UNIVERSITY OF ARKANSAS - MONTICELLO
Alternative, IHE-based Program

2017 | Title II Reports

Complete Report Card

AY 2015-16

Institution Information

Name of Institution: UNIVERSITY OF ARKANSAS - MONTICELLO

Institution/Program Type: Alternative, IHE-based

Academic Year: 2015-16

State: Arkansas

Address: 160 University Place

Monticello, AR, 71655

Contact Name: Dr. Donna Hunnicutt

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (http://www2.ed.gov/about/offices/list/oii/tqp/index.html)

No

If yes, provide the following:

   Award year:

   Grantee name:

   Project name:

   Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your alternative, ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at http://www2.ed.gov/about/offices/list/oii/tqp/index.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Master of Arts in Teaching	No
Total number of teacher preparation programs: 1	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Postgraduate

Does your initial teacher certification program conditionally admit students?
No

Provide a link to your website where additional information about admissions requirements can be found:
http://www.uamont.edu/Education/matintro.htm

Please provide any additional comments about or exceptions to the admissions information provided above:

The Master of Arts in Teaching program was designed to allow individuals with bachelor's degrees in disciplines other than education an opportunity to concurrently pursue a teaching licensure and a master's degree. Currently, the program prepares candidates for licensure in P-4 Early Childhood, Middle Childhood grades 4-8 and Secondary grades 7-12. To be admitted to the program, candidates must have a 2.70 GPA overall or a 3.0 GPA in the last 60 hours of their degree. Additionally, candidates must meet all pre-requisites for the licensure level they are seeking. Each licensure level has specific coursework as prerequisites for admission. P-4 Early Childhood candidates are required to have a course in Arkansas History, early childhood planning, and curriculum and child development. Additionally, they must have 6 credit hours of reading pedagogy, 9 credit hours of mathematics, 9 credit hours of science, 9 credit hours of social studies, and 9 credit hours of language arts. Middle Childhood candidates are required to have Arkansas History, 12 credit hours of mathematics, 12 credit hours of science, 12 credit hours of social studies, and 12 hours of language arts. Secondary 7-12 candidates are required to have a minimum of 30 credit hours in the area for which they are seeking licensure. All candidates must take and pass the Praxis Core Reading, Writing, and Math and the Praxis II Specialty exam in their content area to be admitted to the program. Candidates are required to pass the Principles of Learning and Teaching or the Pedagogy exam prior to completion of the program. The UAM School of Education faculty aligned the Master of Arts in Teaching program and the course syllabi to UAM's School of Education Conceptual Framework, the InTASC standards, Charlotte Danielson's Frameworks for Teaching domains, and the Arkansas standards as required by the Arkansas Department of Education. Each MAT course addresses and describes applicable InTASC standards, Arkansas standards, Charlotte Danielson's Frameworks for Teaching domains, and UAM conceptual framework strands; therefore, meeting the requirements of a well aligned and developed performance based program of study. Upon completion of the UAM Master of Arts in Teaching program, candidates have the knowledge, skills, and dispositions to meet both the InTASC standards and the Arkansas licensure requirements.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2015-16

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2015-16

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	No
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	Yes	No
Recommendation(s)	Yes	No
Essay or personal statement	No	No
Interview	No	No
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

2.7

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.25

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2015-16

3.55

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2015-16:	44
Unduplicated number of males enrolled in 2015-16:	18
Unduplicated number of females enrolled in 2015-16:	26

2015-16	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	2
Race	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	3
Native Hawaiian or Other Pacific Islander:	0
White:	39
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

Average number of clock hours of supervised clinical experience required prior to student teaching	0
Average number of clock hours required for student teaching	1200
Average number of clock hours required for mentoring/induction support	8
Number of full-time equivalent faculty supervising clinical experience during this academic year	0
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	5
Number of students in supervised clinical experience during this academic year	44

Please provide any additional information about or descriptions of the supervised clinical experiences:

Candidates in the University of Arkansas at Monticello Master of Arts in Teaching program are required to complete a combined total of 1200 hours of clinical internship experiences. Candidates are employed as a contracted teacher with a provisional licensure during the 12 month program and simultaneously complete clinical internships while concurrently employed as a teacher. Clinical interns are supervised by a trained mentor teacher at their school district. A university supervisor is also assigned to complete observations and is available as an additional mentor during the clinical internship and provisional year of teaching. The internship is a 30 week process that ends when the candidate completes the program.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	2
Teacher Education - Junior High/Intermediate/Middle School Education	11
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	3
Teacher Education - English/Language Arts	5
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	3
Teacher Education - Music	2
Teacher Education - Physical Education and Coaching	7
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	

Teacher Education - Social Studies	6
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	6
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	

Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	

Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Master of Arts in Teaching	44

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2015-16: 44

2014-15: 49

2013-14: 44

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

7

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

No

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in mathematics in 2016-17?

Yes

How many prospective teachers did your program plan to add in mathematics in 2016-17?

7

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

8

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

9

Did your program meet the goal for prospective teachers set in science in 2015-16?

No

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

How many prospective teachers did your program plan to add in science in 2016-17?

7

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

8

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in special education in 2015-16?

No

How many prospective teachers did your program plan to add in special education in 2015-16?

Did your program meet the goal for prospective teachers set in special education in 2015-16?

Data not reported

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in special education in 2016-17?

No

How many prospective teachers did your program plan to add in special education in 2016-17?

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

No

How many prospective teachers does your program plan to add in special education in 2017-18?

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2015-16

Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

Data not reported

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.
Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.
NA

Prospective general education teachers are prepared to provide instruction to students with disabilities.
Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.
Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.
Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.
Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Knowledge, skills, and dispositions related to diversity are systematically integrated into coursework and clinical practice. For example, the internship evaluation

instrument requires systematic rating for how candidates adapt instructional opportunities for diverse learners; plan instruction and student evaluation based on in-depth understanding of the content, student needs, curriculum standards, and the community; communicate student achievement and progress to students, their parents, and appropriate others; create a classroom culture that develops student intellectual capacity in the content area; and communicate clearly and correctly with students, parents and other stakeholders. These particular assessment items ensure reflection, dialogue, and improvement strategies to assist candidates in developing proficiency related to diversity. Assessments across the curriculum require all candidates to prepare and implement lessons and to develop and use appropriate assessments to demonstrate their ability to ensure that the learning needs of a diverse student population are being met. Courses such as Teaching Diverse Learners and Learning and Development of Early Adolescence provide instruction and experiences that further ensure that all candidates are proficient in their knowledge, skills, and dispositions related to diversity.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	4			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	3			

ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	29	158	24	83
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2015-16	16	170	16	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2014-15	9			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	29	179	29	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2015-16	16	189	16	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2014-15	9			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	30	168	29	97
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2015-16	17	170	17	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2014-15	9			
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	6			
ETS5022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	8			

ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS (DISC) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS (DISC) Educational Testing Service (ETS) Other enrolled students	1			
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS (DISC) Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS (DISC) Educational Testing Service (ETS) All program completers, 2014-15	7			
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS (DISC) Educational Testing Service (ETS) All program completers, 2013-14	5			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	4			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) Other enrolled students	5			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2015-16	3			

ETS5856 -HEALTH AND PE (DISC) Educational Testing Service (ETS) Other enrolled students	1			
ETS5856 -HEALTH AND PE (DISC) Educational Testing Service (ETS) All program completers, 2014-15	5			
ETS5856 -HEALTH AND PE (DISC) Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 (DISC) Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1 (DISC) Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS0065 -MATHEMATICS PEDAGOGY (DISC) Educational Testing Service (ETS) Other enrolled students	1			
ETS0065 -MATHEMATICS PEDAGOGY (DISC) Educational Testing Service (ETS) All program completers, 2013-14	1			

ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) Other enrolled students	5			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2015-16	6			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	3			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS5142 -MIDDLE SCHOOL MULTI SUBJ ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5142 -MIDDLE SCHOOL MULTI SUBJ ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS5142 -MIDDLE SCHOOL MULTI SUBJ ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS5143 -MIDDLE SCHOOL MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5143 -MIDDLE SCHOOL MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS5143 -MIDDLE SCHOOL MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS5145 -MIDDLE SCHOOL MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2015-16	1			

ETS5145 -MIDDLE SCHOOL MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS5145 -MIDDLE SCHOOL MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS5144 -MIDDLE SCHOOL MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5144 -MIDDLE SCHOOL MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS5144 -MIDDLE SCHOOL MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	2			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS0439 -MIDDLE SCHOOL SCIENCE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS0439 -MIDDLE SCHOOL SCIENCE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	2			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2014-15	3			

ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2014-15	3			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) Other enrolled students	1			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS5095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS0481 -PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS0481 -PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	5			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	7			

ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	31	180	31	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	31	180	31	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	5			
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	7			
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	31	180	31	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	33	179	33	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	5			
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	8			
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	32	176	32	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	32	176	32	100
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) Other enrolled students	3			

ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2014-15	11	170	9	82
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	17	165	15	88
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2015-16	17	167	17	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2014-15	23	171	22	96
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2013-14	8			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students	1			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2014-15	7			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2013-14	9			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	3			
ETS0082 -SOCIAL STUDIES ANALYTICAL ESSAYS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	1			

ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) Other enrolled students	6			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2014-15	2			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5221 -SPEECH COMMUNICATION: CK Educational Testing Service (ETS) All program completers, 2014-15	1			
ETS5641 -THEATRE Educational Testing Service (ETS) All program completers, 2014-15	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2015-16	29	28	97
All program completers, 2014-15	47	36	77
All program completers, 2013-14	44	40	91

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

If yes, please specify the organization(s) that approved or accredited your program:
State
NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
  Yes
- **use technology effectively to collect data to improve teaching and learning**
  Yes
- **use technology effectively to manage data to improve teaching and learning**
  Yes
- **use technology effectively to analyze data to improve teaching and learning**
  Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

The UAM School of Education understands that despite the idea of candidates being "digital natives," we should not assume that candidates know how to use technology to create quality projects that show a deep understanding of content; therefore, all candidates in the initial licensure programs take an introductory instructional technology course. Additionally, technology is integrated throughout the curriculum. School of Education faculty and candidates are expected to incorporate appropriate use of technology into all instruction. Candidates are taught to collect data by conducting pre and post test assessments. Candidates utilize technology to analyze and manage that data to identify areas for improvement in their teaching. During the year-long internship, candidates are expected to demonstrate the appropriate use of technology to implement the Common Core State Standards and to support college and career readiness skills in all of their instruction.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
  Yes
- **participate as a member of individualized education program teams**
  Yes

- **teach students who are limited English proficient effectively**
  Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Knowledge, skills and dispositions needed to work with special needs students are systematically integrated into coursework, field experiences, and clinical practice. During the internship candidates are evaluated on how well they adapt instructional opportunities for diverse learners; plan instruction and student evaluation based on in-depth understanding of the content, student needs, curriculum standards, and the community; communicate student achievement and progress to students, their parents, and appropriate others; create a classroom culture that develops student intellectual capacity in the content area; and communicate clearly and correctly with students, parents and other stakeholders. These particular assessment items ensure reflection, dialogue, and improvement strategies to assist candidates in developing proficiency related to working with special needs students in inclusive settings. Field experiences require all candidates to prepare and implement lessons and to develop and use appropriate assessments to demonstrate their ability to ensure that the learning needs of a diverse student population are being met. Courses such as Teaching Diverse Learners, and Learning and Development of Early Adolescence provide instruction and experiences that further ensure that all candidates are proficient in their knowledge, skills, and dispositions related to diversity.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
  No
- **participate as a member of individualized education program teams**
  No
- **teach students who are limited English proficient effectively**
  No

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

N/A

Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The University of Arkansas at Monticello (UAM) is a four year public state funded open admission institution. UAM is the only institution of higher education in the rural southeastern corner of the Delta Region of Arkansas. The region has a very diverse population that includes a number of different ethnicities, races, exceptionalities, languages, religions, and socioeconomic levels. The region has many families whose annual incomes are below the national poverty level. It is from this diverse population that the UAM School of Education draws its candidates. The UAM School of Education is the primary resource of new teachers for the current fourteen partner school districts. More than eighty percent of the area's public school teachers are UAM graduates. Additionally, the UAM School of Education has produced the Arkansas Teacher of the Year, as well as, a runner-up to the Arkansas Teacher of the Year in the last five years. The Master of Arts in Teaching

program is a one year graduate level program that allows individuals with bachelor's degrees in disciplines other than education an opportunity to concurrently pursue a teaching licensure and a master's degree. During the year-long program candidates work as classroom teachers, on a provisional license, making a regular teaching salary. Currently, the program prepares candidates for licensure in P-4 Early Childhood, Middle Childhood grades 4-8 and Secondary grades 7-12. The UAM School of Education faculty aligned the Master of Arts in Teaching program and the course syllabi to UAM's School of Education Conceptual Framework, the InTASC standards, Charlotte Danielson Frameworks for Teaching domains, and the Arkansas standards as required by the Arkansas Department of Education. Each MAT course addresses and describes applicable InTASC standards, Arkansas standards, Charlotte Danielson Frameworks for Teaching domains, and UAM conceptual framework strands; therefore, meeting the requirements of a well aligned and developed performance based program of study. Upon completion of the UAM Master of Arts in Teaching program, candidates receive a standard Arkansas teaching license and a Master of Arts in Teaching degree.

Supporting Files

Complete Report Card

AY 2015-16