



AR Educator Preparation Provider Quality Report

University of Arkansas - Fayetteville

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	

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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
UAF	415		293		353		353.7		9.4%	
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					
UAF	22	3	14	13.0	3.7%
State	556	238	259	351.0	100%
Building Level					
UAF	48	5	40	31.0	1.7%
State	944	2,095	2,292	1777.0	100%
Curriculum Program Administrator					
UAF	2	0	3	1.7	0.4%
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
UAF	250		229		260		246.3		12.3%	
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					
UAF	1	2	2	1.7	1.0%
State	331	83	108	174	100%
Building Level					
UAF	6	5	7	6.0	0.9%
State	378	701	943	674	100%
Curriculum Program Administrator					
UAF	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%
UAF Candidates	353	50	241	62	1	3	16	5	3		247	78	10.20%
UAF Completers	260	76	184		3	5	17	8	8		213	6	16.10%

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 University of Arkansas, together with area stakeholders, faculty, and students, created a recruitment plan in the spring of 2017 for the 2017-18 school year. The goals for our recruitment plan are:

- 1) Recruit candidates that reflect the diversity of America's P-12 students.
- 2) Enhance efforts to address community, regional, state, and national needs for hard-to-staff schools and shortage fields – currently STEM, English-language learning, and students with disabilities.
- 3) Promote and improve awareness and opportunities in teacher education.
- 4) Increase candidate diversity and academic achievement.
- 5) Develop partnerships/outreach with off-campus stakeholders

Our 2nd goal addresses recruitment of academic shortage areas. In 2017-18, the critical shortage areas designated by our state were: Art, Computer Science, FCS, Journalism, Library, Mathematics, Music, Physical Science, Social Studies, Spanish, and Special Education. In addition our P20 task force has determined the following shortage areas as well. We partnered with our community and state to prepare educators in critical shortage areas. Our yearly conferences and symposiums provided value for STEM, ELL, and Special Education. Advisors in all colleges provided information regarding scholarships such as Berry Lever and NOICE Scholarships and the Office of Teacher Education makes that information available to students. In spring 2018 we provided a partnership meeting on addressing teacher shortage areas and invited speakers from ADE and area districts to speak to challenges.



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
Agriculture	7	1	14%
Art	14	4	29%
Biology	6	2	33%
Business	8	4	50%
Chemistry	3	1	33%
Elementary	116	61	53%
English	6	3	50%
FACS	7	3	43%
Mathematics	7	4	57%
Music	17	6	35%
Phys. Ed.	48	16	33%
Physics	3	2	67%
Physics/Math	2	1	50%
Social Studies	10	3	30%
Spanish	3	1	33%
Special Ed	3	2	67%
UAF	260	114	44%
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 (%)
5701	Agriculture	9	172.9	9	100.0	92.9
5134	Art: Content Knowledge	13	161.2	8	61.5	62.0
5235	Biology: Content Knowledge	20	158.4	18	90.0	82.0
5101	Business Ed: Content Knowledge	8	170.0	7	87.5	96.8
5024	Ed of Young Children	0	*	*	*	68.8
5024	Ed of Young Children	0	*	*	*	68.8
5004	Elem Ed: MS Social Studies Subtest	83	168.3	73	88.0	75.7
5003	Elem. Ed: Multiple Subj. Mathematics Subtest	83	178.5	79	95.2	90.4
5002	Elem. Ed: Multiple Subj. Reading Lang Arts Subtest	84	173.6	78	92.9	88.2
5005	Elem. Ed: Multiple Subj. Science Subtest	83	170.4	73	88.0	80.4
5362	English to Speakers of Other Languages	200	178.34	196	98.0	98.7
5122	Family and Consumer Sciences	11	161.0	11	100.0	97.3
5358	Gifted Education	2	*	*	*	78.8
5857	Health and Physical Ed: Content Knowledge	48	164.3	41	85.4	84.7
5023	Interdisciplinary Early Childhood Ed	0	*	*	*	100.0
5023	Interdisciplinary Early Childhood Ed	0	*	*	*	100.0
5161	Mathematics: Content Knowledge	27	154.3	14	51.9	43.9
5047	Middle School English Language Arts	14	160.1	6	42.9	56.4
5169	Middle School Mathematics	33	165.2	19	57.6	63.9
5440	Middle School Science	22	156.6	16	72.7	58.6
5113	Music: Content Knowledge	19	169.6	17	89.5	88.2
5265	Physics: Content Knowledge	12	150.2	9	75.0	55.0
5621	Principles of Learning and Teaching: Early Childhood	108	173.8	107	99.1	95.4
5624	Principles of Learning and Teaching: Grades 7-12	118	173.7	109	92.4	94.8
5622	Principles of Learning and Teaching: Grades K-6	29	174.1	25	86.2	95.4
5421	Professional School Counselor	2	*	*	*	94.1
6011	School Leaders Licensure Assessment	11	176.9	11	100.0	91.7
6021	School Superintendent Assessment	5	171.8	5	100.0	93.5
5354	Special Ed: Core Knowledge Applications	5	168.6	5	100.0	98.6
5331	Speech-Language Pathology	6	182.3	6	100.0	100.0
5051	Technology Education	0	*	*	*	*

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	UAF Scores (n=87)	State scores (n=921)
1a.	Knowledge of content and pedagogy	3.28	3.17



1b.	Knowledge of students	3.43	3.25
1c.	Instructional outcomes	3.21	3.05
1d.	Knowledge of resources	3.17	3.07
1e.	Coherent instruction	3.33	3.12
1f.	Student assessments	3.18	3.02
2a.	Environment of respect and rapport	3.52	3.33
2b.	Culture for learning	3.47	3.25
2c.	Managing classroom procedures	3.17	3.02
2d.	Managing student behavior	3.03	2.90
2e.	Organizing physical space	3.21	3.14
3a.	Communicating with students	3.37	3.26
3b.	Questioning and discussion techniques	3.16	3.07
3c.	Engaging students in learning	3.28	3.15
3d.	Using assessment in instruction	3.25	3.05
3e.	Flexibility and responsiveness	3.44	3.21
4a.	Reflecting on teaching	3.41	3.27
4b.	Maintaining accurate records	3.16	3.06
4c.	Communicating with families	3.01	3.00
4d.	Participating in professional community	3.31	3.24
4e.	Growing and developing professionally	3.32	3.29
4f.	Showing professionalism	3.61	3.48
Avg. of all 22 items		3.29	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	UAF Scores (n=40)	State scores (n=443)
1a.	Knowledge of content and pedagogy	3.63	3.49
1b.	Knowledge of students	3.46	3.42
1c.	Instructional outcomes	3.43	3.32
1d.	Knowledge of resources	3.53	3.43
1e.	Coherent instruction	3.55	3.42
1f.	Student assessments	3.48	3.27
2a.	Environment of respect and rapport	3.55	3.48
2b.	Culture for learning	3.48	3.40
2c.	Managing classroom procedures	3.40	3.26
2d.	Managing student behavior	3.18	3.13
2e.	Organizing physical space	3.62	3.54
3a.	Communicating with students	3.53	3.44
3b.	Questioning and discussion techniques	3.35	3.23
3c.	Engaging students in learning	3.40	3.33
3d.	Using assessment in instruction	3.30	3.21
3e.	Flexibility and responsiveness	3.63	3.38
4a.	Reflecting on teaching	3.60	3.38
4b.	Maintaining accurate records	3.49	3.46
4c.	Communicating with families	3.41	3.30
4d.	Participating in professional community	3.60	3.44
4e.	Growing and developing professionally	3.63	3.46
4f.	Showing professionalism	3.65	3.56
Avg. of all 22 items		3.49	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 University of Arkansas has established partnerships with 16 local public school districts for clinical preparation of its teacher candidates. The partnership agreement establishes shared expectations for both the University of Arkansas and local districts regarding candidate preparation. The agreement is collaboratively reviewed annually and any desired changes are discussed and implemented for the following academic year.

In addition, the University of Arkansas and its partner districts meet each semester to collaborate on topics such as: candidate recruitment, modifications to field experiences, and ways to increase the career-readiness and marketability of our graduates. Further, the University of Arkansas Teacher Education Board and representatives from partner districts have joint meetings monthly to establish general policies and procedures necessary to maintain quality in all University of Arkansas teacher education programs.

Lastly, teacher candidates, mentor teachers, and University of Arkansas faculty are surveyed at the end of the academic year and asked to evaluate the quality of our teacher preparation programs and the internship experience. Results of the surveys are disaggregated by program, shared, and any needed changes to field experiences, the internship structure, etc., are made prior to the beginning of the following academic year.

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 University of Arkansas, together with area stakeholders, faculty, and students, created a recruitment plan in the spring of 2017 for the 2017-18 school year. The goals for our recruitment plan were:

- 1) Recruit candidates that reflect the diversity of America's P-12 students.
- 2) Enhance efforts to address community, regional, state, and national needs for hard-to-staff schools and shortage fields – currently STEM, English-language learning, and students with disabilities.
- 3) Promote and improve awareness and opportunities in teacher education.
- 4) Increase candidate diversity and academic achievement.
- 5) Develop partnerships/outreach with off-campus stakeholders

Our 4th goal addresses increasing candidate diversity and academic achievement which includes minority recruitment. In 2017-18, we developed and implemented the following strategies:

- a. Create contacts with Orientation to Teaching and Teacher Cadets throughout Arkansas.
- b. Work closely with U of A Recruitment Office
- c. Continue partnership with events that recruit linguistically, economically, and ethnically diverse students

During the 2017-18 school year, our recruitment officer along with a representative from the Office of Teacher Education visited 4 Orientation to Teaching/Teacher Cadet classes to let them know more about applying to the University of Arkansas. Our Education Renewal Zone also sponsored a "Future Teacher Day" for high schools during the spring. Over 200 high school students attended this event. Our office also attended the state "Impacting Tomorrow Summit." We also became an Educators Rising Virtual Campus this year and began to encourage all students interested in education to join Educators Rising as soon as they came for orientation. Our campus sponsors a student organization of Family and Consumer Sciences students, Educators Rising group, and an agricultural education student organization. These students regularly visit area high schools to recruit for our programs in education.

Source: EPP submission to ADE