. The remaining 15 hours would be devoted to either track 1-Content focus, track 2-Teacher Leadership focus, or track 3-Elementary Education focus. Further exploration of public school hiring and candidate needs will be pursued in developing the curriculum for both tracks 1 and 2.

The proposed three tracks will include:

Track 1- Content Focus for students who enter without passing Praxis II content exam scores or who desire further specific content preparation. These students would complete 15 hours of graduate work in their selected content area.

Track 2- Teacher Leadership Focus will be for students with passing Praxis II content exam scores. These students would be eligible to obtain employment and teach on a provisional license. They would complete 15 hours of coursework to advance their teaching pedagogy.

Track 3- Elementary Education Focus for students who desire licensure in elementary education K-6. A survey will be conducted to determine how many from the Bachelor of Professional Studies pool of 126 may desire teaching as a career. This would include 15 hours of course work dedicated to elementary education.

Many of the classes will be developed by merging the content from courses that exist in the MAT and the MTLL programs, and others will be new courses. One consideration for track 1-Content Focus might be the development of 4000/5000 cross listed classes. That could meet the needs of both undergraduate and graduate students at the same time. Track 3-elementary education would require careful consideration of how to prepare candidates to successfully complete the Praxis II content exam in elementary education with a condensed program of study.

Possible courses

General Pedagogy Core	Track 2: Teacher Leadership Focus
MAT 5703: Technology for Teaching and Learning	MTLL 6143: Organizational Change and the Role of the Master Teacher
MAT 6053: The At-Risk Child in the School Environment	MED 6203: Professionalization of teaching for the Master Teacher (from MTLL 6202 and MTLL 6271)
MAT 6503: Classroom Behavioral Management	MTLL 6223: Teaching and Learning for the Master Teacher
MAMS 5303: Middle School Philosophy and Organization	MTLL 6243: Cognitive Coaching and Mentoring for the Master Teacher
MAMS 6303: Models of Teaching and Educational Assessment (includes material from MAMS 6063)	MTLL 6253: Communication, Advocacy and Policy Development for the Master Teacher (from MTLL 6252)
MAMS 6803: Internship (reduced to 3 hours from MAMS 6803)	
Track 1: Content Focus	Track 3: Elementary Education
Candidates will complete 15 graduate hours in a selected content area. This will be developed working with departments across campus.	To be developed if there is need and demand. This will include 15 hours devoted to elementary education. Classes might include literacy, elementary school curriculum design and adaptation, and pedagogy for content areas.

Resources needed:

There will be few new costs for the program.

Faculty:

The program can be staffed using existing faculty.

Facilities:

Since this will be a hybrid or blended program classroom space should not be affected.

No additional office space will be needed for additional faculty. ATU library's book and periodical holdings that support the existing MAT and MTLL programs are adequate to support this program.

Earned Revenue

Spring 17	Summer 17	Fall 17
Enrollment: 161 Income: 412 semester credit hours @ \$347 = \$142,964	Enrollment: 124 Income: 328 semester credit hours @ \$347 = \$113,816	Enrollment: 144 Income: hours = 437 semester credit hours @ \$347 = \$151,639 Total income 2017 = \$408,419

Total revenue for 2017 included 429 students in 54 classes for 1177 semester credit hours @ \$347 (\$284 per semester credit hour plus \$63 per hour in fees) for \$408,419.

This proposal if approved can be sent forward in two stages. The Arkansas Department of Education has agreed that the merger of the MAT and the MTLL programs can be treated as a major revision. This will allow it to be approved without the need for ADE to convene a panel to review the proposal. If the decision is to also include a track 1 with a content focus and a track 3 with an elementary education focus, these will be treated by ADE as a new proposal and will require a panel review. By separating the proposals ATU can secure an earlier approval date for the merger of the programs. It will be helpful to have this merger approved before the Council for the Accreditation of Educator Preparation review in 2020.

References

Arkansas Department of Education. Academic Shortage Areas for 2016-2017

http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/HR_Educator_Licensure/CSA_PPT_from_Dec_2015_FINAL_with_Notes-11266.pdf

Attachment A

M.Ed. Alternative Teacher Preparation Committee Members

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Attachment B
DRAFT
M.Ed Alternative Teacher Preparation
33 hour program

Alternative Teacher Preparation Tracks (15 HOURS)		
TRACK 1: CONTENT FOCUS	TRACK 2: TEACHER LEADERSHIP FOCUS	TRACK 3: ELEMENTARY EDUCATION FOCUS
15 hours: Content and Teaching Methodology <ul style="list-style-type: none"> • Agriculture • Art • Business • Computer Science • English • Foreign Language • Math • Music • Speech • Physical Education • Science • Social Studies (Courses developed in cooperation with academic departments)	15 hours: <ul style="list-style-type: none"> • MTLL 6143: Organizational Change and the Role of the Master Teacher • MTLL 6203: professionalization of teaching for the Master Teacher (from MTLL 6202 and MTLL 6271) • MTLL 6223: Teaching and Learning for the Master Teacher • MTLL 6243: Cognitive Coaching and Mentoring for the Master Teacher • MTLL 6253: Communication, Advocacy and Policy Development for the Master Teacher (from MTLL 6252) 	15 hours: To be developed if there is need and demand. This will include 15 hours devoted to elementary education. Classes might include literacy, elementary school curriculum design and adaptation, and pedagogy for content areas.
GENERAL PEDAGOGY CORE		
<ul style="list-style-type: none"> • MAT 5703: Technology for Teaching and Learning • MAT 6053: The At-Risk Child in the School Environment • MAT 6503: Classroom Behavioral Management • MAMS 5303: Middle School Philosophy and Organization • MAMS 6303: Models of Teaching and Educational Assessment (includes material from MAMS 6063) • MAMS 6803: Internship (reduced to 3 hours from MAMS 6803) 		