

COLLEGE OF EDUCATION

UNIVERSITY OF CENTRAL ARKANSAS

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April 15, 2015

In compliance with the Council for the Accreditation of Educator Preparation (CAEP) regulations, the UCA College of Education (COE) has created this report on candidate data for the 2013-2014 academic year. This report provides supplemental data to accompany the official **CAEP Annual Report** filed on April 15, 2015 located on the College of Education website.

General Report Context

The UCA COE initial teacher preparation programs prepare on average 238 teachers per year across a range of licensure areas. In 2013-2014 the UCA COE issued 242 initial teacher certifications or licenses. Another 105 candidates were issued a license or graduated in programs preparing them advanced roles in K-12 contexts (e.g., counselor, school librarian, principal, etc.). The numbers and demographics on initial teacher licensure are reported on pages 35-37 of the Arkansas Department of Education published [Educator Preparation Performance Report \(EPPR\)](#).

Graduation rates (CAEP 5.3)

Approximately **98%** of candidates admitted into the UCA COE initial teacher education programs graduate. Admission to the UCA COE initial teacher licensure programs generally takes place late in the sophomore year (undergraduate) or at acceptance into the M.A.T. (graduate) program of study. Of the cohort represented in the following table, 2% of candidates were not recommended for an initial teacher certification or license (they are not included in the table below).

Initial teacher licenses issued in 2013-2014	Academic year candidate was first admitted into teacher education program			
	2012-2013	2011-2012	2010-2011	2009-2010
262	47	161	32	22

Placement Rates (CAEP 5.7)

Approximately 60% of the candidates UCA COE prepares remain in Arkansas and teach in Arkansas public schools as reported on page 38 of the Arkansas Department of Education published [Educator Preparation Performance Report \(EPPR\)](#). Early numbers for 2013-2014 cohort provided by ADE at UCA COE request.

Initial teacher licenses issued in 2013-2014	# Teaching in Arkansas Schools	# Unknown or Not Teaching in Arkansas Schools	% Teaching in Arkansas Schools
262	161	101	61%

Additional Facts about UCA COE Graduates

The [cost of attendance](#) at UCA can be found at on the financial aid website (CAEP 5.8)

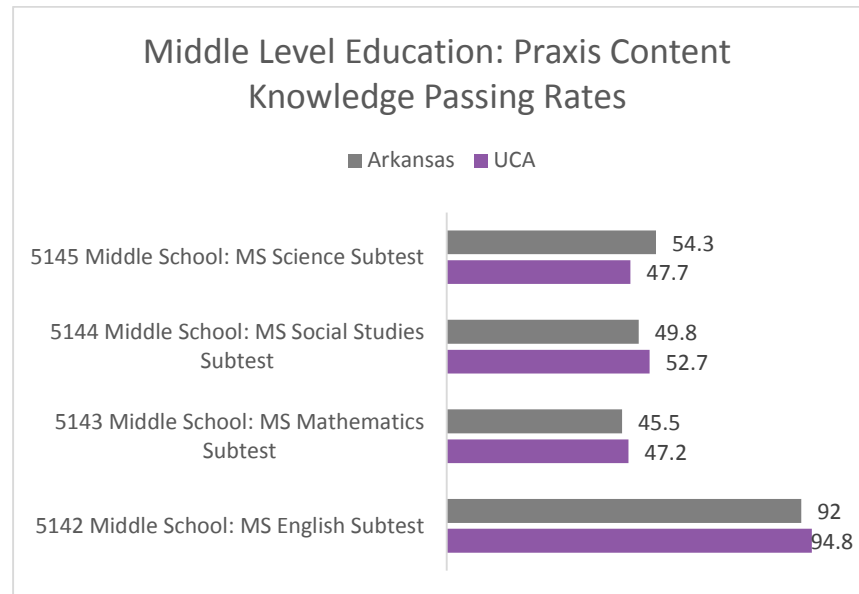
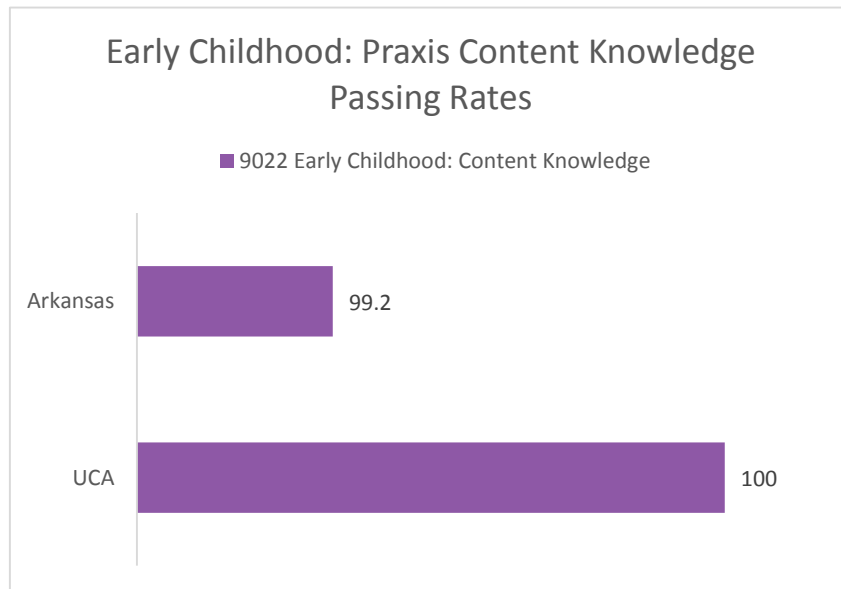
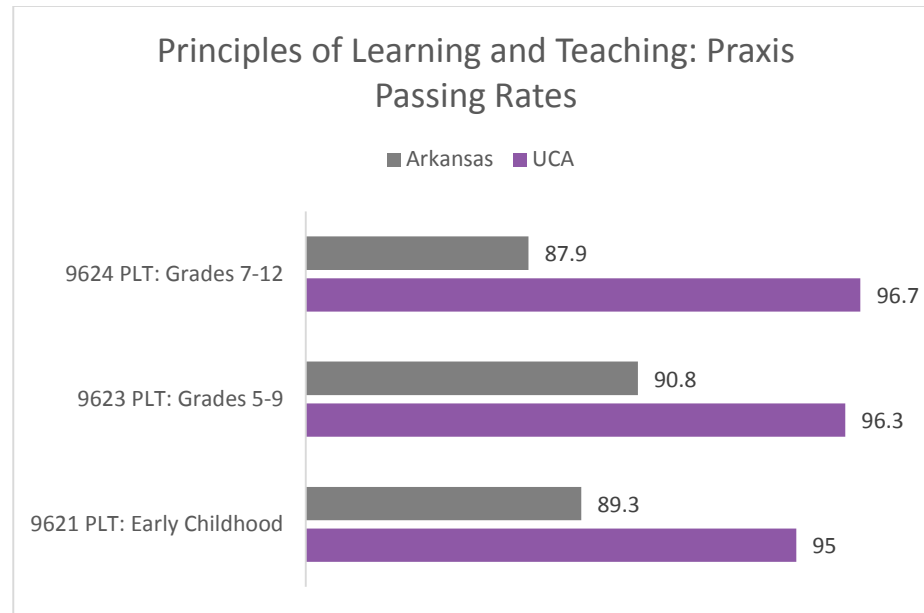
Average [teacher salary](#) in Arkansas is currently \$48,060 as reported by the Arkansas Department of Education

2013-2014 Completer Praxis Data (CAEP 5.4)

Praxis data on UCA initial teacher licensure completers for 2013-2014 are publically reported by the Arkansas Department of Education and can be found on their website in the published [Educator Preparation Performance Report \(EPPR\)](#). Please note that the EPPR report includes comparative data for each test to state and national averages. The following summary table and visuals of these data were created by the UCA COE.

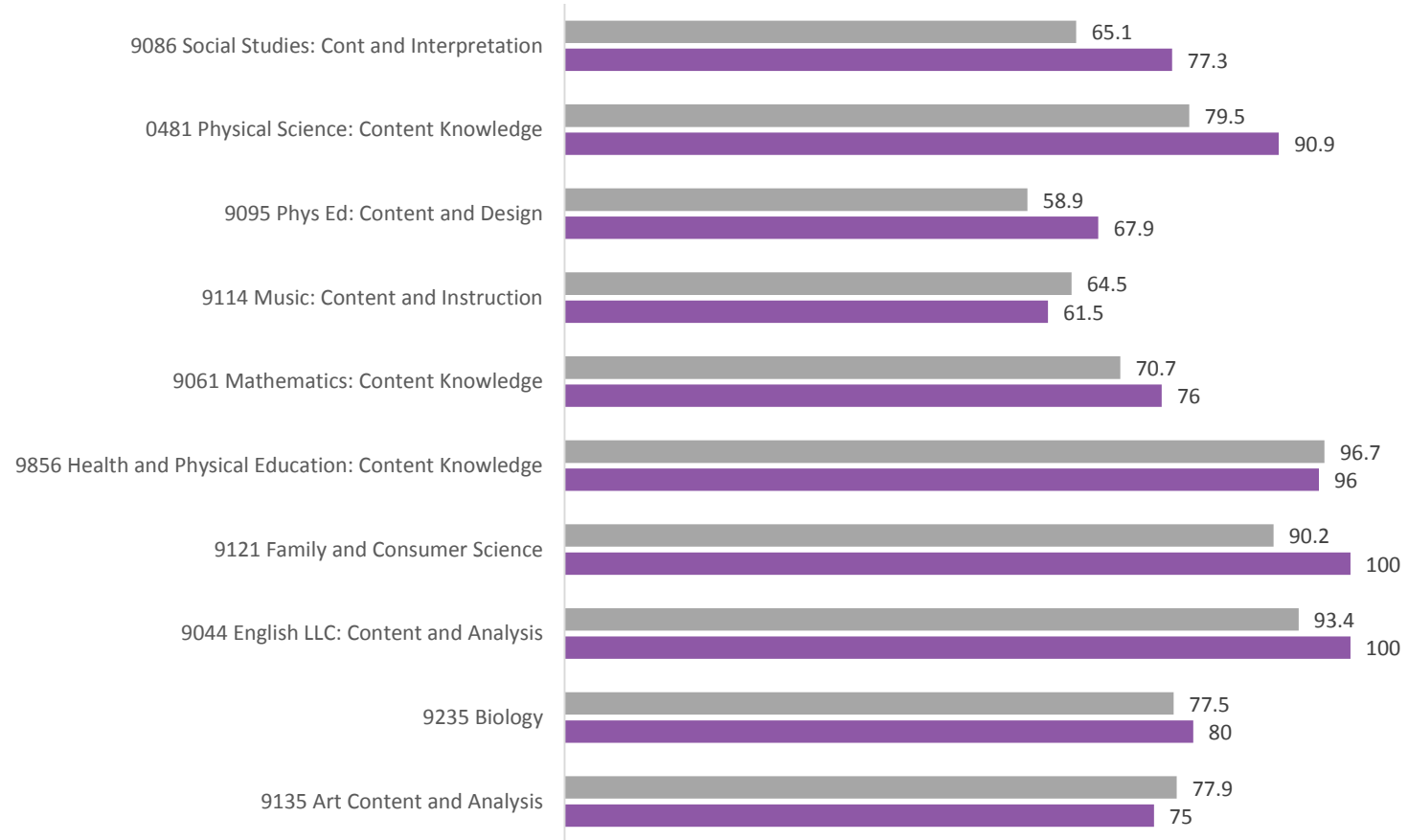
	First Time Score				Highest Score			
	N	Mean	# Passing	% Passing	N	Mean	# Passing	% Passing
9135 Art Content and Analysis	15	165	11	73.3	16	165	12	75.0
9235 Biology	10	157	8	80.0	10	157	8	80.0
9022 Early Childhood: Content Knowledge	106	178	104	98.1	107	178	107	100
9044 English LLC: Content and Analysis	25	183	23	92.0	25	184	25	100
9121 Family and Consumer Science	11	164	11	100	11	164	11	100
9856 Health and Physical Education: Content Knowledge	24	160	24	100	25	159	24	96
9061 Mathematics: Content Knowledge	22	143	17	77.3	25	141	19	76
5142 Middle School: MS English Language Arts Subtest	73	170	68	93.2	77	169	73	94.8
5143 Middle School: MS Mathematics Subtest *	73	141	32	43.8	89	142	42	47.2
5144 Middle School: MS Social Studies Subtest *	73	142	41	56.2	91	141	48	52.7
5145 Middle School: MS Science Subtest *	73	141	34	46.6	86	142	41	47.7
9114 Music: Content and Instruction	12	154	5	41.7	13	160	8	61.5
9095 Phys Ed: Content and Design	23	170	12	52.2	28	171	19	67.9
0481 Physical Science: Content Knowledge	11	167	10	90.9	11	167	10	90.9
9086 Social Studies: Cont and Interpretation	18	156	11	61.1	22	157	17	77.3
9621 PLT: Early Childhood	99	170	92	92.9	100	171	95	95
9623 PLT: Grades 5-9	54	178	51	94.4	54	178	52	96.3
9624 PLT: Grades 7-12	57	171	53	93.0	61	171	59	96.7

* Data indicates results of new test. UCA scores at or are better than state and national averages. UCA pass rates are at or above state and national averages. Test currently under review for appropriateness of content and pass rate for intended population.



Secondary Programs: Praxis Content Passing Rates

Arkansas UCA



2013-2014 Admitted Candidate Grade Point Averages -GPA (CAEP 5.5)

Grade point data on admitted UCA initial teacher licensure candidates for 2013-2014 are reported here. The following summary table and visuals of these data were created by the UCA COE.

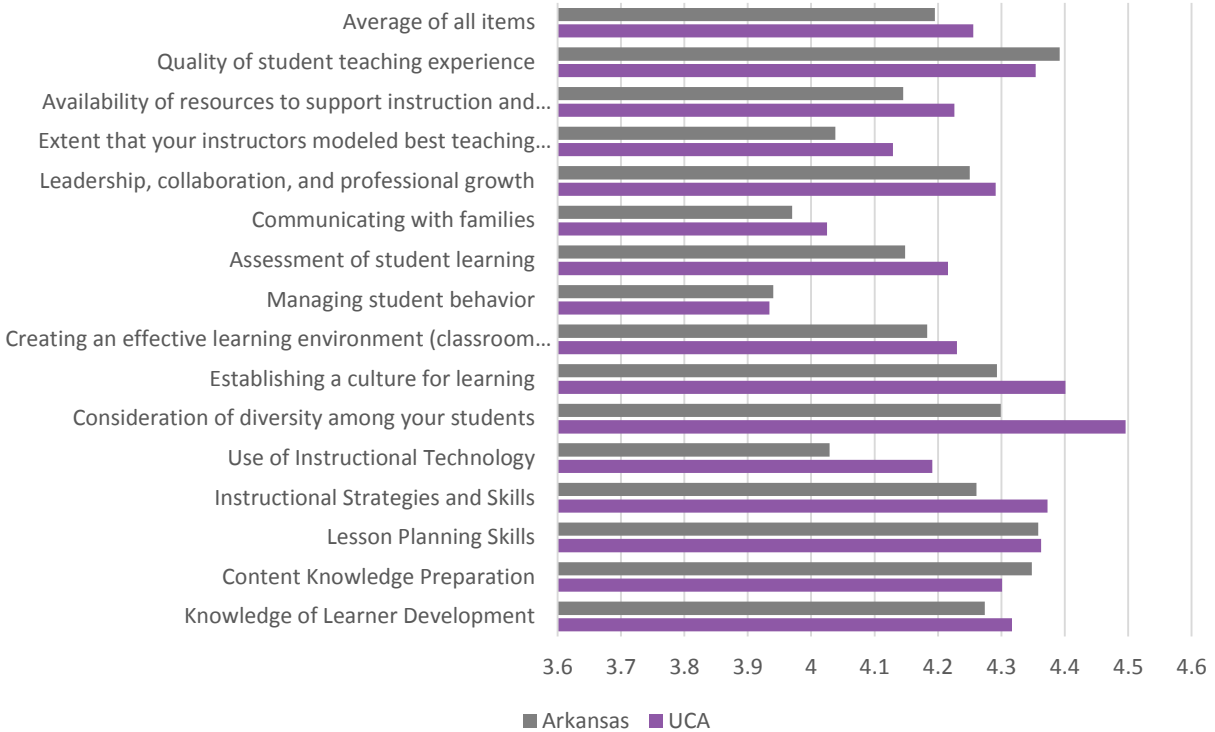
Licensure Area	N	Mean GPA at point of Admission
Art	6	3.47
P-4 Early Childhood	59	3.25
K-6 Elementary	6	3.63
English	9	3.21
Family and Consumer Science	10	3.16
Social Studies	12	3.31
Health/Physical Education	15	2.98
Mathematics	4	3.57
Middle Level Education	19	3.11
Modern Languages	2	N/A
Music	19	3.39
Science	2	N/A
Undergraduate Aggregate	167	3.24
Master of Arts in Teaching	147	3.2

2013-2014 Candidate Survey Data at Exit (CAEP 5.2)

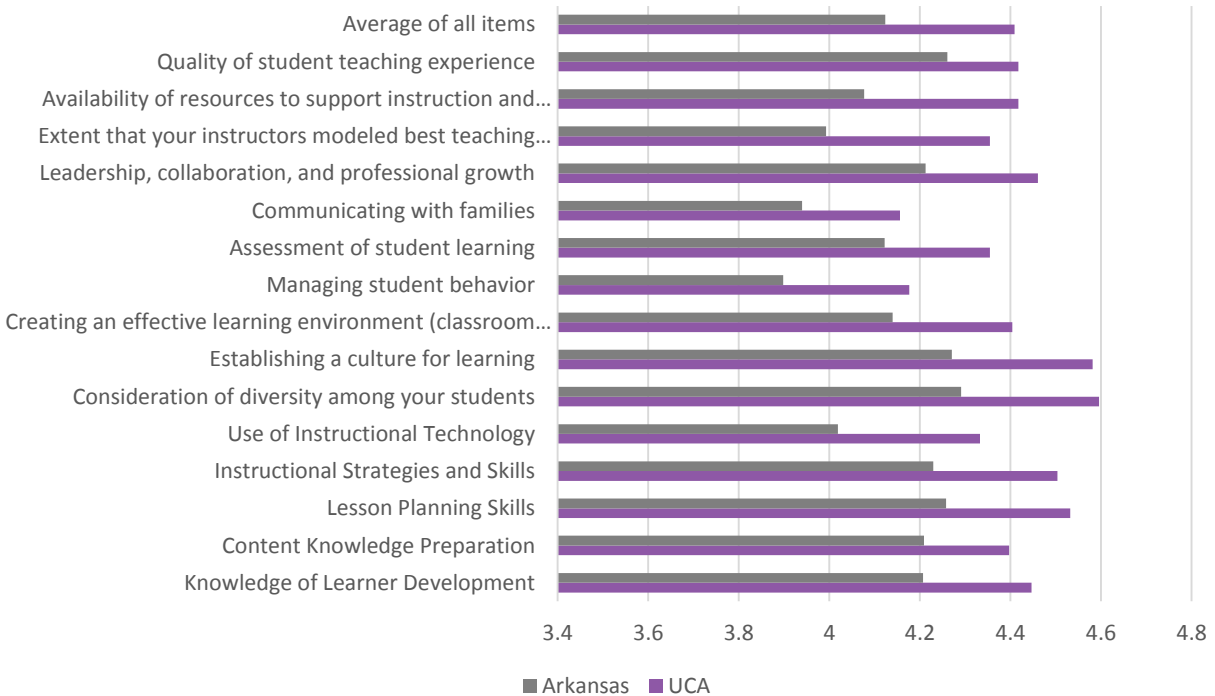
Candidates are provided with a Novice Teacher Survey by the Arkansas Department of Education as they complete the UCA COE program of study. Survey Praxis data on UCA initial teacher licensure completers for 2013-2014 are publically reported by the Arkansas Department of Education and can be found on their website in the published [Educator Preparation Performance Report \(EPPR\)](#). The following summary table and visuals of these data were created by the UCA COE. Please note that ADE does have plans to develop and deliver employer surveys for all teacher licensure graduates (CAEP 5.6)

	Traditional (Undergraduate) Respondents		Non-Traditional (M.A.T.) Respondents		All Program Respondents	
	UCA	Arkansas	UCA	Arkansas	UCA	Arkansas
Knowledge of Learner Development	4.317	4.274	4.372	4.056	4.447	4.207
Content Knowledge Preparation	4.301	4.348	4.116	3.903	4.397	4.209
Lesson Planning Skills	4.363	4.358	4.442	4.032	4.532	4.258
Instructional Strategies and Skills	4.373	4.261	4.442	4.141	4.504	4.230
Use of Instructional Technology	4.191	4.029	4.209	3.994	4.333	4.019
Consideration of diversity among your students	4.496	4.299	4.744	4.258	4.596	4.291
Establishing a culture for learning	4.401	4.293	4.651	4.208	4.582	4.271
Creating an effective learning environment (classroom management)	4.230	4.183	4.442	4.038	4.404	4.140
Managing student behavior	3.934	3.940	4.209	3.786	4.177	3.898
Assessment of student learning	4.216	4.148	4.465	4.053	4.355	4.122
Communicating with families	4.025	3.970	4.326	3.874	4.156	3.940
Leadership, collaboration, and professional growth	4.291	4.250	4.419	4.109	4.461	4.213
Extent that your instructors modeled best teaching practices and use of technology	4.129	4.038	4.372	3.891	4.355	3.993
Availability of resources to support instruction and research	4.226	4.145	4.256	3.918	4.418	4.077
Quality of student teaching experience	4.354	4.392	4.256	3.974	4.418	4.261
Average of all items	4.256	4.195	4.381	4.016	4.409	4.1424.142
Number of respondents	98	689	43	341	141	1054

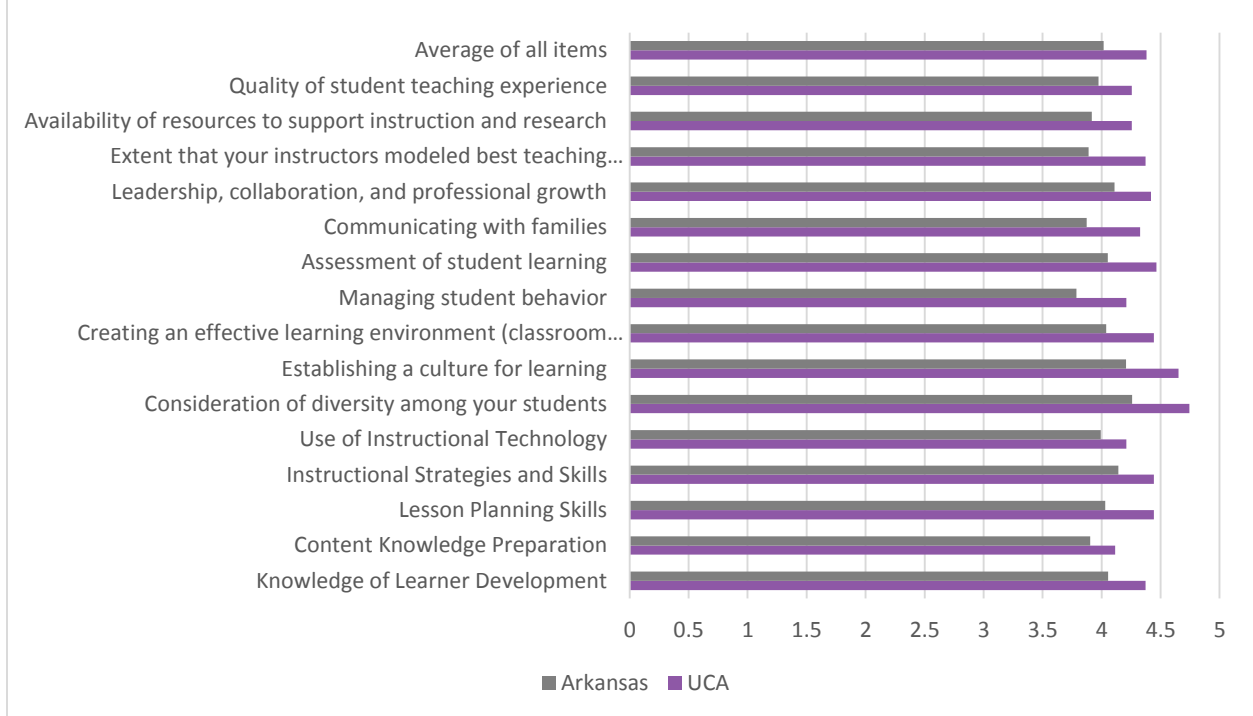
Traditional Undergraduate Graduates - Survey Responses



UCA COE ALL Initial Teacher Graduates - Survey Responses



M.A.T. Graduates - Survey Responses



The UCA COE also administers an exit survey to candidates upon graduation. However, that survey underwent major revision in the 2014-2015 academic year. Data from the 2013-2014 year are not reported here as the old survey instrument did not yield actionable data.

2013-2014 Internship Unit and Impact on Student Learning Data (CAEP 5.1)

All UCA COE initial licensure candidates are required to complete identified key assessments in their final clinical experience (e.g., internship, student teaching). These key assessments include: (1) unit plan, (2) impact on student learning, (3) observations of teaching (to include reflection on performance), and (4) video observation of teaching (to include reflection on performance).

Below are the data on the 2013-2014 candidate results on the Unit Plan and Impact on Student Learning Project(s). The full project description is available on the department websites. In brief, candidates (1) write a 10-day unit plan aligned to state and national standards (Arkansas, CCSS, NGSS), (2) implement the unit including a comprehensive pre- and post-assessment of their students' knowledge base, and (3) analyze their impact on their students' learning through a full analysis, interpretation, and reflection on the data. Please note that the rubrics for this project were fully revised in the summer of 2014.

UNIT PLAN	mean	mean %	standard deviation	Unsatisfactory (%)	Basic (%)	Proficient (%)
Instructional Context and Materials	2.83	92	0.39	1	15	84
Introduction and Rationale	2.85	92	0.38	1	14	85
Unit Goals	2.82	91	0.4	1	17	82
Pre/Post/Mid-Unit Assessments	2.76	88	0.47	2	21	78
Lesson Plans	2.78	89	0.44	1	20	79

IMPACT ON STUDENT LEARNING	mean	mean %	Standard deviation	Unsatisfactory %	Basic %	Proficient %
Data Spreadsheet and Charts	2.82	91	0.41	1	15	83
Samples of Student Work/Written Feedback and their Impact	2.69	84	0.55	4	23	73
Reflection Paper—Data Trends, Analysis of Student Learning and Subpopulations	2.86	93	0.38	1	12	87
Reflection Paper—Teacher Efficacy	2.83	92	0.39	1	15	84

2013-2014 Observations of Teaching Effectiveness (CAEP 5.5)

Teacher Performance Observation Assessment (TPOA)

Undergraduate candidates are also formally observed and evaluated 5 times in their student teaching experience (4 times in the M.A.T. program). The summative evaluation data results for the 2013-2014 academic year are presented below. The rubric represented here is a modified version of the original tool Pathwise/Praxis 3 performance based assessment for classroom observation. This assessment includes 4 domains with components each for (A) Planning (to include submission of lesson plan), (B) Classroom Environment, (C) Instruction, and (D) Reflection. Please note that in 2014-2015 the UCA programs switched to the updated version of the Danielson rubric which has been adopted by the Arkansas Department of Education for all preservice and inservice teacher evaluation.

<u>Domain A: Planning and Preparation</u>							<u>Domain B: Classroom Environment</u>						
	mean	mean %	standard deviation	Unsatisfactory %	Basic %	Proficient %		mean	mean %	standard deviation	Unsatisfactory %	Basic %	Proficient %
A1.1	2.95	97	0.23	0	5	95	B1.1	2.97	98	0.18	0	3	97
A1.2	2.93	97	0.25	0	7	93	B1.2	2.88	94	0.33	0	12	88
A1.3	2.9	95	0.29	0	10	90	B2.1	2.97	98	0.18	0	3	97
A2.1	2.9	95	0.29	0	10	90	B2.2	2.96	98	0.2	0	4	96
A2.2	2.81	90	0.39	0	19	81	B2.3	2.94	97	0.24	0	6	94
A2.3	2.8	90	0.4	0	20	80	B3.1	2.97	98	0.18	0	3	97
A2.4	2.82	91	0.38	0	18	82	B3.2	2.95	97	0.23	0	5	95
A3.1	2.89	95	0.31	0	11	89	B4.1	2.8	90	0.4	0	20	80
A3.2	2.88	94	0.32	0	12	88	B4.2	2.93	97	0.25	0	7	93
A4.1	2.9	95	0.29	0	10	90	B4.3	2.84	92	0.37	0	16	84
A4.2	2.9	95	0.3	0	10	90	B5.1	2.99	99	0.12	0	1	99
A4.3	2.91	96	0.28	0	9	91	B5.2	2.99	99	0.12	0	1	99
A5.1	2.92	96	0.27	0	8	92							
A5.2	2.83	91	0.38	0	17	83							
A5.3	2.85	93	0.36	0	15	85							
A5.4	2.9	95	0.3	0	10	90							

<u>Domain C: Classroom Instruction</u>							<u>Domain D: Reflection</u>						
	mean	mean %	standard deviation	Unsatisfactory %	Basic %	Proficient %		mean	mean %	standard deviation	Unsatisfactory %	Basic %	Proficient %
C1.1	2.8	90	0.4	0	20	80	D1.1	2.88	94	0.33	0	12	88
C1.2	2.82	91	0.38	0	18	82	D1.2	2.88	94	0.33	0	12	88
C2.1	2.86	93	0.34	0	14	86	D2.1	2.93	96	0.26	0	7	93
C2.2	2.92	96	0.27	0	8	92	D2.2	2.88	94	0.32	0	12	88
C2.3	2.89	95	0.31	0	11	89	D2.3	2.95	97	0.23	0	5	95
C3.1	2.8	90	0.4	0	20	80	D3.1	2.9	95	0.3	0	10	90
C3.2	2.8	90	0.4	0	20	80	D3.2	2.85	93	0.36	0	15	85
C3.3	2.78	89	0.42	0	22	78	D4	2.89	95	0.31	0	11	89
C3.4	2.8	90	0.4	0	20	80	D5.1	2.97	99	0.16	0	3	97
C4.1	2.92	96	0.27	0	8	92	D5.2	2.99	99	0.12	0	1	99
C4.2	2.94	97	0.24	0	6	94	D6.1	2.95	97	0.23	0	5	95
C4.3	2.88	94	0.32	0	12	88	D6.2	2.99	99	0.12	0	1	99
C5.1	2.93	97	0.25	0	7	93	D6.3	2.97	98	0.18	0	3	97
C5.2	2.87	94	0.34	0	13	87	D6.4	2.96	98	0.2	0	4	96
C5.3	2.92	96	0.27	0	8	92	D7.1	2.95	97	0.23	0	5	95
C6.1	2.93	97	0.25	0	7	93	D7.2	2.96	98	0.2	0	4	96
C6.2	2.9	95	0.3	0	10	90							
C6.3	2.93	96	0.26	0	7	93							
C7	2.95	98	0.21	0	5	95							
C8	2.93	96	0.26	0	7	93							

Video Teach

Candidates in the UCA COE intital teacher licensure programs are required to video tape themselves teaching a lesson and then watch, evaluate, and reflect on their own performance. They submit a lesson plan, the video, and their observation and reflection documents. The data from this project are represented below.

	mean	mean %	standard deviation	Unsatisfactory %	Basic %	Proficient %
A1.1: Knowledge of how to become familiar with students	2.93	96	0.26	0	7	93
A1.2: Understanding of studentsâ€™™ background experiences and how that shapes the instruction for students	2.91	95	0.29	0	9	91
A1.3: Understanding of importance of becoming familiar with students	2.95	97	0.23	0	5	95
A2: Selects instructional goals/objectives appropriate for lesson and students	2.82	91	0.38	0	18	82
A3: Demonstrates knowledge of content by designing instruction that connects past, present, and future content	2.85	92	0.36	0	15	85
A4.1: Demonstrates knowledge of pedagogy by planning appropriate instructional methods	2.84	92	0.38	1	15	85
A4.2: Demonstrates knowledge of pedagogy by planning appropriate instructional learning activities	2.85	93	0.35	0	15	85
A4.3: Demonstrates knowledge of pedagogy by using appropriate materials and resources	2.87	94	0.33	0	13	87
A5: Assesses student learning by planning assessments appropriate for students and aligned with learning goals	2.79	90	0.42	1	20	80
D3.1: Knowledge of human resources available for assistance	2.9	95	0.3	0	10	90
D3.2: Professional interactions related to learning and instruction	2.73	87	0.44	0	27	73
B1: Creates an environment that promotes fairness	2.8	90	0.4	0	20	80
B2: Creates an environment of respect and rapport	2.82	91	0.38	0	18	82
B3: Communicates challenging learning expectations	2.77	88	0.42	0	23	77
B4.1: Establishes and maintains consistent standards of behavior	2.81	91	0.39	0	19	81
B4.2: Demonstrates respect for students	3	100	0	0	0	100
B5: Organizes physical space for maximum learning and safety	2.89	95	0.31	0	11	89

	mean	mean %	standard deviation	Unsatisfactory %	Basic %	Proficient %
C1.1: Communicates learning goals	2.8	90	0.4	0	20	80
C1.2: Communicates instructional procedures	2.79	89	0.41	0	21	79
C2: Makes content comprehensible to students (coherent structure, makes material relevant to students)	2.79	89	0.43	1	19	80
C3: Extends student thinking.	2.65	82	0.48	0	35	65
C4: Monitors learning, provides feedback, and adjusts learning activities to meet the needs of all students.	2.82	91	0.38	0	18	82
C5: Uses instructional time effectively	2.74	87	0.48	2	22	76
C6.1: Communicates clearly and accurately (in speaking and writing)	2.88	94	0.33	0	12	88
C6.2: Encourages effective communication	2.84	92	0.37	0	16	84
C7: Integrates technology into instruction	2.79	89	0.43	1	19	80
C8: Impacts student learning as evidenced by formative and/or summative assessments	2.72	86	0.45	0	28	72
D1.1: Identifying strengths and weaknesses of lesson	2.91	95	0.29	0	9	91
D1.2: Using this experience in future	2.87	93	0.36	1	12	87
D2: Demonstrates a sense of efficacy (assumes responsibility for student learning)	2.85	92	0.38	1	14	85
D4.1: Knowledge of forms of communication with parents or guardians	2.83	91	0.44	3	12	86
D4.2: Attempts to communicate to impact student learning with opportunity for feedback	2.73	87	0.5	3	22	76
D5: Maintains accurate records	3	100	0	0	0	100
D6: Grows and develops professionally	2.8	90	0.47	3	13	84
D7: Professional demeanor (adheres to school policies, dresses and behaves professionally)	2.94	97	0.26	1	5	94
Videotaped Lesson: Self-Scored Lesson Rubric/Observation – Formative Observation Form	2.86	93	.42	3	8	89
Videotaped Lesson: Self-Scored Lesson Rubric/Observation – Lesson Scoring	2.78	89	.57	8	6	86

Appendix A: TPOA Criterion

A1.1: Knowledge of how to become familiar with students
A1.2: Understanding of students'™ background experiences and how that shapes the instruction for students
A1.3: Understanding of importance of becoming familiar with students
A2: Selects instructional goals/objectives appropriate for lesson and students
A3: Demonstrates knowledge of content by designing instruction that connects past, present, and future content
A4.1: Demonstrates knowledge of pedagogy by planning appropriate instructional methods
A4.2: Demonstrates knowledge of pedagogy by planning appropriate instructional learning activities
A4.3: Demonstrates knowledge of pedagogy by using appropriate materials and resources
A5: Assesses student learning by planning assessments appropriate for students and aligned with learning goals
D3.1: Knowledge of human resources available for assistance
D3.2: Professional interactions related to learning and instruction
B1: Creates an environment that promotes fairness
B2: Creates an environment of respect and rapport
B3: Communicates challenging learning expectations
B4.1: Establishes and maintains consistent standards of behavior
B4.2: Demonstrates respect for students
B5: Organizes physical space for maximum learning and safety
C1.1: Communicates learning goals
C1.2: Communicates instructional procedures
C2: Makes content comprehensible to students (coherent structure, makes material relevant to students)
C3: Extends student thinking.
C4: Monitors learning, provides feedback, and adjusts learning activities to meet the needs of all students.
C5: Uses instructional time effectively
C6.1: Communicates clearly and accurately (in speaking and writing)
C6.2: Encourages effective communication
C7: Integrates technology into instruction
C8: Impacts student learning as evidenced by formative and/or summative assessments
D1.1: Identifying strengths and weaknesses of lesson
D1.2: Using this experience in future
D2: Demonstrates a sense of efficacy (assumes responsibility for student learning)
D4.1: Knowledge of forms of communication with parents or guardians
D4.2: Attempts to communicate to impact student learning with opportunity for feedback
D5: Maintains accurate records
D6: Grows and develops professionally
D7: Professional demeanor (adheres to school policies, dresses and behaves professionally)