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NCTQ Teacher Preparation Review Report

November, 2014

Elementary, Literacy, and Special Education – ELSE

Program Context

The University of Central Arkansas (UCA) College of Education (COE) prepares candidates for licensure in early childhood (P-4) or elementary education (K-6). Due to changes at the state level, this program is undergoing a significant shift that has involved a program revision. Prior to the 2014-2015 academic year, candidates in this program were prepared for early childhood licensure for Pre Kindergarten through 4th grade (P-4). Due to changes in state law and in ADE rules and regulations, the program has shifted to license candidates for Kindergarten through 6th grade (K-6).

Candidates currently in the program and the data reported here may be in either the P-4 or K-6 licensure track as the program works to assist P-4 candidates in completing their program of study while also beginning work with the incoming K-6 candidates. The program carries the title of Elementary, Literacy, and Special Education (ELSE). Syllabi are still coded with the earlier title (ECSE) as the curriculum change process is still in transition.

Program Selection Criteria

In 2013-2014, candidates were admitted into the program based on the following credentials (Source - <http://uca.edu/ocs/admission-requirements/>):

- Admission Affidavit
- Internship Waiver
- A cumulative 2.7 GPA on all coursework
- Completion of identified courses with a grade of “C” or better
 - WRTG 1310,
 - WRTG 1320,

- SPCH 1300,
 - MATH 1360 or MATH 1390,
 - Tech Competency Exam or EDUC 1240
 - EDUC 1300 or ECSE 3300
- ACT Scores Composite score of 24 or greater with subtest scores of at least 22 for each subtest (math, reading, English + writing). If a candidate has not met these minimum scores, they submit passing Praxis I scores for the CORE exams in Reading (5712), Writing (5722), and/or Mathematics (5732).
 - Completion of 45 semester credit hours
 - Submission of two recommendations for admission
 - Candidate interview and recommendation for admission by major area faculty

Source - <http://uca.edu/ocs/admission-requirements/> and screenshot ([appendix 1.1](#))

Source – [2013-2014 UG Bulletin](#) (active link)

Source - [2014-2015 UG Bulletin](#) (active link)

Source – [ADE Protocol for the Review and Approval of Programs of Study Leading to Educator Licensure or Endorsement in Arkansas](#) and screenshot ([appendix 1.2](#)).

Additionally, a review of the 2013-2014 incoming candidates' qualifications yielded the following data for those formally admitted into the Early Childhood program of study:

- 2013-2014 Admitted Cohort ACT score of 23.2 ([appendices 1.3a](#) and [1.3b](#))
- 2013-2014 Admitted Cohort average candidate undergraduate GPA of 3.37 ([appendices 1.4a](#) and [1.4b](#))
- 2013-2014 Admitted Cohort Praxis CORE scores ([appendix 1.5](#)) showing that our candidates perform above the state and national averages.

[Title II Report 2012-2013](#) (active link) (most recent available) program showing (1) admitted aggregate cohort average candidate undergraduate GPA of 3.28 and (2) program completion aggregate undergraduate candidate GPA of 3.52 and screenshot ([appendix 1.6](#))

UCA COE meets the NCTQ requirements for Standard 1 as follows:

- NCTQ 1.1a Undergraduate Admissions: IHE Selectivity Considerations. The program and university data show the student body has a mean combined math and verbal ACT composite score above the national mean. See data provided in [appendix 1.3](#).
- NCTQ 1.1b Undergraduate GPA Minimum. The UCA COE does not explicitly require a 3.0 GPA for initial admission to the teacher preparation program, but does meet NCTQ standard 1.1a, 1.1c, and 1.1c

- NCTQ 1.1c Undergraduate Admission: Program Selectivity Considerations. The program requires a score on a standardized test normed to the general population (ACT) that places the candidate in the upper half of the college population for admission. See [appendix 1.3](#).
- NCTQ 1.1d Undergraduate Admissions: Undergraduate GPA Average. The average undergraduate GPA across the cohort of undergraduate teacher candidates entering the program is 3.3 or higher. See [appendix 1.4](#).
- NCTQ 1.2a-1.2d Graduate Admission. Not applicable.

Early Reading

The program of Elementary, Literacy and Special Education (ELSE) houses the outgoing P-4 Early Childhood program of study as well as the current K-6 Elementary program of study. The department approved program of study (POS) is attached here ([appendices 2.1a](#) and [2.1b](#)) and is available at <http://uca.edu/else/files/2014/08/K6-Check-sheet-legal-Watermarked-working-copy.pdf>. The undergraduate bulletin with course descriptions is available here - <http://uca.edu/ubulletin2014/>

In that POS candidates take five courses focused on literacy instruction to include early reading instruction ([appendix 2.2](#)): ECSE 3305, ECSE 4305, ECSE 4311, ECSE 4315, and ECSE 4320.*

The ECSE syllabi with embedded highlights for NCTQ's criteria are included below. The UCA Elementary program of study does include instruction in: phonemic awareness, phonics, fluency, vocabulary, and comprehension – the five “building blocks” of literacy instruction. Those elements are highlighted in the syllabi: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

- ECSE 3305: Integrated Approaches to Child and Young Adult Literature ([appendix 2.3](#))
- ECSE 4305: Literacy Assessment and Intervention ([appendix 2.4](#))
- ECSE 4311: Foundations of Reading ([appendix 2.5](#))
- ECSE 4315: Workshop Approach to Teaching Writing in the K-12 Classroom ([appendix 2.6](#))
- ECSE 4320: Elementary Reading Methods ([appendix 2.7](#))

The ECSE syllabi include the following required texts:

- ECSE 3305
 - Temple, C., Martinez, M., & Yokota, J. (2011). *Children's books in children's hands: An introduction to their literature*. (4th ed.). Pearson, Publishing: New York, NY.
- ECSE 4305
 - McKenna, M. C., & Stahl, K. A. D. (2009). *Assessment for reading instruction*. (2nd ed.). New York, NY: The Guilford Press.
 - Dorn, L., & Soffos, C. (2012). *Interventions that work: A comprehensive intervention model for preventing reading failure in grades k-3*. Boston, MA: Pearson

- ECSE 4311
 - Honig, B., Diamond, L., & Gutlohn, L. (2008). *Teaching reading sourcebook for kindergarten through eighth grade*. 2nd Ed. Novato, CA: Arena Press. ISBN: 978-1-57128-457-0
 - Fox, B.J. (2010). *Phonics and structural analysis for the teacher of reading*. 10th Ed. Boston: Allyn & Bacon. ISBN: 978-0-13-208094-1
- ECSE 4315
 - Combs, W. (2013). *Writer's workshop for the common core: A step-by-step guide*. New York: Routledge.
 - Gallagher, K. (2011). *Write like this: Teaching real-world writing through modeling & mentor texts*. Portland, ME: Stenhouse Publishers.
- ECSE 4320
 - Dorn, L.J., French, C., & Jones, T., 2nd Edition (2012). *Apprenticeship in literacy: Transitions across reading and writing*. York, ME: Stenhouse Publishing

In addition to the syllabi and materials provided here, the UCA COE would like to highlight that the candidates' scores on the Language and Literacy subtest of the Praxis exam (Test 5022 - <http://www.ets.org/s/praxis/pdf/5022.pdf>) are well above the state and national averages ([appendix 2.8](#)). The language and literacy subtest comprises 31% of the required praxis exam for early childhood licensure and includes items on the criteria NCTQ deems necessary for early reading instruction ([appendix 2.9](#)).

Finally, the faculty of the ECSE/ELSE program are listed here and include faculty with specialty backgrounds in literacy and reading instruction - <http://uca.edu/else/faculty-staff/>

UCA COE meets the NCTQ requirements for Standard 2 as follows:

- NCTQ 2.1 Coverage of the five components of effective reading instruction (appendices 2.1-2.9).
- NCTQ 2.2 Textbooks support effective reading instruction. See syllabi (appendices 2.3-2.9).

Based on our faculty review of the NCTQ criteria, it is also clear that NCTQ is approaching their evaluation of literacy instruction from a narrow construct - one that is not aligned with the research in the field or supported by the faculty of the UCA COE programs. For example, the NCTQ criteria contends that practices such as “shared reading” or “literature circles” are not “Scientifically Based Reading Research”. Yet these strategies, approaches, and practices do have a strong body of research behind them. What is evident to the UCA COE faculty is that NCTQ appears to be ignoring or discrediting any reading instruction aligned to whole language or balanced literacy approaches. This bias is in opposition to the standards of our accrediting professional organizations to include the International Reading Association (IRA) and the National Council for Teachers of English (NCTE). Simply claiming an instructional approach is not “SBBR” represents an ideological bias

English Language Learners

The program of Elementary, Literacy and Special Education (ELSE) houses the outgoing P-4 Early Childhood program of study as well as the current K-6 Elementary program of study. The department approved program of study (POS) is attached here ([appendices 3.1a](#) and [3.1b](#)) and is available at <http://uca.edu/else/files/2014/08/K6-Check-sheet-legal-Watermarked-working-copy.pdf>. The undergraduate bulletin with course descriptions is available here - <http://uca.edu/ubulletin2014/>

In that POS candidates take 6 courses that include instruction on English Language Learners: ECSE 3305, ECSE 3309, ECSE 4311, ECSE 4315, ECSE 4320, and ECSE 4331 ([appendix 3.2](#)). The UCA Elementary program of study does include instruction for English Language Learners. Those elements in the syllabi are highlighted.*

- ECSE 3305: Integrated Approaches to Child and Young Adult Literature ([appendix 3.3](#))
- ECSE 3309: Development and Characteristics of Diverse Learners ([appendix 3.4](#))
- ECSE 4311: Foundations of Reading ([appendix 3.5](#))
- ECSE 4315: Workshop Approach to Teaching Writing in K-12 Classroom ([appendix 3.6](#))
- ECSE 4320: Elementary Reading Methods ([appendix 3.7](#))
- ECSE 4331: Data Driven Instructional Planning ([appendix 3.8](#))

In addition to the syllabi and materials provided here, the UCA COE would like to highlight that the candidates' scores on the Language and Literacy subtest of the Praxis exam (Test 5022 - <http://www.ets.org/s/praxis/pdf/5022.pdf>) are well above the state and national averages ([appendix 3.9](#)). The language and literacy subtest comprises 31% of the required praxis exam for early childhood licensure and includes items on the criteria NCTQ deems necessary for instruction of English Language Learners ([appendix 3.10](#)).

UCA COE meets the NCTQ requirements for Standard 3 as follows:

- NCTQ 3.1 Delivery of relevant instructional strategies (see appendices 3.1-3.10)

Struggling Readers

The program of Elementary, Literacy and Special Education (ELSE) houses the outgoing P-4 Early Childhood program of study as well as the current K-6 Elementary program of study. The department approved program of study (POS) is attached here ([appendices 4.1a](#) and [4.1b](#)) and is available at <http://uca.edu/else/files/2014/08/K6-Check-sheet-legal-Watermarked-working-copy.pdf>. The undergraduate bulletin with course descriptions is available here - <http://uca.edu/ubulletin2014/>

In that POS candidates take six courses focused on literacy instruction to include instruction for struggling readers ([appendix 4.2](#)). Those elements in the syllabi are highlighted.*

- ECSE 3305: Integrated Approaches to Child and Young Adult Literature ([appendix 4.3](#))
- ECSE 4305: Literacy Assessment and Intervention ([appendix 4.4](#))
- ECSE 4311: Foundations of Reading ([appendix 4.5](#))

- ECSE 4315: Workshop Approach to Teaching Writing in the K-12 Classroom ([appendix 4.6](#))
- ECSE 4320: Elementary Reading Methods ([appendix 4.7](#))
- ECSE 4331: Data Driven Instructional Planning ([appendix 4.8](#))

Candidates also take ECSE 3309: Development and Characteristics of Diverse Learners ([appendix 3.4](#)) which does not focus on struggling readers but does focus on struggling learners.

In addition to the syllabi and materials provided here, the UCA COE would like to highlight that the candidates' scores on the Language and Literacy subtest of the Praxis exam (Test 5022 - <http://www.ets.org/s/praxis/pdf/5022.pdf>) are well above the state and national averages ([appendix 4.9](#)). The language and literacy subtest comprises 31% of the required praxis exam for early childhood licensure and includes items on the NCTQ criteria for instruction of struggling readers ([appendix 4.10](#)).

In addition, the literacy faculty of the ECSE program have been active in the state's new dyslexia initiative and have taken part in legislative actions to pass the dyslexia bill in ADE mandating dyslexia screening and support for struggling readers. Faculty have also been actively involved in seeking training, endorsements, and licenses for dyslexia. As a result the UCA COE early childhood program will begin offering the new dyslexia licensure endorsement through ADE starting in Fall 2015.

UCA COE meets the NCTQ requirements for Standard 4 as follows:

- NCTQ 4.1 Delivery of relevant instructional strategies (see appendices 4.1-4.10)

Elementary Mathematics

The program of Elementary, Literacy and Special Education (ELSE) houses the outgoing P-4 Early Childhood program of study as well as the current K-6 Elementary program of study. The department approved program of study (POS) is attached here ([appendices 5.1a](#) and [5.1b](#)) and is available at <http://uca.edu/else/files/2014/08/K6-Check-sheet-legal-Watermarked-working-copy.pdf>. The undergraduate bulletin with course descriptions is available here - <http://uca.edu/ubulletin2014/>

In that POS candidates take five courses focused on mathematics instruction to include instruction in numbers and operations, algebra, geometry, and data analysis and probability: MATH 3351, MATH 3352, MATH 4310, ECSE 4316, and ECSE 4331 ([appendix 5.2](#)). The UCA ECSE program of study does include instruction for the NCTQ desired content: *Whole numbers and place value; fractions and integers; decimals (including ratio, proportion, percent); estimation; constants, variables, expressions; equations; graphs and functions; measurement; basic concepts in plane and solid geometry; polygons and circles; perimeter, area, surface area, volume; probability and data display and analysis.* Those elements in the syllabi are highlighted.*

- MATH 3351: Number Systems: Integers ([appendix 5.3](#))
- MATH 3352: Number Systems: Real Math ([appendix 5.4](#))
- MATH 4310: Topics in Mathematics ([appendix 5.5](#))

- ECSE 4316: Instructional Strategies for Math and Science ([appendix 5.6](#))
- ECSE 4331: Data Driven Instructional Planning ([appendix 5.7](#))

In addition to the syllabi and materials provided here, the UCA COE would like to highlight that the candidates’ scores on the Mathematics subtest of the Praxis exam (Test 5022 - <http://www.ets.org/s/praxis/pdf/5022.pdf>) are well above the state and national averages ([appendix 5.8](#)). The mathematics subtest comprises 25% of the required praxis exam for early childhood licensure and includes items on the criteria NCTQ deems necessary for mathematics instruction ([appendix 5.9](#)).

UCA COE meets the NCTQ requirements for Standard 5 as follows:

- NCTQ 5.1 Adequate course sequence supported by textbooks and including a methods course (see appendices 5.1-5.9)

Elementary Content

The program of Elementary, Literacy and Special Education (ELSE) houses the outgoing P-4 Early Childhood program of study as well as the current K-6 Elementary program of study. The department approved program of study (POS) is attached here ([appendices 6.1a](#) and [6.1b](#)) and is available at <http://uca.edu/else/files/2014/08/K6-Check-sheet-legal-Watermarked-working-copy.pdf>. The undergraduate bulletin with course descriptions is available here - <http://uca.edu/ubulletin2014/>

In that POS candidates take courses representing a rigorous liberal arts education. This curriculum is comprehensive enough to ensure that candidates will be able to add value above and beyond that provided in the elementary grade textbooks and curriculum guides ([appendix 6.2](#)):

Subject Areas	SCHs of Content	SCHs of Content-Based Pedagogy (Methods)	Total SCHs
Math	12	3	15
Science	16	3	15
Social Science (including History, Geography)	18	3	21
Humanities/Fine Arts (including English)	6	<i>See NCTQ Standard 2: Early Reading</i>	6
Communication/Writing (including Composition)	9		9

We recognize that NCTQ wishes to see that our candidates’ education is “rigorous and comprehensive enough to ensure that they will be able to add value above and beyond that

provided by elementary grade textbooks and curriculum guides” that they will be given for their instructional purposes in their first year(s) teaching. Specifically NCTQ is looking at the content areas of Literature and Composition, History and Geography, and Science (see [appendix 6.3](#) and course descriptions available at <http://uca.edu/ubulletin2014/courses/>).

Candidates do have the option of testing out of coursework through submission of standardized assessment scores ([appendix 6.4](#)).

In addition to the materials provided here, the UCA COE would like to highlight that the candidates’ scores on the content-based subtests of the Praxis exam (Test 5022 - <http://www.ets.org/s/praxis/pdf/5022.pdf>) are all at or well above the state and national averages ([appendices 6.5a](#) and [6.5b](#)) and that this information is available on the UCA website at www.uca.edu/education/accreditation

UCA COE meets the NCTQ requirements for Standard 6 as follows:

- NCTQ 6.1a Exempting candidates from coursework on the basis of standardized assessment ([appendix 6.4](#))
- NCTQ 6.1b Evaluating coursework requirements for topic coverage ([appendices 6.1](#), [6.2](#), and <http://uca.edu/ubulletin2014/courses/>)
- NCTQ 6.2 Undergraduate concentrations (see narrative above and [appendices 6.1](#), [6.2](#), and [6.3](#)). Candidates take 21 hours in social science (see [appendices 6.2](#), [6.3](#))

Classroom Management

The program of Elementary, Literacy and Special Education (ELSE) houses the outgoing P-4 Early Childhood program of study as well as the current K-6 Elementary program of study. The department approved program of study (POS) is attached here ([appendix 10.1](#)) and is available at <http://uca.edu/else/files/2014/08/K6-Check-sheet-legal-Watermarked-working-copy.pdf>. The undergraduate bulletin with course descriptions is available here - <http://uca.edu/ubulletin2014/>

Early Childhood candidates are required to take ECSE 4309: Positive Classroom Environment and ECSE 4319: Guidance and Behavior Management Strategies as part of their required program of study. The syllabi for those courses are provided here ([appendices 10.3](#) and [10.4](#)).*

In addition, all candidates are evaluated at multiple points during their junior block, internship I, and internship II experiences on the **ADE Teacher Excellence and Support System (TESS)** observation protocol. This model is based on the Danielson Framework for teaching. In this model, five criteria are in *Domain 2: The Classroom Environment*. The program uses these data for program evaluation. In Internship II candidates are evaluated 5 times using this protocol ([appendices 10.6](#) and [10.7](#)).

In addition to the observation assignments, candidates also complete a several assignments in their field placements examining classroom management components to include:

- SEL Videotaped Lesson with Interactive Bulletin Board Extension (Junior Block, p.23 + <http://uca.edu/else/files/2014/08/Jr.-Block-Field-Packet-Fall-2014.pdf>)
- Class profile and lesson (Junior Block, p. 7 + <http://uca.edu/else/files/2014/08/Jr.-Block-Field-Packet-Fall-2014.pdf>)

- Class profile and lesson (Internship I, p. 7 + <http://uca.edu/else/files/2014/08/Internship-I-Practicum-Packet-Fall-2014.pdf>)
- Guidance and Management Assignment (Internship I, p. 21 + <http://uca.edu/else/files/2014/08/Internship-I-Practicum-Packet-Fall-2014.pdf>)
- Guidance and Behavior Plan in their program of study (Internship II, p. 5 + <http://uca.edu/else/files/2014/08/Internship-II-Handbook-Revised-9-15-14.pdf>)

Field experiences and assignments are detailed on the department webpage - <http://uca.edu/else/field-and-internship/>

Early Childhood candidates also take the ADE required Praxis II test for pedagogy with scores at or well above the state and national means ([appendix 10.8](#)). This exam includes content on classroom management - <http://www.ets.org/s/praxis/pdf/5621.pdf> ([appendix 10.9](#)).

The provided documents do include the elements desired by NCTQ (and aligned to TESS). UCA COE meets the NCTQ requirements for Standard 10 as follows:

- NCTQ 10.1 Establish and/or reinforce expectations for behavior through rules, routines, and procedures (***TESS 2c***). See appendices 10.1-10.7 and links provided.
- NCTQ 10.2 Maintain a productive learning environment through managing time, materials, and the physical environment (***TESS 2c, 2e***). See appendices 10.1-10.7 and links provided.
- NCTQ 10.3 Recognize appropriate behavior through meaningful praise or other positive reinforcement (***TESS 2d***). See appendices 10.1-10.7 and links provided.
- NCTQ 10.4 Appropriately use one more types of least intrusive means to monitor and/or manage minor student misbehavior (***TESS 2a, 2b, 2d***). See appendices 10.1-10.7 and links provided.
- NCTQ 10.5 Appropriately use disciplinary action to address disruptive student misbehavior (***TESS 2d***). See appendices 10.1-10.7 and links provided.

Based on our faculty review of the NCTQ criteria, it is also clear that NCTQ is approaching their evaluation of classroom management from a narrow construct - one that is not aligned with the research in the field or supported by the faculty of the UCA COE programs. For example, the NCTQ criteria contends that practices that work with students to develop reflection and self-discipline, manage the learning environment, and self-monitor and self-regulate behavior are not acceptable. Yet these strategies, approaches, and practices do have a strong body of research behind them. What is evident to the UCA COE faculty is that NCTQ appears to be ignoring or discrediting any classroom management instruction aligned to democratic models of discipline. This bias is in opposition to the standards of our accrediting professional organizations and represents an ideological bias

Lesson Planning

The program of Elementary, Literacy and Special Education (ELSE) houses the outgoing P-4 Early Childhood program of study as well as the current K-6 Elementary program of study. The department approved program of study (POS) is attached here ([appendix 11.1](#)) and is available at

<http://uca.edu/else/files/2014/08/K6-Check-sheet-legal-Watermarked-working-copy.pdf>. The undergraduate bulletin with course descriptions is available here - <http://uca.edu/ubulletin2014/>

Early Childhood candidates are required to take ECSE 4330: Integrated Curriculum and Assessment Planning as part of their required program of study and ECSE 4331: Data Driven Instructional Planning. The syllabi for these courses are provided here ([appendices 11.3a](#) and [11.3b](#)).*

In addition, all candidates are evaluated at multiple points during their junior block, internship I, and internship II experiences on the **ADE Teacher Excellence and Support System (TESS)** observation protocol. This model is based on the Danielson Framework for teaching. In this model, six criteria are in Domain 1: Planning and Preparation. The program uses these data for program evaluation. In Internship II candidates are evaluated **5 times** using this protocol ([appendices 11.5](#) and [11.6](#)).

The provided documents do include the elements desired by NCTQ (and aligned to TESS as are the templates and guides for lesson planning in the program):

- NCTQ 11.1 Identifying technology applications that will boost instruction and how they will do so (**TESS 1d, 3c**). See appendices 11.1-11.6 and links provided.
- NCTQ 11.2 Anchoring instruction in the state's K-12 learning standards (**TESS 1a, 1c, 1d, 1e**). See appendices 11.1-11.6 and links provided.
- NCTQ 11.3 Addressing the needs of English-language learners (**TESS 1b, 3c**) – also please see our work for NCTQ Standard 3. See appendices 11.1-11.6 and links provided.
- NCTQ 11.4 Accommodating students with special needs (**TESS 1b, 3c**). See appendices 11.1-11.6 and links provided.
- NCTQ 11.5 Extending instruction for students who have demonstrated proficiency in relevant standards (**TESS 1b, 3c**). See appendices 11.1-11.6 and links provided.

Field experiences and assignments (including field handbooks for candidates) are detailed on the department webpage - <http://uca.edu/else/field-and-internship/> with specific links for the different clinical experiences:

- Junior Block - <http://uca.edu/else/files/2014/08/Jr.-Block-Field-Packet-Fall-2014.pdf>
- Internship I - <http://uca.edu/else/files/2014/08/Internship-I-Practicum-Packet-Fall-2014.pdf>
- Internship II - <http://uca.edu/else/files/2014/08/Internship-II-Handbook-Revised-9-15-14.pdf>

The lesson plan templates and GUIDES for this program are available at <http://uca.edu/else/internship1/> and <http://uca.edu/else/internship2/> (assignments and rubrics heading). The inclusion of the guides for use by the candidates in writing lesson plans meets NCTQ criteria 11.7.

Early Childhood candidates also take the ADE required Praxis II test for pedagogy with scores at or well above the state and national means ([appendix 11.7](#)). This exam includes content on classroom management - <http://www.ets.org/s/praxis/pdf/5621.pdf> ([appendix 11.8](#)). UCA COE internal data on the planning abilities of ELSE candidates is also available ([appendix 11.9](#))

Assessment and Data

The program of Elementary, Literacy and Special Education (ELSE) houses the outgoing P-4 Early Childhood program of study as well as the current K-6 Elementary program of study. The department approved program of study (POS) is attached here ([appendix 12.1](#)) and is available at <http://uca.edu/else/files/2014/08/K6-Check-sheet-legal-Watermarked-working-copy.pdf>. The undergraduate bulletin with course descriptions is available here - <http://uca.edu/ubulletin2014/>

Early Childhood candidates are required to take ECSE 4331: Data Driven Instructional Planning as part of their required program of study. The syllabus for this course is provided here ([appendix 12.3](#)). Please note that in addition to this course, that elementary education candidates take a rigorous course sequence in elementary math methods (see NCTQ Standard 5) and take coursework specifically focused on literacy assessment (see NCTQ standards 2-4).

Candidates are required to submit a project titled *Unit Plan* linked to the subsequent *Impact on Student Learning* during their final internship semester. The internship handbook with the project description is linked here - <http://uca.edu/else/files/2014/08/Internship-II-Handbook-Revised-9-15-14.pdf>. The specific project descriptions and rubrics for the assignments are found here - <http://uca.edu/else/internship2/>

Early Childhood candidates also take the ADE required Praxis II test for pedagogy with scores at or well above the state and national means ([appendix 12.5](#)). This exam includes content on assessment and data - <http://www.ets.org/s/praxis/pdf/5621.pdf> ([appendix 12.6](#)). UCA COE internal data on the assessment analysis and interpretation abilities of ELSE candidates is also available ([appendix 12.7](#))

The provided documents do include the elements desired by NCTQ:

- NCTQ 12.1 Instructional role of state's standardized tests. See appendices 12.1 -12.6 and links provided.
- NCTQ 12.2 Preparation of formative and summative assessments. See appendices 12.1 - 12.6 and links provided.
- NCTQ 12.3 Individual and team analysis and interpretation of data. See appendices 12.1 - 12.6 and links provided.

Equity

The program of Elementary, Literacy and Special Education (ELSE) houses the outgoing P-4 Early Childhood program of study as well as the current K-6 Elementary program of study. The department approved program of study (POS) is attached here ([appendix 13.1](#)) and is available at <http://uca.edu/else/files/2014/08/K6-Check-sheet-legal-Watermarked-working-copy.pdf>. The undergraduate bulletin with course descriptions is available here - <http://uca.edu/ubulletin2014/>

NCTQ is not currently scoring programs on this standard; however, the UCA COE takes great care in ensuring candidates are placed in a variety of instructional context to include high-performing and high-poverty schools. In the ELSE program, candidates have early field experiences ([appendix 13.3](#)) as well as intensive placements in their Junior Block, Internship I and Internship II experiences ([appendix 13.4](#)). Across the three clinical placements, candidates are required to have experiences in (1) rural, urban, and suburban schools and (2) across their

licensure grade range areas to include K-2, 3-4, and 5-6. Candidate placements are tracked in Chalk and Wire ([appendix 13.5](#)) which does allow for analysis of data based on school placement demographics to include: Free/Reduced Lunch Status and Race/Ethnicity. This data is then provided with state-based comparison demographic data.

As the screenshot shows, our candidates in this sample have had experiences at schools where the mean free/reduced lunch statistic for the student body is 57.53% represented in the Internship placements.

Student Teaching

The program of Elementary, Literacy and Special Education (ELSE) houses the outgoing P-4 Early Childhood program of study as well as the current K-6 Elementary program of study. The department approved program of study (POS) is attached here ([appendix 14.1](#)) and is available at <http://uca.edu/else/files/2014/08/K6-Check-sheet-legal-Watermarked-working-copy.pdf>. The undergraduate bulletin with course descriptions is available here - <http://uca.edu/ubulletin2014/>

All candidates are evaluated at multiple points during their junior block, internship I, and internship II experiences on the **ADE Teacher Excellence and Support System (TESS)** observation protocol. This model is based on the Danielson Framework for teaching. The program uses these data for program evaluation. In Internship II candidates are evaluated **5 times** using this protocol ([appendices 14.3](#) and [14.4](#)) meeting NCTQ Standard 14.1. Provided here is the syllabus for ECSE 4603/4604: Internship II ([appendix 14.5](#)). The handbooks for the different clinical experiences can be found here:

- Junior Block - <http://uca.edu/else/files/2014/08/Jr.-Block-Field-Packet-Fall-2014.pdf>
- Internship I - <http://uca.edu/else/files/2014/08/Internship-I-Practicum-Packet-Fall-2014.pdf>
- Internship II - <http://uca.edu/else/files/2014/08/Internship-II-Handbook-Revised-9-15-14.pdf>

The Arkansas Department of Education has mandated the use of the Danielson framework for teacher evaluation in the State Statute - Act 1209 (2011) and State Law - Act 709 (2013). Information on that legal precedent and all state developed materials and resources are available at <http://www.arkansased.org/divisions/human-resources-educator-effectiveness-and-licensure/office-of-educator-effectiveness/teacher-evaluation-system/tess-training-materials-and-resources-for-teachers>

Mentor teachers and university supervisors are chosen with great care. Information specific to the mentor and university supervisor are found on pages 7-11 - <http://uca.edu/else/files/2014/08/Internship-II-Handbook-Revised-9-15-14.pdf> and included in the mentor placement request form ([appendix 14.7](#))

Mentors and supervisors are evaluated each semester through a series of surveys administered through the UCA COE Qualtrics account as follows and evidence in NCTQ Standard 17 for program surveys:

- Candidate evaluation of mentor ([appendix 14.8d](#))
- Candidate evaluation of supervisor ([appendix 14.8c](#))
- Mentor evaluation of supervisor ([appendix 14.8b](#))

- Supervisor evaluation of mentor ([appendix 14.8f](#))

This data is analyzed internally and used in conjunction with school district placement recommendations.

The provided documents do include the elements desired by NCTQ:

- NCTQ 14.1 Five or more observations with written feedback with observations spaced at regular intervals. ELSE supervisors are required to conduct **five** observation protocol assessments during the student teaching semester and complete the full TESS evaluation rubric with written feedback **five** times. See <http://uca.edu/else/files/2014/08/Internship-II-Handbook-Revised-9-15-14.pdf>
- NCTQ 14.2 Program communicates clearly to school district administrators regarding cooperating teacher qualifications – see appendix 14.7
- NCTQ 14.3 Consistent, formal method to collect information necessary to participate actively in the selection of cooperating teachers – see appendice 14.8a-f

Outcomes Surveys

The program of Elementary, Literacy and Special Education (ELSE) houses the outgoing P-4 Early Childhood program of study as well as the current K-6 Elementary program of study. The department approved program of study (POS) is attached here ([appendix 17.1](#)) and is available at <http://uca.edu/else/files/2014/08/K6-Check-sheet-legal-Watermarked-working-copy.pdf>. The undergraduate bulletin with course descriptions is available here - <http://uca.edu/ubulletin2014/>

The ELSE program submits a battery of surveys to candidates, graduates, and alumni as well as to employers of graduates in order to measure the effectiveness of the program and the success of its graduates. These surveys include:

1. Attitudes toward cultural diversity - administered to candidates as they complete Internship 2 ([appendix 17.3](#))
2. Candidate end of program survey (generic) - administered to candidates as they complete Internship 2 ([appendix 17.4](#))
3. Candidate self-evaluation on TESS (**ADE Teacher Excellence and Support System (TESS)**) - administered to candidates as they complete Internship 2 ([appendix 17.5](#))
4. Program specific candidate end of program survey - administered to candidates as they complete Internship 2 ([appendix 17.6a](#))
5. UCA Employer Survey for Superintendents – administered every summer to employers of graduates from the previous two years (discontinued Summer 2014 to be replaced by ADE survey) ([appendix 17.7](#))
6. UCA Employer Survey for Principals – administered every summer to employers of graduates from the previous two years (discontinued Summer 2014 to be replaced by ADE survey) ([appendix 17.8](#))

In addition to the surveys administered by the UCA COE, the Arkansas Department of Education (ADE) administers the following surveys:

1. ADE Survey of Novice Teachers – First year teachers are requested to complete the 15 item “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 – (pg 28+ - <https://adedata.arkansas.gov/epr/docs/State/StatewideReportApril2014.pdf> and [appendix 17.9](#) and [appendix 17.10](#))
2. ADE Employer Survey for Superintendents – administered every summer to employers of graduates from the previous two years (summer 2014 – questions not yet available)
3. ADE Employer Survey for Principals – administered every summer to employers of graduates from the previous two years (summer 2014 – questions not yet available)

These data are reviewed on a continuous basis by the program coordinator and department chair who then lead faculty in the analysis and interpretation of data in a dedicated faculty meeting. Data are also shared annually in a dedicated meeting with the program’s advisory board – a body comprised of current students, graduates/alumni and school partners (mentor teachers, administrators). The meetings from these minutes and the data are housed in a public drive housed on the UCA campus for open faculty and staff access. A sample focus group summary taken from a meeting is included here ([appendix 17.11](#)).

NCTQ would also like to see the following:

- Information provided by the IHE regarding voluntary or required use of standardized Teacher Performance Assessments (TPAs)
- Information provided by state agencies regarding required use of standardized TPAs
- Documents provided by the IHE regarding growth data secured on graduates’ students
- Reports from any state teacher preparation “value added model” (VAM) using growth data on graduates’ students

While collecting and analyzing these data would be valuable, neither the state nor the UCA COE currently has a mechanism for accessing this information. Once candidates graduate and leave the UCA COE, they are under no obligation to retain contact with their program or the university. Certainly they are not required to provide additional data regarding their performance or that of their students.

ADE and Arkansas IHEs were using the results from the Praxis 3 exam (TPA) which was discontinued at the state level in January 2012 and replaced with the new **ADE Teacher Excellence and Support System (TESS)** model which is still a work in transition as the state implements the system and begins work with its data collection tool of choice (Bloomboard).

However, in Fall 2014, ADE has mandated that all teachers in the state not only be scored on the new Teacher Excellence and Support System (TESS) protocol but also that all data be collected and shared via a state-wide data management system called Bloomboard. ADE has communicated to the UCA COE that data on UCA program graduates gathered in Bloomboard will be shared with us in the very near future and will include information on graduates’ student “SOAR” data

- Information on Bloomboard - <http://www.arkansased.org/divisions/human-resources-educator-effectiveness-and-licensure/office-of-educator-effectiveness/teacher-evaluation-system/bloomboard>

- Information on the ADE SOAR VAM - <http://www.arkansased.org/divisions/human-resources-educator-effectiveness-and-licensure/office-of-educator-effectiveness/teacher-evaluation-system/soar>

UCA COE meets the NCTQ requirements for Standard 17 as follows:

- NCTQ 17.1 Surveying graduates (UCA COE Surveys #1-4 and ADE Survey #1 listed above). These surveys focus on topics relevant to the quality of the teacher preparation program: skills, coursework, and areas for improvement.
- NCTQ 17.2 Surveying graduates' employers (UCA COE Surveys #5-6 and ADE Surveys #2-3 listed above)
- NCTQ 17.3 Securing data from TPAs. ADE discontinued Praxis 2 examinations in January 2012 and are now beginning implementation of the new statewide TESS/Bloomboard model.
- NCTQ 17.4 Securing growth data on graduates' students. See information above regarding the new statewide TESS/Bloomboard model.
- NCTQ 17.5 Data collected regularly – all surveys listed above are collected annually and represent a combination of IHE and state initiated data collection.

* The University of Central Arkansas College of Education recognizes that NCTQ would like syllabi that include instructor's names and contact information. We choose not to provide that information as the UCA COE departments use a consensus model to create syllabi. Our course syllabi are 'standardized' across instructors via a democratic, department-based consensus protocol. All faculty with expertise aligned with a given class meet to write (or revise) that course's syllabus as a curriculum committee to ensure that courses meet a level of rigor. That syllabus is then used by any instructor assigned to teach the class. Faculty are assigned to teach a class based on their background and expertise. Any changes to the syllabus also occur through a department level team-review process.

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