



## AR Educator Preparation Provider Quality Report

### University of Central Arkansas

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 2012 ◀
		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
UCA	366	318	384	283	328	240	359.3	280.3	9.5%	7.4%
UCA Total	684		667		568		639.6		17.1%	
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.
District Level					
UCA	14	12	14	13.3	3.8%
State	556	238	259	351.0	100%
Building Level					
UCA	47	32	48	42.3	2.4%
State	944	2,095	2,292	1777.0	100%
Curriculum Program Administrator					
UCA	21	15	37	24.3	5.4%
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
UCA	170	107	148	107	176	96	164.7	103.3	8.2%	5.2%
UCA Total	277		255		272		268.0		13.4%	
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.
District Level					
UCA	2	7	12	7.0	4.0%
State	331	83	108	174	100%
Building Level					
UCA	15	20	36	23.7	3.5%
State	378	701	943	674	100%
Curriculum Program Administrator					
UCA	4	8	10	7.3	5.0%
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%
UCA Candidates	568	132	436		4	48	16	12	1	1	486		14.40%
UCA Completers	272	70	202		2	24	5	5	3	2	222	9	15.60%

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:

UCA is an active participant in the Teacher Cadet program and has purposefully selected partner schools in geographic shortage areas such as the Arkansas Delta. Our coordinator for Teacher Cadet partnerships travels to partner school to support recruiting efforts. UCA hosted the Impacting Tomorrow Summit to bring high school students enrolled in an introduction to education class from across the state to UCA.

For academic shortage areas, UCA replicates the UTeach model for preparing mathematics and science teachers. We also participate in the TEACH grant program to offer financial assistance to those who are preparing to teach academic shortage areas. UCA has promoted academic shortage areas through a U.S. Department of Education grant (The Partnership for the Transition to Teaching) that provided tuition assistance for career changers to earning a teaching credential through our Master of Arts in Teaching program. Candidate from any academic shortage area willing to complete a service agreement was eligible for tuition assistance.

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
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Art	11	6	55%
Biology	10	6	60%
Business	7	5	71%
Drama/Speech	1	0	0%
Elementary	71	43	61%
English	18	8	44%
FACS	17	10	59%
Mathematics	9	4	44%
MCE	72	45	63%
Music	17	11	65%
Phys. Ed.	17	10	59%
Physics	2	2	100%
Social Studies	13	8	62%
Spanish	4	3	75%
Special Ed	3	2	67%
UCA	272	163	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 (%)
5134	Art: Content Knowledge	8	160.8	3	37.5	62.0
5235	Biology: Content Knowledge	4	*	*	*	82.0
5245	Chemistry: Content Knowledge	2	*	*	*	50.0
5665	Chinese (Mandarin): World Language	0	*	*	*	*
5004	Elem Ed: MS Social Studies Subtest	117	160.6	86	73.5	75.7
5003	Elem. Ed: Multiple Subj. Mathematics Subtest	104	171.1	93	89.4	90.4
5002	Elem. Ed: Multiple Subj. Reading Lang Arts Subtest	103	170.9	93	90.3	88.2
5005	Elem. Ed: Multiple Subj. Science Subtest	116	168.1	95	81.9	80.4
5039	English Language Arts: Content and Analysis	11	173.3	8	72.7	74.4
5362	English for Speakers of Other Languages	2	*	*	*	98.7
5122	Family and Consumer Sciences	14	164.6	14	100.0	97.3
5174	French: World Language	0	*	*	*	*
5358	Gifted Education	9	161.1	8	88.9	78.8
5857	Health and Physical Ed: Content Knowledge	9	168.6	9	100.0	84.7
5311	Library Media Specialist	47	163.8	44	93.6	96.0
5161	Mathematics: Content Knowledge	8	161.5	5	62.5	43.9
5047	Middle School English Language Arts	21	167.3	15	71.4	56.4
5169	Middle School Mathematics	27	167.1	19	70.4	63.9
5440	Middle School Science	20	150.4	12	60.0	58.6
5089	Middle School Social Studies	17	158.2	12	70.6	78.5
5113	Music: Content Knowledge	15	170.8	15	100.0	88.2
5265	Physics: Content Knowledge	0	*	*	*	55.0
5621	Principles of Learning and Teaching: Early Ch.	1	*	*	*	95.4
5623	Principles of Learning and Teaching: 5-9	84	176.5	81	96.4	92.2
5624	Principles of Learning and Teaching: 7-12	90	176.7	89	98.9	94.8
5622	Principles of Learning and Teaching: K-6	82	177.6	82	100.0	95.4
5421	Professional School Counselor	53	167.2	50	94.3	94.1
5301	Reading Specialist	24	178.6	21	87.5	91.8
6011	School Leaders Licensure Assessment	27	175.0	25	92.6	91.7
5402	School Psychologist	5	160.4	5	100.0	100.0
6021	School Superintendent Assessment	16	170.6	15	93.8	93.5
5086	Social Studies: Content and Interpretation	4	*	*	*	68.5
5195	Spanish: World Language	1	*	*	*	50.0
5354	Special Ed: Core Knowledge Applications	23	176.6	23	100.0	98.6
5331	Speech-Language Pathology	20	181.3	20	100.0	100.0
5841	World Language Pedagogy	0	*	*	*	96.4

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=60)	State scores (n=921)
1a.	Knowledge of content and pedagogy	3.32	3.17
1b.	Knowledge of students	3.42	3.25



1c.	Instructional outcomes	3.22	3.05
1d.	Knowledge of resources	3.22	3.07
1e.	Coherent instruction	3.23	3.12
1f.	Student assessments	3.25	3.02
2a.	Environment of respect and rapport	3.37	3.33
2b.	Culture for learning	3.28	3.25
2c.	Managing classroom procedures	3.13	3.02
2d.	Managing student behavior	3.08	2.90
2e.	Organizing physical space	3.27	3.14
3a.	Communicating with students	3.33	3.26
3b.	Questioning and discussion techniques	3.15	3.07
3c.	Engaging students in learning	3.20	3.15
3d.	Using assessment in instruction	3.18	3.05
3e.	Flexibility and responsiveness	3.28	3.21
4a.	Reflecting on teaching	3.50	3.27
4b.	Maintaining accurate records	3.23	3.06
4c.	Communicating with families	3.07	3.00
4d.	Participating in professional community	3.32	3.24
4e.	Growing and developing professionally	3.47	3.29
4f.	Showing professionalism	3.68	3.48
Avg. of all 22 items		3.28	3.15

Source: ADE Novice Teacher Survey - Spring 2018

Domain	Category	Alternative Preparation (n=34)	State scores (n=921)
1a.	Knowledge of content and pedagogy	3.06	3.17
1b.	Knowledge of students	3.21	3.25
1c.	Instructional outcomes	3.09	3.05
1d.	Knowledge of resources	3.12	3.07
1e.	Coherent instruction	3.18	3.12
1f.	Student assessments	2.97	3.02
2a.	Environment of respect and rapport	3.35	3.33
2b.	Culture for learning	3.24	3.25
2c.	Managing classroom procedures	3.12	3.02
2d.	Managing student behavior	2.97	2.90
2e.	Organizing physical space	3.32	3.14
3a.	Communicating with students	3.29	3.26
3b.	Questioning and discussion techniques	3.00	3.07
3c.	Engaging students in learning	3.12	3.15
3d.	Using assessment in instruction	3.00	3.05
3e.	Flexibility and responsiveness	3.15	3.21
4a.	Reflecting on teaching	3.29	3.27
4b.	Maintaining accurate records	3.26	3.06
4c.	Communicating with families	3.03	3.00
4d.	Participating in professional community	3.35	3.24
4e.	Growing and developing professionally	3.38	3.29
4f.	Showing professionalism	3.44	3.48
Avg. of all 22 items		3.18	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	UCA (n=50)	State scores (n=443)
1a.	Knowledge of content and pedagogy	3.52	3.49
1b.	Knowledge of students	3.38	3.42
1c.	Instructional outcomes	3.38	3.32
1d.	Knowledge of resources	3.49	3.43
1e.	Coherent instruction	3.48	3.42
1f.	Student assessments	3.33	3.27
2a.	Environment of respect and rapport	3.38	3.48
2b.	Culture for learning	3.42	3.40
2c.	Managing classroom procedures	3.24	3.26
2d.	Managing student behavior	3.06	3.13
2e.	Organizing physical space	3.54	3.54
3a.	Communicating with students	3.50	3.44
3b.	Questioning and discussion techniques	3.22	3.23
3c.	Engaging students in learning	3.35	3.33
3d.	Using assessment in instruction	3.23	3.21
3e.	Flexibility and responsiveness	3.32	3.38
4a.	Reflecting on teaching	3.38	3.38
4b.	Maintaining accurate records	3.36	3.46
4c.	Communicating with families	3.22	3.30
4d.	Participating in professional community	3.43	3.44



4e.	Growing and developing professionally	3.48	3.46
4f.	Showing professionalism	3.56	3.56
Avg. of all 22 items		3.38	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:

UCA has a signed memorandum of understanding with each of our partner school districts that outlines the responsibilities and requirements of the EPP and the partner district. The assessment of candidates during these experiences is shared between the site-based mentor and the university supervisor.

UCA also has an MOU with Arch Ford Educational Service Cooperative to support novice teachers in surrounding school districts. UCA EPP programs and many committees are charged with holding annual advisory meetings to seek feedback on EPP practices and proposed changes.

UCA is currently pursuing grant funding opportunities with the North Little Rock School District to support their new Opportunity Culture initiative.

UCA is closing a grant with ADE using data-driven practices in Pre-service and In-service teacher training through the use of ADE data tools.

The EPP is closing a grant with the A+ Schools Program. Faculty served as external evaluators and consultants for A+ schools in central Arkansas.

Faculty in the Department of Teaching and Learning (T&L) are working as external evaluators from the Arkansas Teacher Corp to evaluate novice teachers in the Delta.

The UCA CAEP Coordinator continues to coordinate the Arkansas CAEP Coordinators in the state as a unified group. Faculty across Arkansas meet at least twice a semester either virtually or F2F to discuss efforts to meet CAEP expectations.

UCA is a member of the Sanford Inspire Collaborative, which provide access to high leverage resources to be used with both pre-service and novice teachers. As a member of the collaborative, UCA received a generous gift that allows us to provide financial incentives to novice teachers who engage with these resources and develop their repertoire of these practices.

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 number of non-white students in our introductory education courses is more than those who earn a teaching license. We have begun surveying all candidates periodically throughout the program to determine if we can better retain those candidates from their introductory classes to admission to licensure. Part of our data collection includes identifying any barriers that disproportionately impact non-white students (e.g. passing Praxis exams). We have purchased study materials and resources that we make available to those candidates struggling to pass these exams in an effort to retain more of them.

When revising the admission standards, the EPP considered some of these testing roadblocks and removed them in favor of ongoing supervision of candidates to monitor dispositional and academic readiness. Under this new system, traditionally underserved populations have the opportunity to begin the teacher education program and receive support or remediation as needed to develop areas of weakness

In Spring 2017, the EPP hosted a data day event where faculty in initial licensure programs met to discuss data related to candidate diversity and to make recommendations to EPP based on review of this data. From this data review, the EPP will develop additional opportunity to promote the success of diverse candidates.

Source: EPP submission to ADE