



## AR Educator Preparation Provider Quality Report

### University of Arkansas – Monticello

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 ◀	May 2016 ◀
		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 .....	3
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
UAM	65	90	34	44	36	130	45.0	88.0	1.2%	2.3%
UAM Total	155		78		166		133.0		3.5%	
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**

	14-15 SY	15-16 SY	16-17 SY	Average	% of State Avg.
<b>District Level</b>					
UAM	1	1	0	0.7	0.2%
State	556	238	259	351.0	100%
<b>Building Level</b>					
UAM	13	9	12	11.3	0.6%
State	944	2,095	2,292	1,777.0	100%
<b>Curriculum Program Administrator</b>					
UAM	0	0	0	0.0	0.0%
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
UAM	37	41	21	44	5	66	21.0	50.3	1.1%	2.5%
UAM Total	78		65		71		71.3		3.6%	
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**

	14-15 SY	15-16 SY	16-17 SY	Average	% of State Avg.
<b>District Level</b>					
UAM	0	0	0	0.0	0.0%
State	331	83	108	174	100%
<b>Building Level</b>					
UAM	3	14	5	7.3	1.1%
State	378	701	943	674	100%
<b>Curriculum Program Administrator</b>					
UAM	0	0	0	0.0	0.0%
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%
UAM Candidates	166	36	130			14	2	5	2	1	142		14.50%
UAM Completers	71	25	46			10	2	1	1		56	1	20.00%

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 UAM School of Education is developing a 5-year recruitment plan that will incorporate strategies and goals for recruitment in specific academic and geographic shortage areas. We currently attend recruitment fairs and contact potential candidates through email, letters, and radio advertisements. We have set the goal of recruiting 8 new math and science teachers for the 2018-2019 academic year through the Master of Arts in Teaching alternative licensure program. We implemented a new alternative licensure program for special education that will start in June of 2018 to address the need for more special education teachers.

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	1	0	0%
Biology	7	6	86%
Business	10	7	70%
Elementary	15	14	93%



English	11	10	91%
Mathematics	5	4	80%
MCE	7	6	86%
Music	3	3	100%
Phys. Ed.	7	4	57%
Physics	1	1	100%
Social Studies	4	1	25%
UAM	71	56	79%
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	28	156.5	16	57.1	75.7
5003	Elem. Ed: Multiple Subj. Mathematics Subtest	28	171.0	21	75.0	90.4
5002	Elem. Ed: Multiple Subj. Reading Lang Arts Subtest	28	161.4	20	71.4	88.2
5005	Elem. Ed: Multiple Subj. Science Subtest	29	164.3	22	75.9	80.4
5857	Health and Physical Ed: Content Knowledge	2	*	*	*	84.7
5047	Middle School English Language Arts	6	157.2	3	50.0	56.4
5169	Middle School Mathematics	0	*	*	*	63.9
5440	Middle School Science	1	*	*	*	58.6
5089	Middle School Social Studies	17	158.2	12	70.6	78.5
5113	Music: Content Knowledge	1	*	*	*	88.2
5623	Principles of Learning and Teaching: 5-9	23	166.9	19	82.6	92.2
5624	Principles of Learning and Teaching: 7-12	49	171.1	46	93.9	94.8
5622	Principles of Learning and Teaching: K-6	34	171.7	32	94.1	95.4
6011	School Leaders Licensure Assessment	3	*	*	*	91.7
6021	School Superintendent Assessment	0	*	*	*	93.5

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=11)	State scores (n=921)
1a.	Knowledge of content and pedagogy	3.45	3.17
1b.	Knowledge of students	3.36	3.25
1c.	Instructional outcomes	3.36	3.05
1d.	Knowledge of resources	3.18	3.07
1e.	Coherent instruction	3.45	3.12
1f.	Student assessments	3.09	3.02
2a.	Environment of respect and rapport	3.45	3.33
2b.	Culture for learning	3.45	3.25
2c.	Managing classroom procedures	3.36	3.02
2d.	Managing student behavior	3.36	2.90
2e.	Organizing physical space	3.36	3.14
3a.	Communicating with students	3.45	3.26
3b.	Questioning and discussion techniques	3.45	3.07
3c.	Engaging students in learning	3.36	3.15
3d.	Using assessment in instruction	3.45	3.05
3e.	Flexibility and responsiveness	3.27	3.21
4a.	Reflecting on teaching	3.36	3.27
4b.	Maintaining accurate records	3.27	3.06
4c.	Communicating with families	3.27	3.00
4d.	Participating in professional community	3.45	3.24
4e.	Growing and developing professionally	3.55	3.29
4f.	Showing professionalism	3.55	3.48
Avg. of all 22 items		3.38	3.15

Source: ADE Novice Teacher Survey - Spring 2018

Domain	Category	Alternative Preparation (n=73)	State scores (n=921)
1a.	Knowledge of content and pedagogy	3.01	3.17
1b.	Knowledge of students	3.11	3.25
1c.	Instructional outcomes	3.00	3.05
1d.	Knowledge of resources	2.90	3.07



1e.	Coherent instruction	2.85	3.12
1f.	Student assessments	2.81	3.02
2a.	Environment of respect and rapport	3.11	3.33
2b.	Culture for learning	3.12	3.25
2c.	Managing classroom procedures	2.88	3.02
2d.	Managing student behavior	2.82	2.90
2e.	Organizing physical space	2.96	3.14
3a.	Communicating with students	3.16	3.26
3b.	Questioning and discussion techniques	2.95	3.07
3c.	Engaging students in learning	3.05	3.15
3d.	Using assessment in instruction	2.99	3.05
3e.	Flexibility and responsiveness	3.07	3.21
4a.	Reflecting on teaching	3.11	3.27
4b.	Maintaining accurate records	3.07	3.06
4c.	Communicating with families	3.01	3.00
4d.	Participating in professional community	3.07	3.24
4e.	Growing and developing professionally	3.14	3.29
4f.	Showing professionalism	3.32	3.48
Avg. of all 22 items		3.02	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	UAM (n=36)	State scores (n=443)
1a.	Knowledge of content and pedagogy	3.31	3.49
1b.	Knowledge of students	3.17	3.42
1c.	Instructional outcomes	3.11	3.32
1d.	Knowledge of resources	3.17	3.43
1e.	Coherent instruction	3.14	3.42
1f.	Student assessments	3.06	3.27
2a.	Environment of respect and rapport	3.39	3.48
2b.	Culture for learning	3.42	3.40
2c.	Managing classroom procedures	3.14	3.26
2d.	Managing student behavior	2.97	3.13
2e.	Organizing physical space	3.39	3.54
3a.	Communicating with students	3.25	3.44
3b.	Questioning and discussion techniques	3.03	3.23
3c.	Engaging students in learning	3.11	3.33
3d.	Using assessment in instruction	3.03	3.21
3e.	Flexibility and responsiveness	3.14	3.38
4a.	Reflecting on teaching	3.31	3.38
4b.	Maintaining accurate records	3.39	3.46
4c.	Communicating with families	3.31	3.30
4d.	Participating in professional community	3.36	3.44
4e.	Growing and developing professionally	3.33	3.46
4f.	Showing professionalism	3.47	3.56
Avg. of all 22 items		3.23	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:**

The UAM School of Education has partnership agreement with 15 school districts in southeast Arkansas. Partners participate in admission interviews, program development, curriculum alignment, and programmatic reviews. The UAM School of Education is implementing an advisory committee to ensure that we have detailed expectations for working with our partners in the schools and community.

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 UAM School of Education is developing a 5-year recruitment plan that will incorporate strategies and goals for recruitment of minority candidates. We currently work closely with Teacher Cadet programs as a way of recruiting minority candidates.

Source: EPP submission to ADE