

# Introduction

The Arkansas Professional Pathway to Educator Licensure (APPEL) formerly known as the Non-Traditional Licensure Program (NTLP) is an alternate route to Arkansas teacher licensure for college graduates seeking a teaching license. The APPEL program is administered through the Arkansas Department of Education (ADE). Participants may be employed as a classroom teacher in an Arkansas public school while completing requirements for a Standard Arkansas teaching license.

The program is a two-year preparation track that includes: face to face and online Instructional Modules, appropriate employment as a classroom teacher, Induction/Mentoring, assessments, on-the-job professional learning, evaluation and feedback via the state's teacher evaluation model and culminates with a submission to the National Board for Professional Teaching Standards.

Instructional Modules are offered at satellite sites throughout the state, for a total of fifteen days of summer instruction and eight Saturdays each school year. The first ten days of each summer and four of the monthly Saturday modules are delivered at the regional site. The final five content specific days of each summer is delivered at a site in Central Arkansas. Four of the monthly Saturday modules for each year are delivered completely on-line.

Each site is directed by two, highly qualified facilitators under the auspices of ADE and is monitored by the ADE Office of Educator Effectiveness that is also responsible for the administration of the program. This is a technology-rich program and requires skills related to using a computer or mobile-device, software applications, and the Internet. Program administrators are dedicated to the focus of providing rigor and relevance in teacher preparation.

# MISSION

The mission of the APPEL program is to prepare outstanding teachers to fill vacancies in Arkansas classrooms. To accomplish this mission the APPEL Program:

- Incorporates a blended learning approach with both face-to-face and online components.
- Provides a total of 348 clock hours of instruction with two years of mentoring support for guidance and professional growth.
- Consistently updates to align with Common Core State Standards, the Arkansas Teaching Standards, and the Danielson Framework for Teaching model used for teacher mentoring and evaluation.
- Prepares educators to effectively teach and enhance learning conditions and outcomes for diverse learners.
- Promotes a commitment to understanding and working effectively with children in geographically and culturally diverse settings.
- Promotes a commitment to recruit participants to help fill hard-to-staff subject and geographical shortage area positions.
- Employs practitioners as facilitators and instructors who demonstrate excellence in teaching, scholarship, and service.
- Establishes a professional environment conducive to participant growth and development.

To help achieve this mission, program administrators are committed to working collaboratively with schools, institutions of higher education, other state agency programs, and other public and private groups to address educational issues. Administrators and presenters are actively involved with organizations at the local, state, regional, and national levels, with schools, and with human service agencies.

# Vision

Program administrators and presenters share a vision for the APPEL Program. This vision is to help future educators understand what accomplished teaching looks like in a classroom and, more importantly, to demonstrate how accomplished teachers design lessons, provide instruction, build classroom communities, and utilize assessments to facilitate student learning. The program seeks to prepare learner-ready teachers.

The program defines a learner-ready teacher as one who is ready on day one of his or her career to model and develop in students the knowledge and skills they need to succeed today including the ability to:

- think critically and creatively,
- apply content to solving real world problems,
- be literate across the curriculum,
- collaborate and work in teams, and take ownership of their own continuous learning

More specifically, learner-ready teachers:

- have deep knowledge of their content and how to teach it,
- understand the differing needs of their students,
- hold students to high expectations, and
- personalize learning to ensure each learner is challenged
- care about, motivate and actively engage students in learning;
- collect interpret, and use student assessment data to monitor progress and adjust instruction,
- systematically reflect, continuously improve, and collaboratively problem solve and,
- demonstrate leadership and shared responsibility for the learning of all students

The APPEL program is approved through the State Board of Education at the Arkansas Department of Education. Program completers typically perform well on examinations of professional preparation. In Arkansas, the Department of Education provides the Praxis II pass rates for all teacher preparation units in the state to the U.S. Secretary of Education as mandated by the Higher Education Amendments of 1998. The assessment pass rate for each academic year since 1999-2000 is published as part of the Title II Teacher Education Report Card. The pass rate is available to the public and may be accessed online at <https://title2.ed.gov/Title2STRC/ChooseState.aspx?Type=Map&Year=2011> under Quick Links click “View the October 2012 State Reports” choose Arkansas on the map and in the left column click Section V “Alternative, not IHE-based summary pass rates.

