



AR Educator Preparation Provider Quality Report

Ouachita Baptist 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 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
OBU	60		65		46		57.0		1.5%	
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
OBU	33		34		31		32.7		1.6%	
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%
OBU Candidates	46	10	36			1					45		2.20%
OBU Completers	31	5	26						1		29	1	3.30%

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:

OBU has been intentional with efforts to know and address community and state needs through communication with Title I school districts and the ADE regarding teacher shortage areas. Due to this effort, 13% of completers from the program began their first teaching job in a low socio-economic community. Each year, the EPP participates in the University job fair with principals from Title I schools to help recruit teachers for their shortage areas. Principals from across Arkansas often contact the EPP during the spring semester and summer to recruit completers for job placements.

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
Drama/Speech	1	1	100%
Elementary	18	7	39%
Mathematics	1	0	0%
MCE	3	1	33%
Music	6	4	67%
Social Studies	2	1	50%
OBU	31	14	45%
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	0	*	*	*	62.0
5235	Biology: Content Knowledge	0	*	*	*	82.0
5004	Elem Ed: MS Social Studies Subtest	10	161.2	9	90.0	75.7
5003	Elem. Ed: Multiple Subj. Mathematics Subtest	8	177.6	7	87.5	90.4



5002	Elem. Ed: Multiple Subj. Reading Lang Arts Subtest	8	167.4	8	100.0	88.2
5005	Elem. Ed: Multiple Subj. Science Subtest	9	169.0	9	100.0	80.4
5039	English Language Arts: Content and Analysis	2	*	*	*	74.4
5857	Health and Physical Ed: Content Knowledge	2	*	*	*	84.7
5161	Mathematics: Content Knowledge	3	*	*	*	43.9
5047	Middle School English Language Arts	2	*	*	*	56.4
5169	Middle School Mathematics	4	*	*	*	63.9
5440	Middle School Science	3	*	*	*	58.6
5089	Middle School Social Studies	17	158.2	12	70.6	78.5
5113	Music: Content Knowledge	8	161.5	7	87.5	88.2
5265	Physics: Content Knowledge	1	*	*	*	55.0
5621	Principles of Learning and Teaching: Early Ch.	0	*	*	*	95.4
5623	Principles of Learning and Teaching: 5-9	9	178.3	9	100.0	92.2
5624	Principles of Learning and Teaching: 7-12	3	*	*	*	94.8
5622	Principles of Learning and Teaching: K-6	18	176.3	18	100.0	95.4
5086	Social Studies: Content and Interpretation	3	*	*	*	68.5
5221	Speech Comm: Content Knowledge	0	*	*	*	94.1
5641	Theatre	0	*	*	*	70.0

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	OBU Scores (n=11)	State scores (n=921)
1a.	Knowledge of content and pedagogy	3.64	3.17
1b.	Knowledge of students	3.82	3.25
1c.	Instructional outcomes	3.55	3.05
1d.	Knowledge of resources	3.45	3.07
1e.	Coherent instruction	3.82	3.12
1f.	Student assessments	3.64	3.02
2a.	Environment of respect and rapport	3.64	3.33
2b.	Culture for learning	3.64	3.25
2c.	Managing classroom procedures	3.09	3.02
2d.	Managing student behavior	3.09	2.90
2e.	Organizing physical space	3.64	3.14
3a.	Communicating with students	3.73	3.26
3b.	Questioning and discussion techniques	3.64	3.07
3c.	Engaging students in learning	3.73	3.15
3d.	Using assessment in instruction	3.73	3.05
3e.	Flexibility and responsiveness	3.55	3.21
4a.	Reflecting on teaching	3.64	3.27
4b.	Maintaining accurate records	3.45	3.06
4c.	Communicating with families	3.45	3.00
4d.	Participating in professional community	3.64	3.24
4e.	Growing and developing professionally	3.73	3.29
4f.	Showing professionalism	3.73	3.48
Avg. of all 22 items		3.59	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	OBU Scores (n=13)	State scores (n=443)
1a.	Knowledge of content and pedagogy	3.62	3.49
1b.	Knowledge of students	3.46	3.42
1c.	Instructional outcomes	3.46	3.32
1d.	Knowledge of resources	3.62	3.43
1e.	Coherent instruction	3.46	3.42
1f.	Student assessments	3.46	3.27
2a.	Environment of respect and rapport	3.38	3.48
2b.	Culture for learning	3.54	3.40
2c.	Managing classroom procedures	3.38	3.26
2d.	Managing student behavior	2.85	3.13
2e.	Organizing physical space	3.77	3.54
3a.	Communicating with students	3.31	3.44



3b.	Questioning and discussion techniques	3.38	3.23
3c.	Engaging students in learning	3.54	3.33
3d.	Using assessment in instruction	3.23	3.21
3e.	Flexibility and responsiveness	3.46	3.38
4a.	Reflecting on teaching	3.54	3.38
4b.	Maintaining accurate records	3.62	3.46
4c.	Communicating with families	3.46	3.30
4d.	Participating in professional community	3.62	3.44
4e.	Growing and developing professionally	3.62	3.46
4f.	Showing professionalism	3.62	3.56
Avg. of all 22 items		3.47	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:

OBU and P-12 schools in the area have a mutual and ongoing partnership to ensure a quality educational experience for candidates in all licensure areas. OBU and P-12 schools collaborate concerning the entry/exit process into clinical experiences. OBU's Teacher Education Advisory Board consists of administrators from local school districts, current candidates, and faculty ensuring full collaboration for OBU's clinical and field experience. OBU relies on a shared responsibility model with the P-12 schools and the Department of Education regarding co-construction of evaluations, selection process, curriculum development, and opportunities to link theory to practice. Candidates have experience in at least three different school systems for observations, methods teaching, practicum, and student teaching. Input from P-12 teachers and administrators is regularly sought through meetings, personal feedback, evaluations, and email exchanges.

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:

Strategies for increasing the number of minority candidates are varied and ongoing. OBU established a trip for candidates to participate in during the May term allowing candidates to visit and teach in schools with large minority populations because our area schools are not as diverse. Faculty from OBU participate in the Teacher Cadet "School Fair" annually. The Teacher Cadet programs have a high minority population. OBU hosted a Teacher Cadet group on campus for a campus tour and an opportunity to visit with EPP faculty. Demographic data of the university indicate the minority enrollment is 15.5%.

Source: EPP submission to ADE