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NCTQ Teacher Preparation Review Report

November, 2014

Secondary English Education

Program Context

The University of Central Arkansas (UCA) College of Education (COE) prepares candidates for licensure in secondary English education (grades 7-12). Candidates earn a BA degree in English and are admitted to the Teaching & Learning minor/teacher licensure program to qualify for a teaching license.

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](#)) of webpage

Source – [2013-2014 UG Bulletin](#)

Source – [2014-2015 UG Bulletin](#)

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 Secondary English program of study:

- 2013-2014 Admitted Cohort ACT score of 25.2 ([appendices 1.7a](#) and [1.7b](#))
- 2013-2014 Admitted Cohort average candidate undergraduate GPA of 3.31 ([appendices 1.8a](#) and [1.8b](#))
- 2013-2014 Admitted Cohort Praxis CORE scores ([appendix 1.9](#)).
- [Title II Report 2012-2013](#) (active link) (most recent available) program showing (1) admitted aggregate cohort average candidate GPA of 3.28 and (2) program completion aggregate average candidate GPA of 3.52 ([appendix 1.2](#))

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 1.7](#).
- 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 1.7](#).
- NCTQ 1.1d Undergraduate Admissions: GPA Average. The average undergraduate GPA across the cohort of undergraduate teacher candidates entering the program is 3.3 or higher. See [appendix 1.8](#).
- NCTQ 1.2a-1.2d Graduate Admission. Not applicable.

High School Content

Secondary English Education candidates take their major in English Education and their minor in Teaching and Learning. The department approved program of study (POS) is available here ([appendix 8.1](#)) and is available at <http://uca.edu/english/programs-and-degrees/>. The undergraduate bulletin with course descriptions is available here - <http://uca.edu/ubulletin2014/>. Course descriptions are also provided here – <http://uca.edu/ubulletin2014/courses/> ([appendix 8.2](#)).

The “non-education” English major program of study is also available ([appendix 8.4](#)). A side-by-side comparison matrix of the English major and English education major is also available ([appendix 8.5](#)).

The 2013-2014 annual report for the Secondary English Education program has also provided the grade distribution for English Education candidates ([appendix 8.6](#)).

Secondary English Education candidates also take the ADE required Praxis II test for English licensure in both content and pedagogy. In 2013-2014 the required exam was Praxis test English LLC: Content and Analysis (#5044) - <http://www.ets.org/s/praxis/pdf/5044.pdf>. UCA Secondary English Education candidates scored above the national average on the exam and all subtests ([appendix 8.7](#)).

UCA COE meets the NCTQ requirements for Standard 8 as follows:

- NCTQ 8.1 Using an outcomes-based approach via a rigorous standalone test (see [appendix 8.7](#))
- NCTQ 8.2 A major consisting of at least 30 semester credit hours in MATH including at least 24 credit hours of general audience English coursework – *not applicable*
- NCTQ 8.3 A major consisting of at least 30 semester credit hours in ENGLISH including at least 24 credit hours of general audience English coursework (see [appendix 8.5](#))
- NCTQ 8.4 A major consisting of at least 30 semester credit hours in SCIENCE including at least 24 credit hours of general audience English coursework – *not applicable*
- NCTQ 8.5 A major consisting of at least 30 semester credit hours in SOCIAL SCIENCE including at least 24 credit hours of general audience English coursework – *not applicable*
- NCTQ 8.6 applies to graduate level candidates only – *not applicable*

Classroom Management

Secondary English Education candidates take their major in English Education and their minor in Teaching and Learning. The department approved program of study (POS) is attached here ([appendix 10.2](#)) and is available at <http://uca.edu/english/programs-and-degrees/>. The undergraduate bulletin with course descriptions is available here - <http://uca.edu/ubulletin2014/>.

Secondary English Education candidates are required to take MSIT 4305: Classroom Management as part of their required program of study. The syllabus for that course is provided here ([appendix 10.5](#)).

In addition, all candidates are evaluated at multiple points during their 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:

- Lesson Plans (Internship I) scored on TESS rubric - http://uca.edu/teaching/secondary_education/field-experiences-resources-and-forms/ and evident in handbook
- Guidance and Behavior Plan in their program of study (Internship II, p. 4 - http://uca.edu/teaching/secondary_education/field-experiences-resources-and-forms/ and http://uca.edu/education/files/2013/08/Handbook_for_Internship_II_Candidates_updated_8.23.2013.pdf)

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 and links provided.
- NCTQ 10.2 Maintain a productive learning environment through managing time, materials, and the physical environment (**TESS 2c, 2e**). See appendices and links provided.
- NCTQ 10.3 Recognize appropriate behavior through meaningful praise or other positive reinforcement (**TESS 2d**). See appendices 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 and links provided.
- NCTQ 10.5 Appropriately use disciplinary action to address disruptive student misbehavior (**TESS 2d**). See appendices and links provided.

Field experiences and assignment are detailed on the department webpage - http://uca.edu/teaching/secondary_education/field-experiences-resources-and-forms/

Secondary English Education candidates also take the ADE required Praxis II test for English pedagogy which includes content on classroom management - <http://www.ets.org/s/praxis/pdf/5624.pdf> ([appendix 10.10](#)).

At this point we are able to disaggregate the scores of the Secondary English Education candidates from the overall Secondary Education candidates (all subject areas represented) but are unable to provide comparisons to state and national averages. Regardless, the scores of our candidates are impressive. Please note that this exam includes content on classroom management - <http://www.ets.org/s/praxis/pdf/5621.pdf> ([appendix 10.11](#)).

Lesson Planning

Secondary English Education candidates take their major in English Education and their minor in Teaching and Learning. The department approved program of study (POS) is attached here ([appendix 11.2](#)) and is available at <http://uca.edu/english/programs-and-degrees/>. The undergraduate bulletin with course descriptions is available here - <http://uca.edu/ubulletin2014/>.

Secondary English Education candidates are required to take MSIT 3310: Development and Learning and MSIT 4321: Classroom Assessment and MSIT: 4311: Internship I as part of their required program of study. The syllabi for these courses are provided here ([appendices 11.4a](#) and [11.4b](#) and [11.4c](#)).

In addition, all candidates are evaluated at multiple points during their 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 and links provided.
- NCTQ 11.2 Anchoring instruction in the state's K-12 learning standards (**TESS 1a, 1c, 1d, 1e**). See appendices 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 and links provided.
- NCTQ 11.4 Accommodating students with special needs (**TESS 1b, 3c**). See appendices and links provided.
- NCTQ 11.5 Extending instruction for students who have demonstrated proficiency in relevant standards (**TESS 1b, 3c**). See appendices and links provided.

Field experiences and assignments (including field handbooks for candidates) are detailed on the department webpage and include handbooks for Internship I and II - http://uca.edu/teaching/secondary_education/field-experiences-resources-and-forms/

The lesson plan templates and GUIDES for this program are available at http://uca.edu/teaching/secondary_education/field-experiences-resources-and-forms/. The inclusion of the guides for use by the candidates in writing lesson plans meets NCTQ criteria 11.7.

Secondary English Education candidates also take the ADE required Praxis II test for English pedagogy which includes content on classroom management - <http://www.ets.org/s/praxis/pdf/5624.pdf> ([appendix 11.11](#)).

At this point we are able to disaggregate the scores of the Secondary English Education candidates from the overall Secondary Education candidates (all subject areas represented) but are unable to provide comparisons to state and national averages. Regardless, the scores of our candidates are impressive. Please note that this exam includes content on instructional planning -

<http://www.ets.org/s/praxis/pdf/5621.pdf> (appendix 11.10). UCA COE internal data on the planning abilities of English Education candidates is also available ([appendix 11.12](#))

Assessment and Data

Secondary English Education candidates take their major in English Education and their minor in Teaching and Learning. The department approved program of study (POS) is attached here ([appendix 12.2](#)) and is available at <http://uca.edu/english/programs-and-degrees/>. The undergraduate bulletin with course descriptions is available here - <http://uca.edu/ubulletin2014/>.

Secondary English Education candidates are required to take MSIT 4321: Classroom Assessment as part of their required program of study. The syllabus for that course is provided here ([appendix 12.4](#)). Please note that in addition to this course, that elementary education candidates take a methods course in content methods that includes assessment instruction (see NCTQ Standard 15).

The provided documents do include the elements desired by NCTQ:

1. Instructional role of state's standardized tests
2. Preparation of formative and summative assessments
3. Individual and team analysis and interpretation of data

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 and the specific project descriptions and rubrics for the assignments are found here - http://uca.edu/teaching/secondary_education/field-experiences-resources-and-forms/

Secondary English Education candidates also take the ADE required Praxis II test for English pedagogy which includes content on assessment - <http://www.ets.org/s/praxis/pdf/5624.pdf> ([appendix 12.7](#)).

At this point we are able to disaggregate the scores of the Secondary English Education candidates from the overall Secondary Education candidates (all subject areas represented) but are unable to provide comparisons to state and national averages. Regardless, the scores of our candidates are impressive. Please note that this exam includes content on assessment and data analysis - <http://www.ets.org/s/praxis/pdf/5621.pdf> ([appendix 12.8](#)). UCA COE internal data on the assessment analysis and interpretation abilities of English Education candidates is also available ([appendix 12.9](#))

The provided documents do include the elements desired by NCTQ:

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

Equity

Secondary English Education candidates take their major in English Education and their minor in Teaching and Learning. The department approved program of study (POS) is attached here ([appendix 13.2](#)) and is available at <http://uca.edu/english/programs-and-degrees/>. 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 Secondary English Education program, candidates have early field experiences ([appendix 13.3](#)) as well as intensive placements in their Internship I and Internship II experiences ([appendix 13.4](#)). Across the two 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 7-9 and 10-12. 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%. This sample represents all Internship I and II placements in the Fall 2014 semester.

Student Teaching

Secondary English Education candidates take their major in English Education and their minor in Teaching and Learning. The department approved program of study (POS) is attached here ([appendix 14.2](#)) and is available at <http://uca.edu/english/programs-and-degrees/>. The undergraduate bulletin with course descriptions is available here - <http://uca.edu/ubulletin2014/>.

All candidates are evaluated at multiple points during their methods course, 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.

The internship handbooks are found here - http://uca.edu/teaching/secondary_education/field-experiences-resources-and-forms/

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>

Also provided here is the syllabus for ECSE 4680/4681: Internship II ([appendix 14.6](#))

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/teaching/secondary_education/field-experiences-resources-and-forms/ 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 (see [appendix 14.8](#)) and evidence in NCTQ Standard 17:

- Candidate evaluation of mentor ([appendix 14.8d](#))
- Candidate evaluation of supervisor ([appendix 14.8e](#))
- Mentor evaluation of supervisor ([appendix 14.8a](#))
- 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. English Education 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/teaching/secondary_education/field-experiences-resources-and-forms/
- 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 evaluations provided.

Secondary Methods Courses

Secondary English Education candidates take their major in English Education and their minor in Teaching and Learning. The department approved program of study (POS) is attached here ([appendix 15.1](#)) and is available at <http://uca.edu/english/programs-and-degrees/>. The undergraduate bulletin with course descriptions is available here - <http://uca.edu/ubulletin2014/>.

Candidates take ENGL 4358 and ENGL 4350 concurrently prior to ENGL 4680/4681 Internship II. The syllabi are available ([appendix 15.2](#) and [15.3](#))

- **4358 METHODS OF TEACHING ENGLISH AND COMPOSITION** For students seeking licensure to teach English. May **NOT** be counted towards the BA major or minor. This course includes a study of the methods used to teach literature, grammar, and composition, as well as evaluated teaching presentations before other candidates. Needs to be taken during the fall senior block, concurrently with Internship I. Prerequisite: Admission to teacher education. Lecture, discussion, writing.
- **4350 ENGLISH EDUCATION INTERNSHIP I** This course is part of the senior block for candidates in English Secondary Education, and has to be taken concurrently with ENGL 4358 Methods of Teaching English and Composition. The internship occurs in

appropriate public school settings where candidates gain experience in organizing instruction, in creating a productive learning environment, in teaching for student learning, and in achieving professional behaviors. Prerequisite: Admission to teacher education, and completion of designated professional education course work.

These courses are evidence of the UCA Secondary English Education program meeting the following NCTQ standards:

- 15.1 Requirement of a subject specific methods course of at least three credit hours – 4358 = 3 credit hours
- 15.2 Subject-specific instructional strategies and practice. The syllabus for ENGL 4358 and ENGL 4350
 - a. reference teaching/instructional strategies, methods and planning that focus on the full range of topics covered within the subject area
 - b. requires field work
 - c. specifies teacher candidates teach a lesson in an appropriate classroom/grade level
 - d. Teaching experience is evaluated through formal evaluation with a graded reflection

Secondary English Education candidates also take the ADE required Praxis II test for English licensure in both content and pedagogy. In 2013-2014 the required exam was Praxis test English LLC: Content and Analysis (#5044) - <http://www.ets.org/s/praxis/pdf/5044.pdf>. UCA Secondary English Education candidates scored above the national average on the exam and all subtests ([appendix 15.4](#)). Candidates also take the Secondary Pedagogy test and score well on that exam and all subtests ([appendices 15.5](#)).

Outcomes Surveys

Secondary English Education candidates take their major in English Education and their minor in Teaching and Learning. The department approved program of study (POS) is attached here ([appendix 17.2](#)) and is available at <http://uca.edu/english/programs-and-degrees/>. The undergraduate bulletin with course descriptions is available here - <http://uca.edu/ubulletin2014/>.

The Secondary Education 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 **ADE Teacher Excellence and Support System (TESS)** model - 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 survey administered by the UCA COE, the Arkansas Department of Education (ADE)

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/eppr/docs/State/StatewideReportApril2014.pdf> and [appendix 17.9](#) and [17.10](#))
2. ADE Employer Survey for Superintendents – administered every summer to employers of graduates from the previous two years (beginning summer 2014 – questions not yet available)
3. ADE Employer Survey for Principals – administered every summer to employers of graduates from the previous two years (beginning 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.

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, the state nor the UCA COE currently does not had a mechanism for accessing this information. 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.

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.

However, in Fall 2014, ADE has mandated that all teachers in the state not only be scored on the new **ADE 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.