



AR Educator Preparation Provider Quality Report

John Brown University

Provider Type	Program Type	Admissions Selectivity	Accreditation Status	Accreditation Date
Independent ◀	Alternative	Open Enrollment	Initial CAEP Application	
Public	Traditional	Moderately Selective ◀	CAEP Accredited	
	Both ◀	Selective	NCATE Accredited ◀	October 2011 ◀
		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
JBU	119	13	48	13	52	15	73.0	13.7	1.9%	0.4%
JBU Total	132		61		67		86.7		2.3%	
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
JBU	25		30	0	17	5	23.0	2.5	1.2%	0.1%
JBU Total	25		30		19		25.5		1.3%	
State	1,559	618	1,385	519	1,382	508	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%
JBU Candidates	67	13	54				4	2	1		60		10.50%
JBU Completers	22	6	13	3				1			17	4	5.60%

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:

JBU implemented a 4+1 program and have expanded the licensure options in our MAT program to address academic shortage areas. We also provide a blended learning environment for our MAT candidates which allows us to reach students anywhere in Arkansas via a virtual learning environment. We currently have 2 students enrolled who live in central Arkansas.

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
Elementary	9	3	38%
English	3	1	33%
Music	2	0	0%
Social Studies	5	2	40%
JBU	19	6	32%
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 (%)
5004	Elem Ed: MS Social Studies Subtest	19	171.8	19	100.0	75.7
5003	Elem. Ed: Multiple Subj. Mathematics Subtest	18	177.3	17	94.4	90.4
5002	Elem. Ed: Multiple Subj. Reading Lang Arts Subtest	19	174.3	19	100.0	88.2
5005	Elem. Ed: Multiple Subj. Science Subtest	18	169.5	16	88.9	80.4
5039	English Language Arts: Content and Analysis	1	*	*	*	74.4
5362	English to Speakers of Other Languages	16	184.0	16	100	98.7
5161	Mathematics: Content Knowledge	4	*	*	*	43.9
5047	Middle School English Language Arts	3	*	*	*	56.4
5169	Middle School Mathematics	4	*	*	*	63.9
5440	Middle School Science	0	*	*	*	58.6
5113	Music: Content Knowledge	3	*	*	*	88.2
5621	Principles of Learning and Teaching: Early Childhood	4	*	*	*	95.4
5623	Principles of Learning and Teaching: Grades 5-9	1	*	*	*	92.2
5624	Principles of Learning and Teaching: Grades 7-12	9	177.0	9	100.0	94.8



5622	Principles of Learning and Teaching: Grades K-6	14	177.2	14	100.0	95.4
5421	Professional School Counselor	4	*	*	*	94.1
5086	Social Studies: Content and Interpretation	2	*	*	*	68.5
5354	Special Ed: Core Knowledge Applications	0	*	*	*	98.6

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=6)	State scores (n=921)
1a.	Knowledge of content and pedagogy	Scores are not published if n < 10.	3.17
1b.	Knowledge of students		3.25
1c.	Instructional outcomes		3.05
1d.	Knowledge of resources		3.07
1e.	Coherent instruction		3.12
1f.	Student assessments		3.02
2a.	Environment of respect and rapport		3.33
2b.	Culture for learning		3.25
2c.	Managing classroom procedures		3.02
2d.	Managing student behavior		2.90
2e.	Organizing physical space		3.14
3a.	Communicating with students		3.26
3b.	Questioning and discussion techniques		3.07
3c.	Engaging students in learning		3.15
3d.	Using assessment in instruction		3.05
3e.	Flexibility and responsiveness		3.21
4a.	Reflecting on teaching		3.27
4b.	Maintaining accurate records		3.06
4c.	Communicating with families		3.00
4d.	Participating in professional community		3.24
4e.	Growing and developing professionally		3.29
4f.	Showing professionalism		3.48
Avg. of all 22 items			3.15

Source: ADE Novice Teacher Survey - Spring 2018

Domain	Category	Alternative Preparation (n=4)	State scores (n=921)
1a.	Knowledge of content and pedagogy	Scores are not published if n < 10.	3.17
1b.	Knowledge of students		3.25
1c.	Instructional outcomes		3.05
1d.	Knowledge of resources		3.07
1e.	Coherent instruction		3.12
1f.	Student assessments		3.02
2a.	Environment of respect and rapport		3.33
2b.	Culture for learning		3.25
2c.	Managing classroom procedures		3.02
2d.	Managing student behavior		2.90
2e.	Organizing physical space		3.14
3a.	Communicating with students		3.26
3b.	Questioning and discussion techniques		3.07
3c.	Engaging students in learning		3.15
3d.	Using assessment in instruction		3.05
3e.	Flexibility and responsiveness		3.21
4a.	Reflecting on teaching		3.27
4b.	Maintaining accurate records		3.06
4c.	Communicating with families		3.00
4d.	Participating in professional community		3.24
4e.	Growing and developing professionally		3.29
4f.	Showing professionalism		3.48
Avg. of all 22 items			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	JBU (n=4)	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 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:

JBU teacher candidates grow in knowledge, skills, and professional dispositions through field experience and internship placements provided through partner districts and schools within the surrounding communities. JBU teacher candidates are offered the unique opportunity to begin clinical experiences during the freshman year at an observation level in the undergraduate program. Throughout the remaining sophomore and junior level coursework, teacher candidates experience working with individual students, small groups, and whole class lessons. In the Master of Arts in Teaching (MAT), teacher candidates conduct field experiences when required by the course syllabus.

JBU is proud of the successful partnerships and have maintained a close working relationship in order to provide a platform for preparation of the next generation of professional educators. Through face-to-face meetings, emails, and the use of Google, JBU and SSSD have created mutually-agreed upon expectations for clinical experiences.

The university faculty collaborate with Cooperating Teachers (CTs) for internship and field experience to support the teacher candidates through field experience and internship.

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:

We are working closely with the admissions department to try to recruit more diverse candidates, with their help our department will be working on a specific recruitment plan over the coming months. The university hired a recruiter in the fall of 2017 to focus solely on recruiting local Hispanic students to the university for all programs.

Source: EPP submission to ADE