



The University of Arkansas at Monticello School of Education is committed to the development of highly qualified candidates. The School of Education embraces the responsibility to prepare candidates to live and work in a rapidly changing, diverse world. Candidates are challenged to achieve the highest level of proficiencies defined in the UAM School of Education’s Conceptual Framework and as modeled by the UAM School of Education Faculty. The Conceptual Framework is comprised of five strands: knowledge, pedagogy, diversity, professionalism and technology. The candidates’ understanding of the Conceptual Framework is progressively developed as they transition through the various professional education programs. The UAM School of Education is dedicated to developing highly qualified professional educators through a partnership with the Southeast Educational Cooperative, area public schools, the university community, and supportive agencies in Arkansas’s high-need geographical areas.

The following is a compilation of data reflective of the Educator Preparation Program at
University of Arkansas – Monticello

Institutional Classification:

- Independent
- Public

Institutional Admissions Selectivity:

- Open Enrollment
- Moderately Selective
- Selective

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I. Enrollment and Program Completers

The HEA Title II Report is a national data collection for institutions and states related to teacher preparation and licensure. The table below represents data the EPPs have reported to Title II in the past three years.

NOTE: Each report year contains data from the year before; i.e., the 2013 report contains 2011-2012 data.

Enrollment	2011	2012	2013	Avg
Traditional Route	75	79	102	85
Non-traditional Route	72	49	35	52
Program Completers	2011	2012	2013	Avg
Traditional Route	33	19	42	31
Non-traditional Route	17	62	20	33

Source: 2011, 2012, 2013 HEA Title Reports.



II. Educator Preparation Programs

The following table represents the programs offered at the IHE and the number of credit hours required.

Initial Educator Licensure Programs			
Program	Required Credit Hours		
	General	Content	Professional Ed
Agriculture*			
Art*			
Business*			
Drama/Speech*			
Early Childhood	35	43	42
English*			
Family & Consumer Sciences*			
French*			
German*			
Mathematics*			
Middle Childhood	35	43	42
Music	35	73	30
Physical Education	35	50	36
Life/Earth Science*			
Physical/Earth Science*			
Social Studies*			
Spanish*			

*program not offered by institution.
Source: Data provided by UAM.



III. Praxis Licensure Exam Pass Rates

- The Praxis Tests reported herein are those assessments that are required for teacher licensure in Arkansas.
- Pass Rates are reflective of the numbers of students taking the test and the numbers passing the test between 9/1/12 and 8/31/13.
- IHEs had the opportunity to verify the tests were taken by their students. Data include both Traditional and Non-traditional programs.

Licensure Exam Pass Rates									
University of Arkansas at Monticello		First Time Score (Test Taken Count 1)				Highest Score (Total)			
		N	Mean Score	# Passing	Percent Passing	N	Mean Score	# Passing	Percent Passing
9022	Early Childhood: Content Knowledge	32	170	30	93.8%	33	170	32	97.0%
9856	Health and Phys Ed: Cont Knowledge	13	159	12	92.3%	14	159	14	100.0%
5142	Middle Sch: MS English Language Arts Subtest	17	171	15	88.2%	17	172	16	94.1%
5143	Middle Sch: MS Mathematics Subtest	17	137	6	35.3%	21	141	9	42.9%
5145	Middle Sch: MS Science Subtest	17	143	11	64.7%	21	143	13	61.9%
5144	Middle Sch: MS Social Studies Subtest	17	141	9	52.9%	20	140	9	45.0%
9114	Music: Content and Instruction	12	151	2	16.7%	12	154	3	25.0%
9095	Phys Ed: Content and Design	18	158	2	11.1%	23	162	7	30.4%
9621	Prin Learn Teach: Early Child	38	164	27	71.1%	40	165	32	80.0%
9623	Princ of Learn Teach: Grades 5-9	14	173	12	85.7%	15	173	14	93.3%
9624	Princ of Learn Teach: Grades 7-12	20	164	16	80.0%	21	164	18	85.7%
6011	School Leaders Licensure Assesmt	5	171	4	80.0%	5	171	4	80.0%

Source: ETS Data Manager via ADE ETS Program Advisor
Tests taken between 9/1/12 and 8/31/13.

§ indicates data unavailable

* indicates n < 5.



IV. Novice Teacher Survey Results

First year teachers are requested to complete the “Novice Teacher Survey” after completion of their first full year of teaching. The survey is designed to collect information on how well they feel their teacher education preparation program prepared them to teach. The survey questions and results from Spring 2013 are indicated below. Data include both Traditional and Non-traditional programs.

Novice Teacher Survey Results		
	UAM	State Averages
Knowledge of learner development	4.033	4.207
Content knowledge preparation	4.017	4.209
Lesson planning skills	4.167	4.258
Instructional strategies and skills	4.150	4.230
Use of instructional technology	3.933	4.019
Consideration of diversity among your students	4.317	4.291
Establishing a culture for learning	4.133	4.271
Creating an effective learning environment (classroom management)	4.000	4.140
Managing student behavior	3.550	3.898
Assessment of student learning	3.933	4.122
Communicating with families	3.900	3.940
Leadership, collaboration and professional growth	4.017	4.213
Extent that your instructors modeled best teaching practices and use of technology	3.667	3.993
Availability of resources to support instruction and research	3.900	4.077
Quality of student teaching experience	4.267	4.261
Avg. of all 15 items	3.999	4.142
Number of respondents	60	1054

Instructions were as follows: "Please choose the number that most accurately reflects your level of preparation for each of the statement topics."
SCALE: 1. NOT AT ALL prepared 2. Inadequately prepared 3. Adequately prepared 4. Well prepared 5. VERY WELL prepared

Source: ADE Educator Preparation Program Advisor



V. Supervised Clinical Experience and Faculty Numbers

The following table represents information about supervised clinical experience, also known as student teaching, during the 2011-12 academic year. This table was reproduced from the 2013 HEA Title II report.

Supervised Clinical Experience and Faculty Numbers		
	Traditional Route	Non-Traditional Route
Hours required prior to Supervised Clinical Experience	48	0
Hours required in Supervised Clinical Experience	1080	1200
Number FTE faculty in Supervised Clinical Experience	8	0
Number adjunct faculty in Supervised Clinical Experience	10	4
Number of students in Supervised Clinical Experience	57	20

Source: HEA Title II report – 2013



VI. Number of Teachers Prepared Annually

The number of teachers prepared in each subject area is reported each year in the HEA Title II report. These data include both Traditional and Non-traditional programs. The table below represents the average number of teachers prepared over three years (2010, 2011, 2012).

3-yr Average Number of Teachers Prepared Annually	
Area	UAM
Agriculture	0.7
Art	1.0
Business	2.7
Drama/Speech	1.0
Early Childhood	17.7
English	6.3
Family & Consumer Sciences	0.7
French	0.0
German	0.0
Mathematics	4.3
Middle Childhood	11.0
Music	2.3
Physical Education	5.7
Science	6.7
Social Studies	2.3
Spanish	0.0
Total	62.4

Source: HEA Title II Reports – 2010, 2011, 2012



VII. Enrollment/Race Data

Each year EPPs report enrollment, race, ethnicity and gender of their students in educator preparation programs to HEA Title II. Data from the 2013 HEA Title II report is presented below. These are the number of students in each initial licensure program in 2011-12. 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 purposes of Title II reporting, the definition of an enrolled student is a student who has been admitted to a teacher preparation program, but who has not yet completed the program.

HEA Title II Enrollment/Race Data	Program type	Male	Female	Total Enrollment	Hispanic	Indian	Asian	Black	Islander	White	Multi-Racial
U of A - MONTICELLO	Traditional	16	86	102	1	0	0	8	0	93	0
U of A - MONTICELLO	Non-traditional	16	19	35	0	1	0	2	0	32	0

Source: 2013 HEA Title II Report



VIII. Number of First-year Program Completers Working in Arkansas Public Schools

All 2011-2012 Arkansas EPP program completers (both Traditional and Non-traditional) were reported by the IHEs to the Arkansas Research Center. Those found as working in Arkansas public schools in 2013 are represented below.

2011-2012 Program Completers Teaching in Arkansas Public Schools During 2012-2013			
	Program Completers 2011-2012	Working in AR public schools 2012-2013	Percent
University of Arkansas - Monticello	65	52	80%
Statewide	1,789	955	53%

Source: Completers supplied by IHEs. Number of teachers found in AR public schools supplied by ARC.

IX. Out-of-State Students

Since some out-of-state students return to their home state to teach the table below represents program out-of-state students.

	Total	# from out-of-state	% of Total
Enrolled in the IHE (2013-2014)	3,460	346	10%
Enrolled in the EPP (2013-2014)	137	0	0%
Program Completers (2012-2013)	62	0	0%

Source: Data provided by UAM.



X. Glossary

Educator Preparation Program (EPP) – a unit authorized to prepare individuals to meet state licensure requirements. This unit may be housed within a university’s college of education, or it may be non-IHE based. Educator preparation providers are institutions and organizations that offer teacher preparation programs. Educator preparation providers can be Institutions of Higher Education (IHEs) offering traditional programs (Traditional route to licensure) , IHEs offering alternative programs (Non-traditional Route to licensure), or organizations not based at IHEs offering alternative programs. Educator preparation programs are the individual programs offered within each provider.

HEA Title II (also known as Title II of the Higher Education Act of 1965) - In October 1998 Congress reauthorized the Higher Education Act. Title II, Sections 207 and 208 reflect the efforts of States, Institutions of Higher Education (IHE), and their school district partners to improve the recruitment, preparation, and support of new teachers. The HEA Title II report includes requirements, conditions and specifications for institutions and states related to teacher preparation and licensure.

IHE – Institution of Higher Education. Also referred to as a college or university.

Non-traditional Route to licensure – a graduate-level preparation program designed for individuals seeking licensure as a teacher who did not complete an undergraduate educator preparation program but which, under the Arkansas Department of Education rules for nontraditional licensure, allows them to serve as teacher of record while enrolled in a program of study.

Pedagogy - the function or work of a teacher; teaching; the art or science of teaching; education; instructional methods.

Praxis licensure exams - examinations taken by individuals entering the teaching profession as part of the licensure process that is required by many states, including Arkansas. Passing scores are required on the appropriate pedagogy, and content-area assessments as mandated by the State Board of Education.



Glossary cont'd.

Program completer - a person who has met all the requirements of a state-approved teacher 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.

Supervised clinical experience – pre-service teaching (student teaching) or internship in a school setting that provides candidates with extensive opportunities to develop and demonstrate competence in the professional roles for which they are preparing; completed under the guidance and supervision of licensed practicing school personnel and college or university supervisory personnel.

Traditional Route to licensure – an undergraduate program of study or graduate program of study at an institution of higher education that prepares candidates for traditional licensure as a teacher, special education teacher, school counselor, school administrator, or other school professional.