



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 Arkansas Education Service Cooperative, area public schools, the university community, and supportive agencies in Arkansas's high-need geographical areas.

University of Arkansas - Monticello

Institutional Classification:

- Independent
Public

Institutional Admissions Selectivity:

- Open Enrollment
Moderately Selective
Selective
Highly Selective

Accreditation Status:

- CAEP Accredited
Initial CAEP Application
NCATE Accredited
State Reviewed

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I. Definitions

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 nontraditional (alternate route) programs, or organizations not based at IHEs offering nontraditional programs.

Educator Preparation Programs – individual license area tracks offered under the auspices of each EPP.

ETS® (Educational Testing Services) – the testing company that produces licensure exams for Arkansas.

Initial License – the first teaching license that a candidate receives.

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).

Nontraditional 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. Under the Arkansas Department of Education rules for nontraditional licensure, this is a program that allows them to serve as teacher of record while enrolled in a program of study.

Praxis® Licensure Tests – examinations offered by Educational Testing Service (ETS®) taken by individuals entering the teaching profession (required by many states, including Arkansas) as part of the licensure process. Passing scores are required on the appropriate basic skills, pedagogy, and content-area assessments as mandated by the State Board of Education.

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 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). Candidates do not serve as teacher of record while enrolled in the program of study.



II. Program Areas

The following reflects the programs offered at the EPP at the time of this posting. Current listings can be found by visiting the ADE [Educator Preparation Web Page](#) and clicking on the Approved Programs Matrix.

Table 1. Programs offered

Teacher Licensure Programs	
Coaching (K-12)	Middle Childhood (4-8) - Mathematics
Early Childhood (P-4)	Middle Childhood (4-8) - Science
Elementary Education (K-6)	Middle Childhood (4-8) - Social Studies
English as a Second Language (K-12)	Music - Instrumental, Vocal (K-12)
Grades 5-6 Endorsement to 7-12 License	Physical Education / Health (K-12)
Instructional Facilitator (P-12)	Special Education (K-12)
Middle Childhood (4-8) - English/Language Arts	Special Education Resource (K-6, 7-12)
Administrator Licensure Programs	
Building Administrator (P-12)	District Administrator (P-12)

III. Enrollment and Program Completers

The tables below are program enrollment and completer data the EPP has reported to Title II and directly to ADE.

Table 2. Teacher Program Enrollment

	2015 Title II 13-14 SY	2016 Title II 14-15 SY	2017 Title II 15-16 SY	Average	% of State Average
Traditional	92	65	34	63.7	1.5%
Nontraditional	85	90	44	73.0	1.7%
State	5,258	3,944	3,737	4,313	100%

Source: HEA Title II Reports

Table 3. Teacher Program Completers

	2015 Title II 13-14 SY	2016 Title II 14-15 SY	2017 Title II 15-16 SY	Average	% of State Average
Traditional	35	37	21	31.0	1.5%
Nontraditional	44	41	44	43.0	2.0%
State	2,257	2,177	1,904	2,112	100%

Source: HEA Title II Reports

Table 4. Administrator Program Enrollment

	14-15	15-16	16-17	Average	% of State Avg.
District Level					
UAM	0	1	1	0.7	0.2%
State	202	556	238	332	100%
Building Level					
UAM	7	13	9	9.7	0.6%
State	1,452	944	2,095	1,497.0	100%
Curriculum Program Administrator					
UAM	0	0	0	0.0	0.0%
State	342	201	479	340.7	100%

Source: Data supplied by UAM

Table 5. Administrator Program Completers

	13-14	14-15	15-16	Average	% of State Avg.
District Level					
UAM	0	0	0	0.0	0.0%
State	115	331	83	176	100%
Building Level					
UAM	2	3	14	6.3	0.4%
State	242	378	701	440.3	100%
Curriculum Program Administrator					
UAM	0	0	0	0.0	0.0%
State	72	86	130	96.0	100%

Source: Data supplied by UAM

IV. Demographic Data

The data below were submitted by the EPP for Title II purposes. These are the candidates enrolled in initial licensure teacher preparation programs in 2015-16. **Note:** Individuals can belong to one or more racial groups. 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 an initial licensure teacher preparation program but who has not yet completed the program.

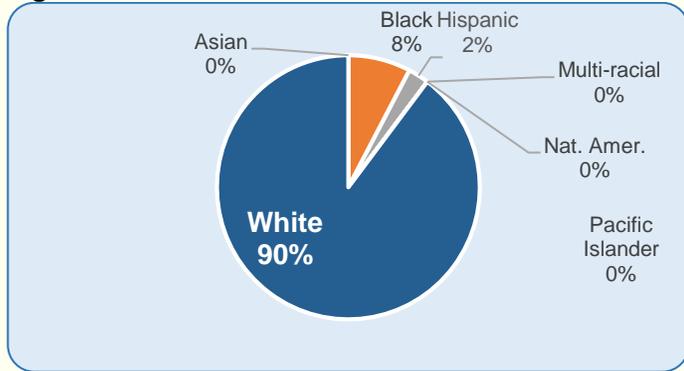
Table 6. Enrollment Demographic Data

	<u>UAM Traditional Program</u>	<u>UAM Nontraditional Program</u>
Male	3	18
Female	31	26
Unreported Gender	0	0
Total	34	44
Asian	0	0
Black	3	3
Hispanic	0	2
Multi-racial	0	0
Nat. Amer.	0	0
Pacific Islander	0	0
White	31	39
Unreported Race	0	0

Source: 2017 HEA Title II Report

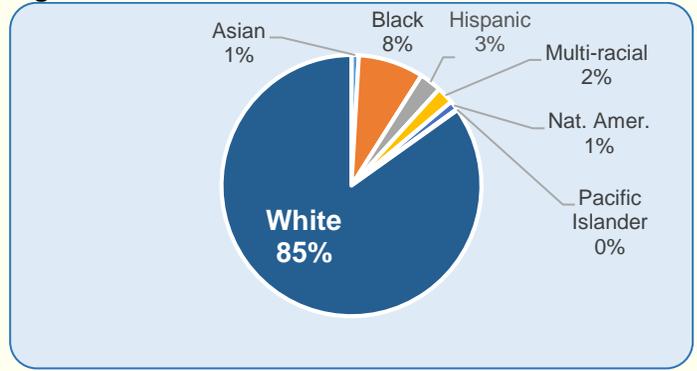
Figures 1-5 demonstrate the demographic makeup of AR educators and students during the 15-16 school year.

Fig. 1. UAM Enrollees 15-16



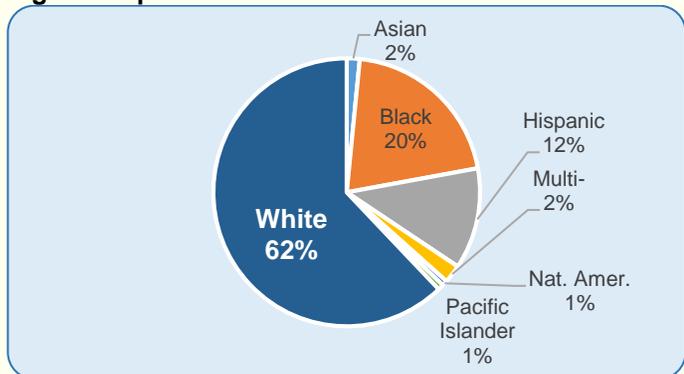
Source: 2017 HEA Title II Report

Fig. 2. AR EPP Enrollees 15-16



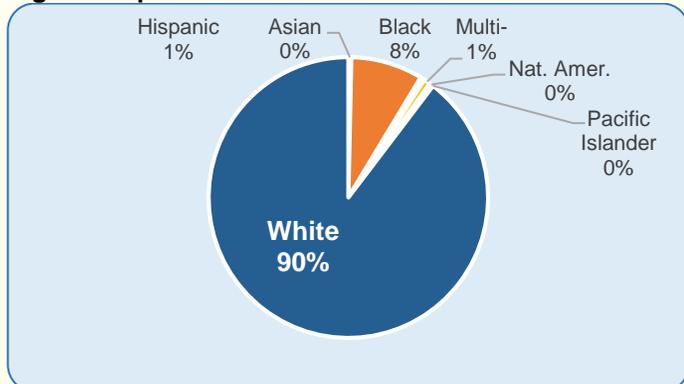
Source: 2017 HEA Title II Report

Fig. 3. AR public school students 15-16



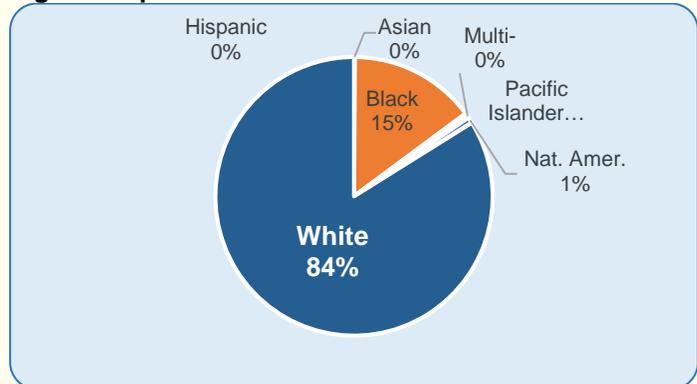
Source: ADE Data Center

Fig. 4. AR public school teachers 15-16



Source: ADE Data Center

Fig. 5. AR public school administrators 15-16



Source: ADE Data Center



V. Number of Teachers Prepared Annually by License Area

The number of teachers prepared in these license areas is reported each year in the HEA Title II Report. The table below represents the number of teachers prepared over three years. These data include both traditional and nontraditional programs.

Table 7. Number of teachers prepared by license area

UAM Subject Area	Number of Teachers Prepared					
	2014 Title II	2015 Title II	2016 Title II	Avg.	State Avg.	% of State
Agriculture	0	0	0	0.0	24.0	0.0%
Art	3	2	2	2.3	61.7	3.8%
Business	2	5	2	3.0	54.7	5.5%
Chinese	0	0	0	0.0	6.7	0.0%
Drama/Speech	0	0	0	0.0	20.7	0.0%
Elementary/Early Childhood	29	32	29	30.0	873.7	3.4%
English	5	8	8	7.0	181.7	3.9%
Family & Consumer Science	1	1	0	0.7	38.0	1.8%
French	0	0	0	0.0	3.7	0.0%
German	0	0	0	0.0	1.5	0.0%
Life/Earth Science	6	1	0	2.3	39.3	5.9%
Life Science	0	6	3	3.0	38.7	7.8%
Mathematics	6	7	2	5.0	126.3	4.0%
Middle Childhood	15	14	11	13.3	293.3	4.5%
Music	2	7	4	4.3	105.0	4.1%
Physical Education/Health	6	10	13	9.7	195.7	4.9%
Physical/Earth Science	0	0	1	0.3	24.0	1.4%
Physical Science	0	0	0	0.0	18.0	0.0%
Social Studies	6	5	2	4.3	136.3	3.2%
Spanish	0	1	1	0.7	26.0	2.6%

Source: HEA Title II Reports

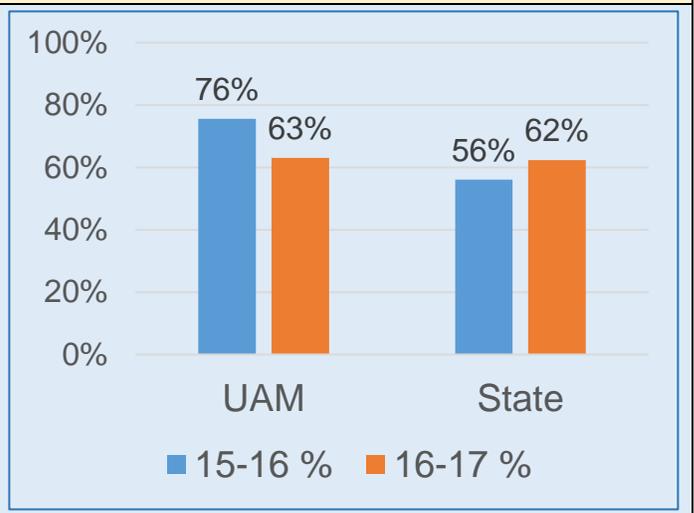
Note: Number prepared may not equal number of program completers due to differences in Title II reporting definitions.

VI. Number of Program Completers Employed in Arkansas Public Schools (first-year)

Arkansas EPP program completers (both traditional and nontraditional) were reported to the ADE Office of Research and Technology. Those found as employed in Arkansas public schools in the following year are represented below.

Table 8. UAM Program Completers teaching in Arkansas Public Schools during their first year as a teacher

	UAM	State
Completers 2014-2015	86	2,177
Employed in APS 15-16	65	1,220
15-16 %	76%	56%
Completers 2015-2016	65	1,904
Employed in APS 16-17	41	1,189
16-17 %	63%	62%
Change	-13%	6%



Source: Data supplied by UAM and ADE Data Center



VII. Praxis® Licensure Test Pass Rates

The Praxis® Tests reported herein are those assessments that are required for educator licensure in Arkansas. Pass rates reflect the tests taken between 9/1/15 and 8/31/16 and the numbers passing each test. If a candidate took a test more than once, only the highest score is reported. Arkansas EPPs had the opportunity to verify that their candidates took the tests listed for their institution. Data include both traditional and nontraditional routes.

Table 9. Licensure Test Pass Rates

Test #	Test Name	n	Mean	# Pass	% Pass	State Pass Rate (%)
5022	Early Childhood: Content Knowledge	12	169.67	12	100.00	99.78
5003	Elem Ed: MS Mathematics Subtest	1	*	*	*	86.06
5002	Elem Ed: MS Reading Language Arts Subtest	1	*	*	*	90.37
5005	Elem Ed: MS Science Subtest	1	*	*	*	72.66
5004	Elem Ed: MS Social Studies Subtest	1	*	*	*	71.64
5047	Middle School English Language Arts	0	*	*	*	48.45
5169	Middle School Mathematics	1	*	*	*	58.04
5440	Middle School Science	0	*	*	*	63.93
5089	Middle School Social Studies	0	*	*	*	74.53
5621	Principles of Learning and Teaching: Early Childhood	23	167.17	22	95.65	94.30
5623	Principles of Learning and Teaching: Grades 5-9	17	167.76	14	82.35	94.98
5624	Principles of Learning and Teaching: Grades 7-12	35	167.91	32	91.43	94.75
5622	Principles of Learning and Teaching: Grades K-6	5	166.80	5	100.00	92.93
6011	School Leaders Licensure Assessment	10	171.80	9	90.00	90.24
6021	School Superintendent Assessment	0	*	*	*	83.72
5354	Special Ed: Core Knowledge Applications	14	175.29	14	100.00	99.46

Source: ETS Data Manager
n = number of test takers
Mean = average score (all takers of this test from this EPP)
Pass = number of passing scores
% Pass = pass rate percentage
* = no data if n < 5



VIII. Novice Teacher Survey Results

First-year teachers complete a “Novice Teacher Survey” in the spring at the end of their first year of teaching. The purpose of the survey is to identify novice teachers’ perceptions of their educator preparation experience based on the four TESS “Framework for Teaching” domains. The spring 2016 questions and results are presented below for traditional and nontraditional programs combined.

Instructions were as follows: “Please rate the following statements based on how well you feel your educator preparation provider (EPP) prepared you in each category for your first year of teaching.”

SCALE: 1 = Not prepared in this area 2 = Minimally prepared 3 = Adequately prepared 4 = Well prepared

Table 10. Novice Teacher Survey Results

Domain	Category	UAM Scores (n =80)	State scores (n = 1,666)
1a.	Knowledge of content and pedagogy	3.53	3.55
1b.	Knowledge of students	3.60	3.57
1c.	Instructional outcomes	3.67	3.51
1d.	Knowledge of resources	3.60	3.50
1e.	Coherent instruction	3.63	3.52
1f.	Student assessments	3.56	3.44
2a.	Environment of respect and rapport	3.63	3.60
2b.	Culture for learning	3.70	3.57
2c.	Managing classroom procedures	3.58	3.45
2d.	Managing student behavior	3.56	3.39
2e.	Organizing physical space	3.60	3.52
3a.	Communicating with students	3.65	3.56
3b.	Questioning and discussion techniques	3.60	3.47
3c.	Engaging students in learning	3.63	3.51
3d.	Using assessment in instruction	3.63	3.47
3e.	Flexibility and responsiveness	3.60	3.53
4a.	Reflecting on teaching	3.63	3.55
4b.	Maintaining accurate records	3.52	3.45
4c.	Communicating with families	3.53	3.42
4d.	Participating in professional community	3.65	3.55
4e.	Growing and developing professionally	3.65	3.57
4f.	Showing professionalism	3.72	3.64
Avg. of all 22 items		3.61	3.52

Source: ADE Novice Teacher Survey - Spring 2016