



AR Educator Preparation Provider Quality Report

University of Arkansas – Fort Smith

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
UAFS	239		198		161		199.3		5.3%	
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
UAFS	105		104		103		104.0		5.2%	
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%
UAFS Candidates	161	40	121		1	3	9	0	7		141		12.40%
UAFS Completers	103	17	86			1	5	3	7	1	82	4	17.20%

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:

- Math- provide supports for teacher candidates who declare math as an emphasis area; use grant funds to retain candidates in a STEM field who have 90+ hours and who experience financial difficulty.
- Science- continue recruiting efforts to recruit and retain diverse candidates in the field of science; work with local cooperative to develop training sessions for candidates who have challenges passing licensure exams; collaborate with the ERZ and STEM Education centers to recruit high school students through on campus events.
- Special Education- develop a Master's Degree pathway to a special education degree.

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
Biology	3	2	67%
Elementary	49	37	76%
English	12	7	58%
Mathematics	2	0	0%
MCE	21	12	57%
Music	6	2	33%
Social Studies	10	7	70%
UAFS	103	67	65%
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 (%)
5235	Biology: Content Knowledge	1	*	*	*	82.0
5004	Elem Ed: MS Social Studies Subtest	25	163.2	20	80.0	75.7
5003	Elem. Ed: Multiple Subj. Mathematics Subtest	25	175.4	21	84.0	90.4
5002	Elem. Ed: Multiple Subj. Reading Lang Arts Subtest	24	170.0	22	91.7	88.2
5005	Elem. Ed: Multiple Subj. Science Subtest	25	167.3	21	84.0	80.4



5039	English Language Arts: Content and Analysis	9	173.2	7	77.8	74.4
5362	English to Speakers of Other Languages	0	*	*	*	98.7
5161	Mathematics: Content Knowledge	8	154.5	4	50.0	43.9
5047	Middle School English Language Arts	6	164.2	5	83.3	56.4
5169	Middle School Mathematics	12	164.1	8	66.7	63.9
5440	Middle School Science	6	164.3	5	83.3	58.6
5089	Middle School Social Studies	17	158.2	12	70.6	78.5
5113	Music: Content Knowledge	5	169.6	5	100.0	88.2
5621	Principles of Learning and Teaching: Early Ch.	17	161.7	15	88.2	95.4
5623	Principles of Learning and Teaching: 5-9	12	177.7	12	100.0	92.2
5624	Principles of Learning and Teaching: 7-12	31	175.1	30	96.8	94.8
5622	Principles of Learning and Teaching: K-6	20	175.9	20	100.0	95.4
5086	Social Studies: Content and Interpretation	14	151.8	11	78.6	68.5
5195	Spanish: World Language	4	*	*	*	50.0
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	UAFS Scores (n=51)	State scores (n=921)
1a.	Knowledge of content and pedagogy	3.41	3.17
1b.	Knowledge of students	3.39	3.25
1c.	Instructional outcomes	3.20	3.05
1d.	Knowledge of resources	3.24	3.07
1e.	Coherent instruction	3.29	3.12
1f.	Student assessments	3.24	3.02
2a.	Environment of respect and rapport	3.47	3.33
2b.	Culture for learning	3.43	3.25
2c.	Managing classroom procedures	3.20	3.02
2d.	Managing student behavior	3.12	2.90
2e.	Organizing physical space	3.24	3.14
3a.	Communicating with students	3.43	3.26
3b.	Questioning and discussion techniques	3.31	3.07
3c.	Engaging students in learning	3.39	3.15
3d.	Using assessment in instruction	3.27	3.05
3e.	Flexibility and responsiveness	3.45	3.21
4a.	Reflecting on teaching	3.45	3.27
4b.	Maintaining accurate records	3.27	3.06
4c.	Communicating with families	3.24	3.00
4d.	Participating in professional community	3.47	3.24
4e.	Growing and developing professionally	3.45	3.29
4f.	Showing professionalism	3.57	3.48
Avg. of all 22 items		3.34	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	UAFS Scores (n=27)	State scores (n=443)
1a.	Knowledge of content and pedagogy	3.56	3.49
1b.	Knowledge of students	3.56	3.42
1c.	Instructional outcomes	3.56	3.32
1d.	Knowledge of resources	3.70	3.43
1e.	Coherent instruction	3.70	3.42
1f.	Student assessments	3.44	3.27
2a.	Environment of respect and rapport	3.89	3.48
2b.	Culture for learning	3.70	3.40
2c.	Managing classroom procedures	3.56	3.26
2d.	Managing student behavior	3.59	3.13
2e.	Organizing physical space	3.85	3.54
3a.	Communicating with students	3.70	3.44
3b.	Questioning and discussion techniques	3.52	3.23
3c.	Engaging students in learning	3.70	3.33
3d.	Using assessment in instruction	3.44	3.21
3e.	Flexibility and responsiveness	3.67	3.38
4a.	Reflecting on teaching	3.63	3.38
4b.	Maintaining accurate records	3.63	3.46



4c.	Communicating with families	3.56	3.30
4d.	Participating in professional community	3.67	3.44
4e.	Growing and developing professionally	3.63	3.46
4f.	Showing professionalism	3.78	3.56
Avg. of all 22 items		3.64	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, describe how they 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:

1. Teacher candidates are required to spend numerous field service hours in public school classrooms. The School of Education (SOE) works with public school partners to ensure placements are appropriate, relevant, and educational.
2. The SOE worked with ADE to provide training to math and science teachers through STEM Education Center located on campus.
3. The SOE has partnered with public schools through the Educational Renewal Zone (ERZ).
4. Faculty and administrators are members of the SOE Teacher Education Council (TEC), a council that creates and implements policy for UAFS teacher licensure programs and provides assistance in all aspects related to the teacher education program.
5. The SOE hosts planning sessions with public school teachers to gather input about program improvement.
6. The SOE has a partnership with the Guy Fenter Coop to co-prepare pre-service teachers in required teacher licensure trainings.
7. The SOE collaborates with public school partners on grants that will positively impact the preparation of pre-service teachers.
8. The SOE faculty includes public school representatives on search committees for the School of Education.
9. The SOE includes public school administrators on the Teacher Credential and Standards Committee (TCSC). The TCSC makes decisions regarding admission and retention policies.
10. The SOE has an annual Faculty Retreat that includes discipline faculty members and public school representatives. Together, they review and audit the education programs.
11. The SOE works closely with the Babb Center for Professional Development to ensure candidates participate in mixers, roundtables, meet the principal, and teacher recruitment activities with area school districts.
12. The SOE has Professional Development School (PDS) partnerships with two school districts. Candidates in teacher education program meet on K12 campus and have opportunity to participate in embedded learning in the elementary or middle level classroom.
13. Professors and candidates in the program collaborate with schools to plan and host a parent involvement night each semester.
14. SOE faculty work closely with school partners to identify outstanding teachers to visit the university campus to speak to pre-service teachers about current trends in education.
15. In conjunction with the ERZ, the SOE participates in the Adopt a Professor program which connects university professors with K12 teachers to enhance student learning.
16. Faculty and students from the SOE participate in accreditation meetings with K12 partners and K12 partners collaborate with the SOE in accreditation efforts.

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:

UAFS is working with a local public school district to develop a “grow your own” path for minority candidates.

Source: EPP submission to ADE