



AR Educator Preparation Provider Quality Report

University of Arkansas – Pine Bluff

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 ◀	April 2013 ◀
		Highly Selective	State Reviewed	

Table of Contents

Table of Contents	1
I. Definitions.....	1
II. Arkansas Educator Workforce Data	1
II.a. Teacher Program Candidates	1
II.b. Administrator Program Candidates	2
II.c. Teacher Program Completers	2
II.d. Administrator Program Completers	2
II.e. Arkansas Public Schools (APS) and EPPs by Gender and by Race (2016-17)	2
III. Addressing Shortage Areas.....	2
IV. First-year Program Completers Employed in Arkansas Public Schools (APS)	2
V. Licensure Test Pass Rates	2
VI. Novice Teacher Survey Data - Perceptions of Preparation.....	3
VII. Employer/Supervisor Survey Data	4
VIII. Partnerships for Clinical Preparation.....	4
IX. Minority Recruitment	4

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
UAPB	24	0	13	0	11	5	16.0	1.7	0.4%	<0.1%
UAPB Total	24		13		16		17.7		0.5%	
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
UAPB	11	1	13	0	11	5	11.7	2.0	0.6%	0.1%
UAPB Total	12		13		16		13.7		0.7%	
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%
UAPB Candidates	16	2	14			15					1		93.80%
UAPB Completers	16	2	13	1		12		2			1	1	93.30%

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: UAPB will pursue grants research and offer more web-courses, adding degree programs on the Advanced Level: Computers in Education, Mathematics, Science and Social Studies. UAPB has collaborated with STEM programs on campus to assist with recruiting potential students. UAPB is developing brochures and websites to enhance recruiting. UAPB has joined an electronic consortium which is a form of recruitment that advertises the School of Education Programs, as well as, promotes other programs across the UAPB campus. The EPP candidates are offered the Geographical Critical Needs Scholarship. Those candidates who take advantage of that scholarship are aware that they must agree to teach in the Delta or in a geographical area of the state in which there exists a critical shortage of teachers. UAPB has also started a faculty initiative to recruit students, prepare them to teach, and return to their community.

Source: EPP submission to ADE

IV. First-year Program Completers Employed in Arkansas Public Schools (APS)

UAPB	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
Biology	2	0	0%
Elementary	7	4	57%
English	2	2	100%
Mathematics	1	1	100%
Phys. Ed.	2	1	50%
Social Studies	1	1	100%
UAPB	15	9	60%
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 (%)
5701	Agriculture	0	*	*	*	92.9
5134	Art: Content Knowledge	2	*	*	*	62.0



5235	Biology: Content Knowledge	5	138.8	2	40.0	82.0
5101	Business Ed: Content Knowledge	1	*	*	*	96.8
5245	Chemistry: Content Knowledge	3	*	*	*	50.0
5004	Elem Ed: MS Social Studies Subtest	8	152.6	5	62.5	75.7
5003	Elem. Ed: Multiple Subj. Mathematics Subtest	7	152.0	4	57.1	90.4
5002	Elem. Ed: Multiple Subj. Reading Lang Arts Subtest	7	160.0	5	71.4	88.2
5005	Elem. Ed: Multiple Subj. Science Subtest	8	153.8	4	50.0	80.4
5039	English Language Arts: Content and Analysis	3	*	*	*	74.4
5122	Family and Consumer Sciences	2	*	*	*	97.3
5857	Health and Physical Ed: Content Knowledge	7	157.9	4	57.1	84.7
5161	Mathematics: Content Knowledge	4	*	*	*	43.9
5047	Middle School English Language Arts	8	156.0	4	50.0	56.4
5169	Middle School Mathematics	2	*	*	*	63.9
5440	Middle School Science	0	*	*	*	58.6
5089	Middle School Social Studies	17	158.2	12	70.6	78.5
5113	Music: Content Knowledge	3	*	*	*	88.2
5623	Principles of Learning and Teaching: 5-9	2	*	*	*	92.2
5624	Principles of Learning and Teaching: 7-12	11	164.4	8	72.7	94.8
5622	Principles of Learning and Teaching: K-6	0	*	*	*	95.4
5086	Social Studies: Content and Interpretation	2	*	*	*	68.5
5354	Special Ed: Core Knowledge Applications	3	*	*	*	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=1)	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=1)	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	UAPB (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
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:

UAPB has signed partnership agreements with 12 southeast Arkansas public schools districts, Arkansas River Education Cooperative, Arkansas School for the Blind, and the Light House Charter School of Pine Bluff. The 12 partnership districts have a total of 144 schools that can benefit from the EPP partnerships. These partnerships foster a close and cooperative relationship among agencies, and the EPP places student teachers in partnership schools. Some of the partnership school teachers serve as adjunct professors at the EPP.

For entry we establish permission from the partnerships for our candidates to visit and observe classroom behavioral management and instruction. During preparation, they are required to do more classroom observation. These observations are not only of classroom management and behavior, but also of instruction assessment. During exit, partnership instructors are required to complete student teacher evaluations and share those evaluations with both the students and the institution. The university requires partnerships to provide substantive feedback regarding the preparation of Educator Preparation Program candidates.

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:

UAPB cooperates and supports the university wide recruitment program that was implemented by the Provost and Vice Chancellor for Academic Affairs and Vice Chancellor for Enrollment Management and Student Success. The emphasis on growing student enrollment is an institutional goal and charge, therefore, the school will be identifying more personnel to specifically respond to the need to organize future efforts for recruiting and retaining students.

Because we are a Historically Black College and University (HBCU) we are actively engaged in preparing minority students. We meet with department chairs and solicit recommendations of students who might be interested in becoming students in the teacher education program. We arrange meetings with prospective students, and assist students in applying for admission to the EPP program here at the University of Arkansas at Pine Bluff.

Source: EPP submission to ADE