



## AR Educator Preparation Provider Quality Report

### Lyon College

Provider Type	Program Type	Admissions Selectivity	Accreditation Status	Accreditation Date
Independent ◀	Alternative	Open Enrollment	Initial CAEP Application	
Public	Traditional ◀	Moderately Selective ◀	CAEP Accredited ◀	October 2017 ◀
	Both	Selective	NCATE Accredited	
		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
LC	2		1		10		4.3		0.1%	
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
LC	5		2		1		2.7		0.1%	
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**

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%
LC Candidates	10	5	5		2	1					7		30.00%
LC Completers	1		1								1		0.00%

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:**

Lyon is currently considering the feasibility of adding preparation programs in chemistry, computer science, and instrumental music. Additionally, the EPP has partnered with the local community college to establish 2 + 2 articulation agreements that will smooth the transition of transfer students from the local area into existing programs in English, life science, mathematics, social studies, and elementary education. These agreements are part of a “grow your own” teacher initiative supported by area K-12 schools, the University of Arkansas Community College at Batesville (UACCB), and Lyon for the purpose of producing quality teachers for the schools in our geographic area.

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
Mathematics	1	1	100%
LC	1	1	100%
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 (%)
5235	Biology: Content Knowledge	3	*	*	*	82.0
5004	Elem Ed: MS Social Studies Subtest	2	*	*	*	75.7
5003	Elem. Ed: Multiple Subj. Mathematics Subtest	2	*	*	*	90.4
5002	Elem. Ed: Multiple Subj. Reading Lang Arts Subtest	2	*	*	*	88.2
5005	Elem. Ed: Multiple Subj. Science Subtest	2	*	*	*	80.4
5039	English Language Arts: Content and Analysis	4	*	*	*	74.4
5161	Mathematics: Content Knowledge	4	*	*	*	43.9
5047	Middle School English Language Arts	1	*	*	*	56.4
5169	Middle School Mathematics	1	*	*	*	63.9
5440	Middle School Science	1	*	*	*	58.6
5113	Music: Content Knowledge	0	*	*	*	88.2



5624	Principles of Learning and Teaching: 7-12	4	*	*	*	94.8
5622	Principles of Learning and Teaching: K-6	1	*	*	*	95.4
5086	Social Studies: Content and Interpretation	2	*	*	*	68.5

Source: ETS® Data Manager  
\* = calculations were 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	LC (n=0)	State scores (n=443)
1a.	Knowledge of content and pedagogy	Scores are not published if n < 10.	3.49
1b.	Knowledge of students		3.42
1c.	Instructional outcomes		3.32
1d.	Knowledge of resources		3.43
1e.	Coherent instruction		3.42
1f.	Student assessments		3.27
2a.	Environment of respect and rapport		3.48
2b.	Culture for learning		3.40
2c.	Managing classroom procedures		3.26
2d.	Managing student behavior		3.13
2e.	Organizing physical space		3.54
3a.	Communicating with students		3.44
3b.	Questioning and discussion techniques		3.23
3c.	Engaging students in learning		3.33
3d.	Using assessment in instruction		3.21
3e.	Flexibility and responsiveness		3.38
4a.	Reflecting on teaching		3.38
4b.	Maintaining accurate records		3.46
4c.	Communicating with families		3.30
4d.	Participating in professional community		3.44
4e.	Growing and developing professionally		3.46
4f.	Showing professionalism		3.56
Avg. of all 22 items			3.38

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	LC (n=1)	State scores (n=443)
1a.	Knowledge of content and pedagogy	Scores are not published if n < 10.	3.49
1b.	Knowledge of students		3.42
1c.	Instructional outcomes		3.32
1d.	Knowledge of resources		3.43
1e.	Coherent instruction		3.42
1f.	Student assessments		3.27
2a.	Environment of respect and rapport		3.48
2b.	Culture for learning		3.40
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4c.	Communicating with families		3.30
4d.	Participating in professional community		3.44
4e.	Growing and developing professionally		3.46
4f.	Showing professionalism		3.56
Avg. of all 22 items			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:**

Lyon has been partnering with local districts and UACCB to build a local teacher pipeline. Additionally, the EPP is working to establish a mentor teacher advisory panel that will be charged with providing assistance and feedback regarding program policies and practices, with emphasis on the provision of high quality field experiences that reflect best practice and on measuring candidate progress and success.

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:**

- EPP faculty will carry recruitment materials when traveling with candidates to diverse high schools for observation experiences. This is an important point of contact with high school students from diverse backgrounds.
- EPP faculty will offer support and assistance to Teacher Cadet Programs at partner schools, including guest lectures and invitations to visit education classes on campus.
- EPP faculty will attempt to identify Teacher Cadet Programs across the state serving larger populations of students from diverse backgrounds and will provide recruitment materials to them.
- Finally, EPP faculty will attempt to identify TRIO Upward Bound, Student Support Services, and other programs in Arkansas that serve students who are under-represented in the teaching profession and will provide recruitment information to them.

Source: EPP submission to ADE