ARKANSAS
**DEPARTMENT**
**OF EDUCATION**

## AR Educator Preparation Provider Quality Report

## Harding University

| Provider Type | Program Type | Admissions Selectivity | Accreditation Status | Accreditation Date |
|---|---|---|---|---|
| Independent ◄ | Alternative | Open Enrollment | Initial CAEP Application | |
| Public | Traditional | Moderately Selective ◄ | CAEP Accredited ◄ | October 2016 ◄ |
| | 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 |
| HU | 223 | 93 | 236 | 128 | 186 | 96 | 215 | 105.7 | **5.7%** | **2.8%** |
| HU Total | 316 | | 364 | | 282 | | **320.7** | | **8.6%** | |
| 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

| | 14-15 SY | 15-16 SY | 16-17 SY | Average | % of State Avg. |
|---|---|---|---|---|---|
| **District Level** | | | | | |
| HU | 22 | 15 | 14 | 17.0 | 4.8% |
| State | 556 | 238 | 259 | 351.0 | 100% |
| **Building Level** | | | | | |
| HU | 79 | 51 | 47 | 59.0 | 3.3% |
| State | 944 | 2,095 | 2,292 | 1777.0 | 100% |
| **Curriculum Program Administrator** | | | | | |
| HU | 10 | 10 | 3 | 7.7 | 1.7% |
| State | 201 | 479 | 666 | 448.7 | 100% |

Source: Data submitted to ADE by EPP

## 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 |
| HU | 117 | 75 | 129 | 55 | 139 | 50 | 128.3 | 60 | **6.4%** | **3.0%** |
| HU Total | 192 | | 184 | | 189 | | **188.3** | | **9.4%** | |
| 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** | | 100.0% | |

Source: HEA Title II reports
* = % of State Total; not % of Traditional or Alternative

## II.d. Administrator Program Completers

| | 14-15 SY | 15-16 SY | 16-17 SY | Average | % of State Avg. |
|---|---|---|---|---|---|
| **District Level** | | | | | |
| HU | 16 | 6 | 11 | 11.0 | 6.3% |
| State | 331 | 83 | 108 | 174 | 100% |
| **Building Level** | | | | | |
| HU | 24 | 27 | 26 | 25.7 | 3.8% |
| State | 378 | 701 | 943 | 674 | 100% |
| **Curriculum Program Administrator** | | | | | |
| HU | 2 | 3 | 4 | 3.0 | 2.0% |
| State | 86 | 130 | 228 | 148 | 100% |

Source: Data submitted to ADE by EPP

## 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% |
| HU Candidates | 282 | 61 | 221 | | 4 | 10 | 9 | 10 | 6 | | 243 | | 13.80% |
| HU Completers | 189 | 37 | 152 | | 3 | 3 | 7 | 9 | 8 | | 158 | 1 | 16.00% |

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:**
The Harding EPP visits with undecided students when they come in as freshman. In addition, we collaborate with content areas to support recruiting of students who may enter teaching through our non-traditional MAT route. The EPP has an endowed scholarship for special education students. The EPP also recruits students from general education courses for its endorsement in special education.

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 | 2 | 1 | 50% |
| Biology | 3 | 2 | 67% |
| Drama/Speech | 2 | 1 | 50% |
| ECH/Special Ed | 4 | 1 | 25% |
| Elementary | 73 | 35 | 48% |
| English | 14 | 6 | 43% |

| | | | |
|---|---|---|---|
| FACS | 2 | 0 | 0% |
| Mathematics | 11 | 6 | 55% |
| MCE | 44 | 25 | 57% |
| Music | 3 | 1 | 33% |
| Phys. Ed. | 19 | 7 | 37% |
| Social Studies | 8 | 1 | 13% |
| Spanish | 3 | 1 | 33% |
| Special Ed | 1 | 1 | 100% |
| HU | 189 | 88 | 47% |
| 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 EPP and that those candidates were prepared in the content area.

| Test # | Test Name | n | Mean Score | # Pass | % Pass | State Pass Rate (%) |
|---|---|---|---|---|---|---|
| 5134 | Art: Content Knowledge | 1 | * | * | * | 62.0 |
| 5235 | Biology: Content Knowledge | 0 | * | * | * | 82.0 |
| 5024 | Ed of Young Children | 9 | 168.0 | 6 | 66.7 | 68.8 |
| 5024 | Ed of Young Children | 9 | 168.0 | 6 | 66.7 | 68.8 |
| 5004 | Elem Ed: MS Social Studies Subtest | 42 | 158.8 | 30 | 71.4 | 75.7 |
| 5003 | Elem. Ed: Multiple Subj. Mathematics Subtest | 40 | 173.5 | 37 | 92.5 | 90.4 |
| 5002 | Elem. Ed: Multiple Subj. Reading Lang Arts Subtest | 39 | 166.8 | 36 | 92.3 | 88.2 |
| 5005 | Elem. Ed: Multiple Subj. Science Subtest | 42 | 164.4 | 32 | 76.2 | 80.4 |
| 5039 | English Language Arts: Content and Analysis | 7 | 183.7 | 6 | 85.7 | 74.4 |
| 5362 | English to Speakers of Other Languages | 2 | * | * | * | 98.7 |
| 5122 | Family and Consumer Sciences | 3 | * | * | * | 97.3 |
| 5174 | French: World Language | 1 | * | * | * | * |
| 5358 | Gifted Education | 1 | * | * | * | 78.8 |
| 5857 | Health and Physical Ed: Content Knowledge | 9 | 166.1 | 8 | 88.9 | 84.7 |
| 5023 | Interdisciplinary Early Childhood Ed | 8 | 179.8 | 8 | 100.0 | 100.0 |
| 5023 | Interdisciplinary Early Childhood Ed | 8 | 179.8 | 8 | 100.0 | 100.0 |
| 5161 | Mathematics: Content Knowledge | 13 | 162.6 | 10 | 76.9 | 43.9 |
| 5047 | Middle School English Language Arts | 17 | 163.9 | 9 | 52.9 | 56.4 |
| 5169 | Middle School Mathematics | 16 | 165.5 | 11 | 68.8 | 63.9 |
| 5440 | Middle School Science | 9 | 150.1 | 6 | 66.7 | 58.6 |
| 5089 | Middle School Social Studies | 17 | 158.2 | 12 | 70.6 | 78.5 |
| 5113 | Music: Content Knowledge | 3 | * | * | * | 88.2 |
| 5265 | Physics: Content Knowledge | 1 | * | * | * | 55.0 |
| 5621 | Principles of Learning and Teaching: Early Ch. | 29 | 168.6 | 29 | 100.0 | 95.4 |
| 5623 | Principles of Learning and Teaching: 5-9 | 40 | 175.2 | 40 | 100.0 | 92.2 |
| 5624 | Principles of Learning and Teaching: 7-12 | 58 | 174.6 | 58 | 100.0 | 94.8 |
| 5622 | Principles of Learning and Teaching: K-6 | 63 | 175.6 | 60 | 95.2 | 95.4 |
| 5421 | Professional School Counselor | 23 | 170.2 | 20 | 87.0 | 94.1 |
| 5301 | Reading Specialist | 17 | 183.8 | 16 | 94.1 | 91.8 |
| 6011 | School Leaders Licensure Assessment | 26 | 173.0 | 22 | 84.6 | 91.7 |
| 6021 | School Superintendent Assessment | 11 | 166.4 | 10 | 90.9 | 93.5 |
| 5086 | Social Studies: Content and Interpretation | 6 | 167.7 | 5 | 83.3 | 68.5 |
| 5195 | Spanish: World Language | 2 | * | * | * | 50.0 |
| 5354 | Special Ed: Core Knowledge Applications | 28 | 174.6 | 28 | 100.0 | 98.6 |
| 5221 | Speech Communication: Content Knowledge | 7 | 166.9 | 7 | 100.0 | 94.1 |
| 5331 | Speech-Language Pathology | 0 | * | * | * | 100.0 |
| 5641 | Theatre | 1 | * | * | * | 70.0 |
| 5841 | World Language Pedagogy | 7 | 189.6 | 7 | 100.0 | 96.4 |

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 | Traditional Preparation (n=44) | State scores (n=921) |
|---|---|---|---|
| 1a. | Knowledge of content and pedagogy | 3.16 | 3.17 |
| 1b. | Knowledge of students | 3.34 | 3.25 |
| 1c. | Instructional outcomes | 2.93 | 3.05 |
| 1d. | Knowledge of resources | 3.07 | 3.07 |
| 1e. | Coherent instruction | 3.18 | 3.12 |
| 1f. | Student assessments | 3.02 | 3.02 |
| 2a. | Environment of respect and rapport | 3.41 | 3.33 |
| 2b. | Culture for learning | 3.32 | 3.25 |
| 2c. | Managing classroom procedures | 3.05 | 3.02 |

| | | | |
|---|---|---|---|
| 2d. | Managing student behavior | 2.68 | 2.90 |
| 2e. | Organizing physical space | 3.09 | 3.14 |
| 3a. | Communicating with students | 3.32 | 3.26 |
| 3b. | Questioning and discussion techniques | 2.91 | 3.07 |
| 3c. | Engaging students in learning | 3.16 | 3.15 |
| 3d. | Using assessment in instruction | 3.11 | 3.05 |
| 3e. | Flexibility and responsiveness | 3.30 | 3.21 |
| 4a. | Reflecting on teaching | 3.43 | 3.27 |
| 4b. | Maintaining accurate records | 3.00 | 3.06 |
| 4c. | Communicating with families | 3.09 | 3.00 |
| 4d. | Participating in professional community | 3.23 | 3.24 |
| 4e. | Growing and developing professionally | 3.43 | 3.29 |
| 4f. | Showing professionalism | 3.52 | 3.48 |
| | Avg. of all 22 items | 3.17 | 3.15 |

Source: ADE Novice Teacher Survey - Spring 2018

| Domain | Category | Alternative Preparation (n=28) | State scores (n=921) |
|---|---|---|---|
| 1a. | Knowledge of content and pedagogy | 3.11 | 3.17 |
| 1b. | Knowledge of students | 3.39 | 3.25 |
| 1c. | Instructional outcomes | 3.21 | 3.05 |
| 1d. | Knowledge of resources | 3.14 | 3.07 |
| 1e. | Coherent instruction | 3.11 | 3.12 |
| 1f. | Student assessments | 3.00 | 3.02 |
| 2a. | Environment of respect and rapport | 3.32 | 3.33 |
| 2b. | Culture for learning | 3.32 | 3.25 |
| 2c. | Managing classroom procedures | 3.04 | 3.02 |
| 2d. | Managing student behavior | 2.96 | 2.90 |
| 2e. | Organizing physical space | 3.07 | 3.14 |
| 3a. | Communicating with students | 3.21 | 3.26 |
| 3b. | Questioning and discussion techniques | 3.14 | 3.07 |
| 3c. | Engaging students in learning | 3.14 | 3.15 |
| 3d. | Using assessment in instruction | 3.14 | 3.05 |
| 3e. | Flexibility and responsiveness | 3.14 | 3.21 |
| 4a. | Reflecting on teaching | 3.07 | 3.27 |
| 4b. | Maintaining accurate records | 2.89 | 3.06 |
| 4c. | Communicating with families | 2.86 | 3.00 |
| 4d. | Participating in professional community | 3.32 | 3.24 |
| 4e. | Growing and developing professionally | 3.32 | 3.29 |
| 4f. | Showing professionalism | 3.54 | 3.48 |
| | Avg. of all 22 items | 3.16 | 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 | HU (n=41) | State scores (n=443) |
|---|---|---|---|
| 1a. | Knowledge of content and pedagogy | 3.54 | 3.49 |
| 1b. | Knowledge of students | 3.39 | 3.42 |
| 1c. | Instructional outcomes | 3.27 | 3.32 |
| 1d. | Knowledge of resources | 3.32 | 3.43 |
| 1e. | Coherent instruction | 3.39 | 3.42 |
| 1f. | Student assessments | 3.28 | 3.27 |
| 2a. | Environment of respect and rapport | 3.32 | 3.48 |
| 2b. | Culture for learning | 3.32 | 3.40 |
| 2c. | Managing classroom procedures | 2.95 | 3.26 |
| 2d. | Managing student behavior | 2.95 | 3.13 |
| 2e. | Organizing physical space | 3.29 | 3.54 |
| 3a. | Communicating with students | 3.39 | 3.44 |
| 3b. | Questioning and discussion techniques | 3.22 | 3.23 |
| 3c. | Engaging students in learning | 3.32 | 3.33 |
| 3d. | Using assessment in instruction | 3.20 | 3.21 |
| 3e. | Flexibility and responsiveness | 3.29 | 3.38 |
| 4a. | Reflecting on teaching | 3.32 | 3.38 |
| 4b. | Maintaining accurate records | 3.41 | 3.46 |
| 4c. | Communicating with families | 3.22 | 3.30 |
| 4d. | Participating in professional community | 3.37 | 3.44 |
| 4e. | Growing and developing professionally | 3.51 | 3.46 |
| 4f. | Showing professionalism | 3.49 | 3.56 |
| | Avg. of all 22 items | 3.31 | 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:**

Harding has or is developing MOUs with several community colleges, including Northwest Arkansas Community College, UA Pulaski Technical College, and ASU-Beebe. We also are partners with the Single Parents Scholarship Fund Foundation, area Chambers of Commerce in the Little Rock and Northwest Arkansas areas, and the North Little Rock School District. In addition, the EPP is currently working on a partnership with three area schools for its Internship-I teaching cohort field work in a highly collaborative model. We want candidates to be involved with families in authentic settings and will depend on our partnerships for those opportunities. If needed and allowed within the agreement, we would like for our candidates to be involved in RTI interventions and working with at-risk students. In all of these, there is extensive collaboration and accountability.

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:**

The COE Diversity (Committee) meets monthly to discuss strategies to recruit minority students. Strategies that have been used include attending high school career fairs, letters and emails to high school students that have indicated they are interested in education, mail outs to diverse general studies majors on Harding's campus, emails to Arkansas high school counselors about scholarships and programs that are available for diverse students, and financial support for a local non-profit (Classy Lady) that coaches young women of color on how to get jobs and prepare for college. Harding has hired a designated person in recruiting and admissions to work with transfer and minority students.

Source: EPP submission to ADE