



FREED-HARDEMAN UNIVERSITY

Freed-Hardeman University Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Freed-Hardeman University is a private, four-year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the National Council for the Accreditation of Teacher Education.

Institution Highlights:

- Freed-Hardeman University had 74 program completers in the 2012-2013 cohort and a 100 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Freed-Hardeman University program completers perform at the same level as *teachers statewide* in the following areas:
 - 4th-8th grade TCAP math, reading, science, and social studies
 - High school End of Course exam composite
- Program completers from Freed-Hardeman University tend to be less effective than *teachers statewide* in 4th-8th grade TCAP composite.
- Based on the *statewide distribution of all teachers*, completers from Freed-Hardeman University tend to underperform in 4th-8th grade TCAP composite and science.

Freed-Hardeman University

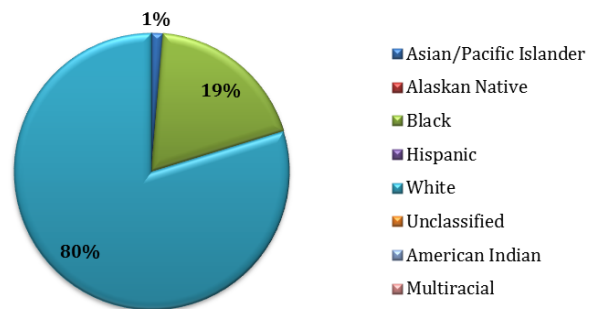
Teacher Education Program Information

Location:	Henderson, TN
Institution Type:	TICUA
Accreditation:	SACSCOC, NCATE
Top Endorsement Areas:	Elementary Education K-6 (30 completers)

2012-2013 Program Completers

Total Completers	74
Male	26%
Female	74%
In-State	72%
Out-of-State	28%
Apprentice License	74
Transitional License	
Completers Statewide	1.5%

Race & Ethnicity



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.54	74	2.48-4.0	3.54	74			3.56	4258
Major GPA	3.69	31	2.48-4.0	3.69	31			3.58	1932
High School GPA	3.6	33	2.68-4.0	3.6	33			3.40	2240
ACT Composite	25	43	19-31	25	43			23.1	2406
ACT Reading	27.3	35	19-34	27.3	35			24.4	2212
ACT Science	25	23	19-32	25	23			22.5	2181
ACT English	27.2	35	20-36	27.2	35			24.1	2222
ACT Math	24.3	35	17-33	24.3	35			21.8	2220
SAT Cumulative								1110	294
SAT Math								549	283
SAT Verbal								557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score	402	17	380-428	402	17			399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor’s degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor’s degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor’s Degree & License	43	Elementary Education & Teaching
Master’s Degree & License	11	Special Education & Teaching
License Only	20	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
FHU Completers	75	75	100%
• Apprentice License Completers	55	55	100%
• Transitional License Completers	20	20	100%

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution’s graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	129	73.7%	72.9%	53.8%	61.5%
2010-2011	65	70.8%	51.6%	54.8%	
2011-2012	77	31.9%	36.1%		
2012-2013	74	44.6%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers
Carroll	1	Lake	1
Chester	3	Lewis	1
Davidson	2	Madison	4
Dickson	2	McNairy	1
Dyer	1	Montgomery	1
Fayette	2	Robertson	2
Gibson	3	Shelby	5
Hardeman	1	Wilson	1
Haywood	2		

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program’s beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-		30	30
o Math			17	28
o Reading/Language			9	27
o Science			10	26
o Social Studies			5	26
EOC Composite (High School)			7	28

Transitional License Teacher

Freed-Hardeman University does not have completers teaching on a transitional license; therefore, no TVAAS analysis is available.

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-		30	34
o Math			17	31
o Reading/Language			9	31
o Science			10	31
o Social Studies			5	29
EOC Composite (High School)			7	32

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	33.3%	-	6.7%	-	30
○ Math	23.5%		23.5%		17
○ Reading/Language	33.3%		11.1%		9
○ Science	40.0%	-	10.0%		10
○ Social Studies	20.0%		0.0%		5
EOC Composite (High School)	28.6%		14.3%		7

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