2014-2015 UCA Initial Teacher Licensure Data[1]

Annual Enrollment Data

Year	Program Type	Total	Female	Male	Hispanic	American Indian or Alaskan	Asian	Black or African American	Pacific Islander	White	Multi-racial
2014-2015[2]	Total Traditional Enrolled	536	406	130	12	2	5	30	3	476	8
	Total MAT Enrolled	425	328	97	2	4	4	57	0	351	7
	TOTAL	961	734	227	14	6	9	87	3	827	15
2013-2014	Total Traditional Enrolled	426	316	110	7	1	3	26	0	373	7
	Total MAT Enrolled	419	328	91	3	2	3	65	0	337	5
	TOTAL	**845**	644	201	10	3	6	91	0	710	12
2012-2013	Total Traditional Enrolled	407	300	107	9	1	5	27	1	362	2
	Total MAT Enrolled	289	228	61	1	4	4	47	0	230	3
	TOTAL	**696**	**528**	**168**	**10**	**5**	**9**	**74**	**1**	**592**	**5**
2011-2012	Total Traditional Enrolled	513	399	114	11	2	3	29	0	462	6
	Total MAT Enrolled	304	240	64	4	2	3	33	0	256	6
	TOTAL	817	639	178	15	4	6	62	0	718	12

Annual Program Completers[3]

	Traditional	**Nontraditional (MAT)**	**Combined**
Completers 2014-2015	170	107	277
Completers 2013-2014	176	88	264
Completers 2012-2013	165	85	250
Completers 2011-2012	143	87	230
Completers 2010-2011	153	79	232

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[1] Data Source UCA Title 2 Report/Office of Candidate Services

[2] As of July 2015, data is not yet available.

[3] Data Source UCA Title 2 Report/Office of Candidate Services

Completers by Licensure Area – Combined Traditional and Nontraditional Programs[4]

Program	2011-2012	2012-2013	2013-2014	2014-2015[5]	(3 Year-Average 2011-2014)
Agriculture	0	0	2	1	1.00
Art	6	4	17	7	9.33
Business Technology	6	5	1	6	4.00
Early Childhood	102	52	98	132	94.00
English	14	9	17	11	12.33
Family and Consumer Science	7	3	12	11	8.67
French	0	0	1	0	0.33
Life Science	2	3	3	13	6.33
Math	12	7	14	8	9.67
Middle Childhood	31	25	36	39	33.33
Music	7	4	12	17	11.00
Physical Education	14	2	14	16	10.67
Physical Science	0	0	5	1	2.00
Social Studies	11	8	16	14	12.67
Spanish	1	0	2	1	1.00

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[4] Data source ADE EPPR and UCA Title 2 Report/Office of Candidate Services

[5] Numbers not finalized and represent initial licenses processed in Fall 2015-Spring 2015 as of July 1, 2015. Some candidates are still in process of finalizing requirements as of summer 2015. Final numbers will be finalized and reported in 2015-2016 academic year as data is finalized. Due to the fluidity in numbers, the data reflected here may appear discrepant from data represented in key assessment and survey reporting later in this report.

Completers by Licensure Area – Combined Traditional and Nontraditional Programs[6]

Program	2013-2014 Undergrad. *(Title 2)*	2013-2014 MAT *(Title 2)*	2013-2014 Total *(Title 2)*	2014-2015 UG	2014-2015 MAT	2014-2015[7] TOTAL
Agriculture					1	1
Art	5	3	8	2	5	7
Business Technology		1	1		6	6
Early Childhood	82	43	125	92	40	132
English	11	4	15	5	6	11
Family and Consumer Science	9	2	11	9	2	11
French	1		1			
Life Science	1	4	5	4	9	13
Math	8	1	9	4	4	8
Middle Childhood	12	21	33	15	24	39
Music	18		18	16	1	17
Physical Education/Health	14	4	18	13	3	16
Physical Science		2	2		1	1
Social Studies	12	2	14	10	4	14
Spanish	1		1		1	1
Speech		2	2			
Theater		1	1			
TOTAL	176	88	264	170	107	277

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[6] Data source UCA Title 2 Report/Office of Candidate Services

[7] Numbers not finalized and represent initial licenses processed in Fall 2015-Spring 2015 as of July 1, 2015. Some candidates are still in process of finalizing requirements as of summer 2015. Final numbers will be finalized and reported in 2015-2016 academic year as data is finalized. Due to the fluidity in numbers, the data reflected here may appear discrepant from data represented in key assessment and survey reporting later in this report.

2014-2015 Candidates Admitted to Undergraduate Initial Licensure Programs of Study[8]

Program	Total Admitted 2014-2015	Female	Male	GPA on Admission[9]	ACT Composite
Elementary (K-6)	80	77	3	3.372	tbd
Special Education (K-12)	5	5	0	3.620	tbd
Middle Level (4-8)	21	13	8	3.298	tbd
Secondary (7-12)[10]	25	16	9	3.413	tbd
STEMteach[11]	10	5	5	3.587	tbd
All Grades (K-12)[12]	36	21	15	3.310	tbd
Undeclared	3	3	0	2.926	tbd
Total Admitted 2014-2015	**180**	**140**	**40**	**3.365**	tbd

2014-2015 Candidates Admitted to Nontraditional (MAT) Initial Licensure Programs of Study *(Su 2013-Sp 2015)*[13]

Program	Total Admitted 2014-2015	Female	Male	Hispanic	American Indian or Alaskan	Asian	Black or African American	Pacific Islander	White	Multi-racial	Unknown or Other	GPA on Admission
Elementary (K-6)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Middle Level (4-8)	78	68	10	1	0	0	15	0	58	2	2	3.249
Secondary (7-12/K-12)	79	47	32	1	0	1	7	0	66	1	3	3.186
Undeclared/Unknown	4	3	1	0	0	0	1	0	3	0	0	n/a
Total Admitted	**161**	**118**	**43**	**2**	**1**	**1**	**23**	**0**	**127**	**3**	**5**	**3.219**

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[8] Data Source UCA Title 2 Report/Office of Candidate Services

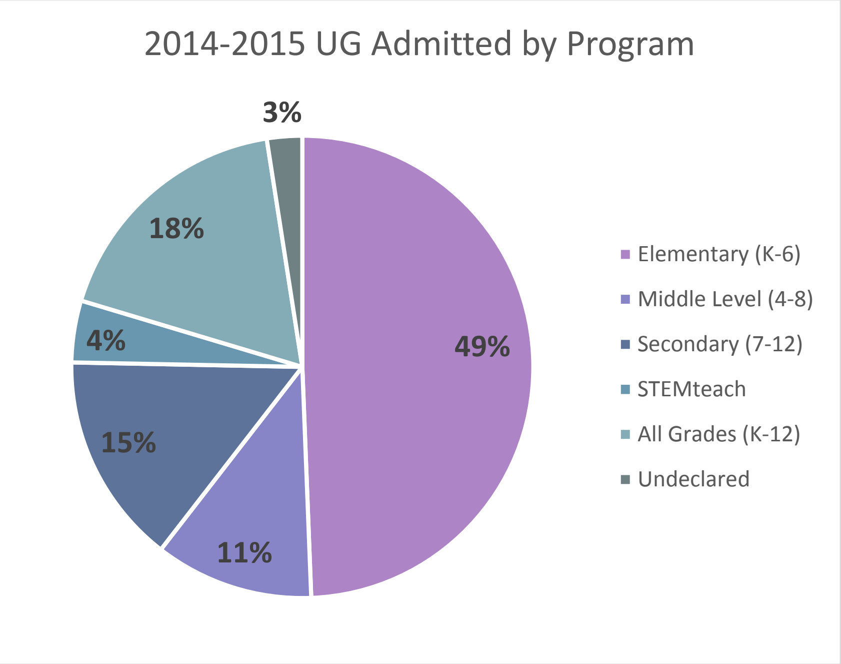
[9] GPA based on first semester post-admission by program type

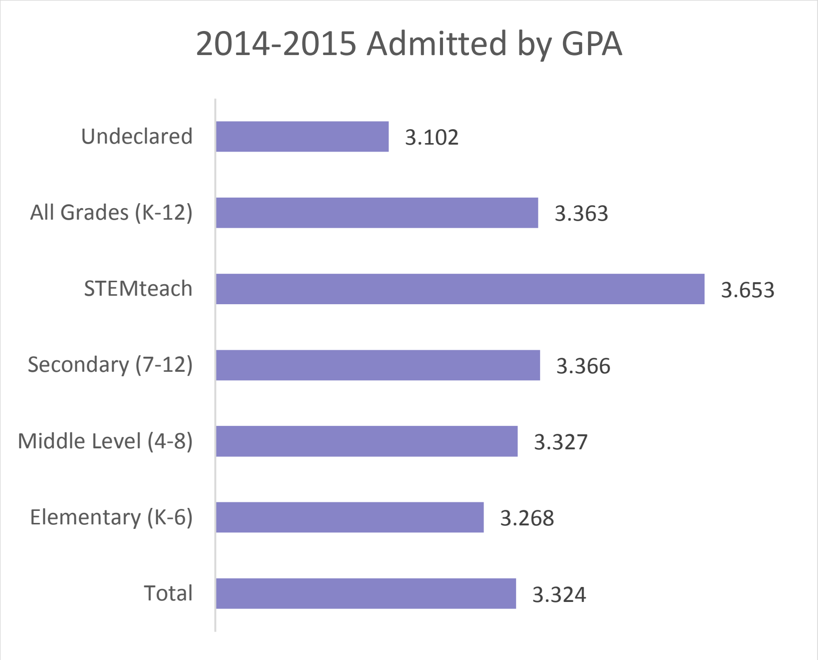
[10] English, Family and Consumer Science, Social Studies

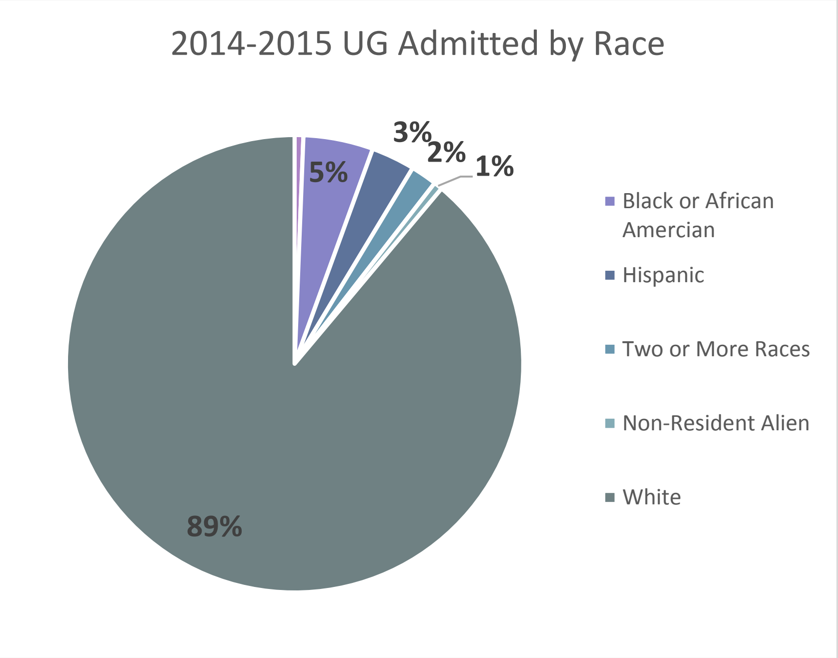
[11] Math, Science

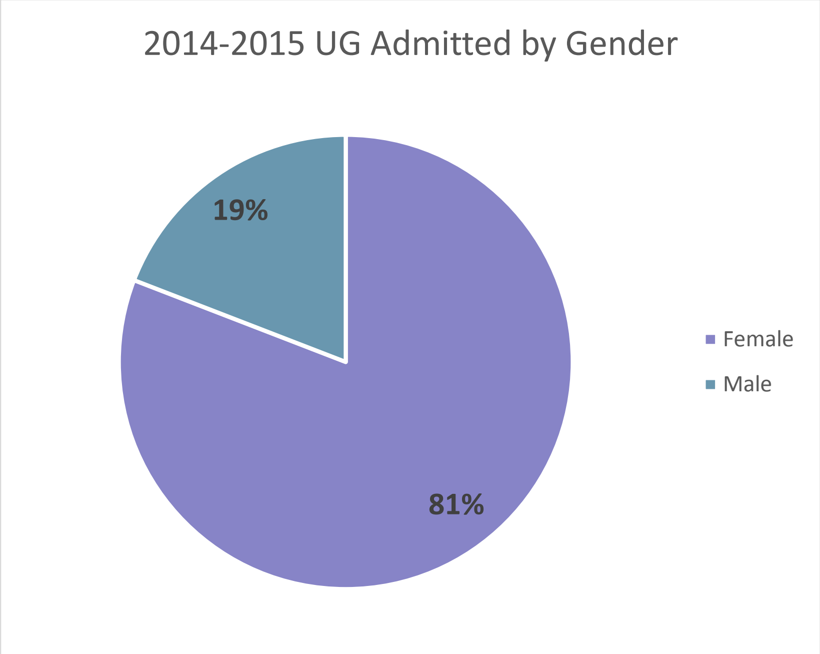
[12] Art, Foreign Language, Music, PE Health

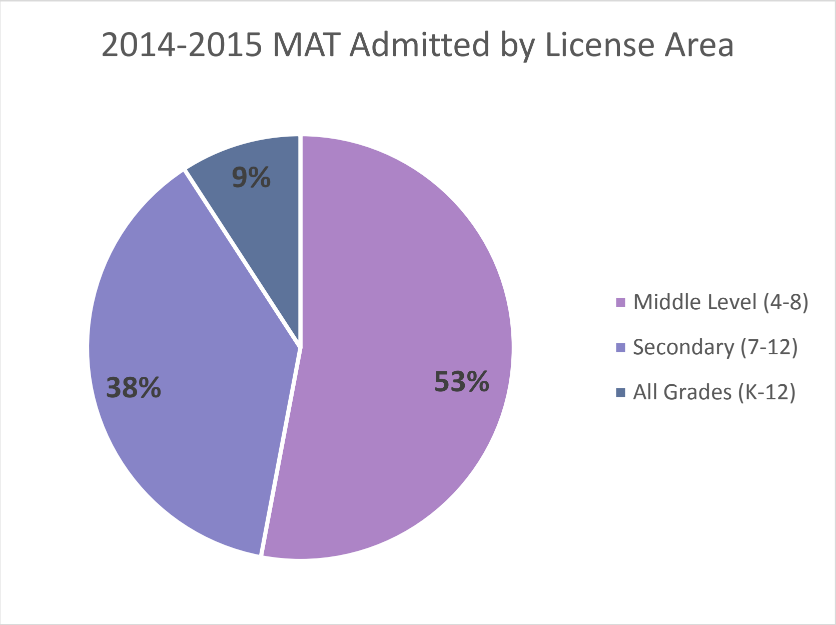
[13] Data Source UCA Title 2 Report/Office of Candidate Services

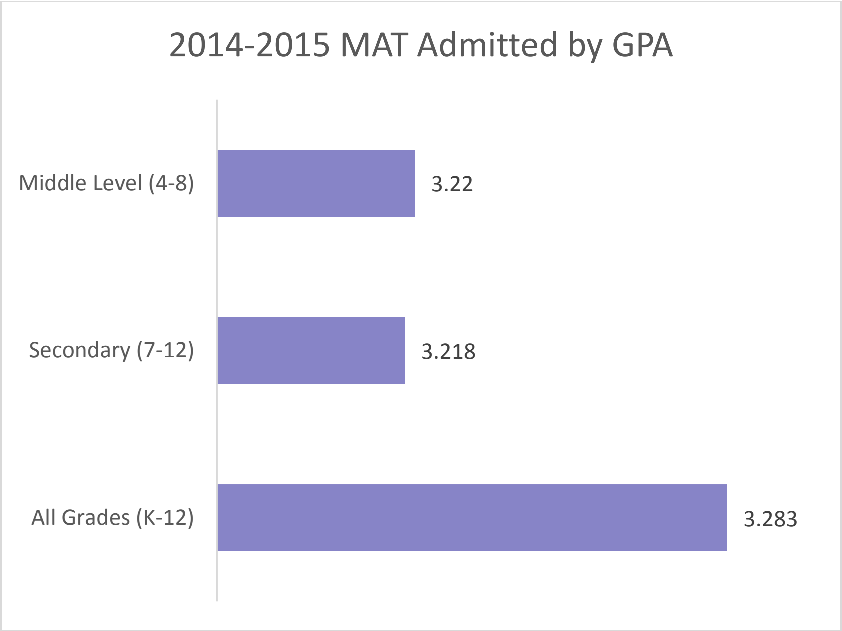

2014-2015 UG Admitted by Program
3%
18%
4%
15%
11%
49%
Elementary (K-6)
Middle Level (4-8)
Secondary (7-12)
STEMteach
All Grades (K-12)
Undeclared

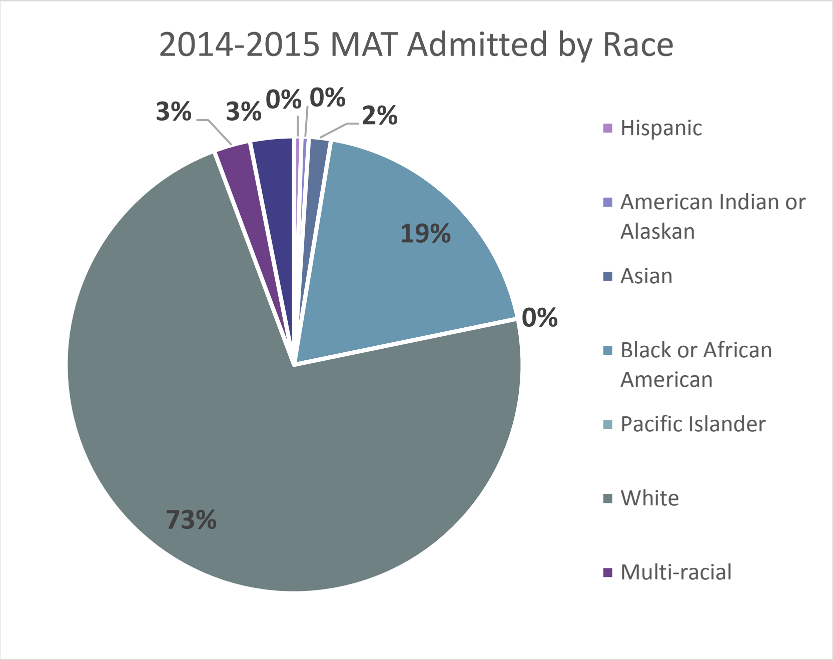

2014-2015 Admitted by GPA
Undeclared
3.102
All Grades (K-12)
3.363
STEMteach
3.653
Secondary (7-12)
3.366
Middle Level (4-8)
3.327
Elementary (K-6)
3.268
Total
3.324

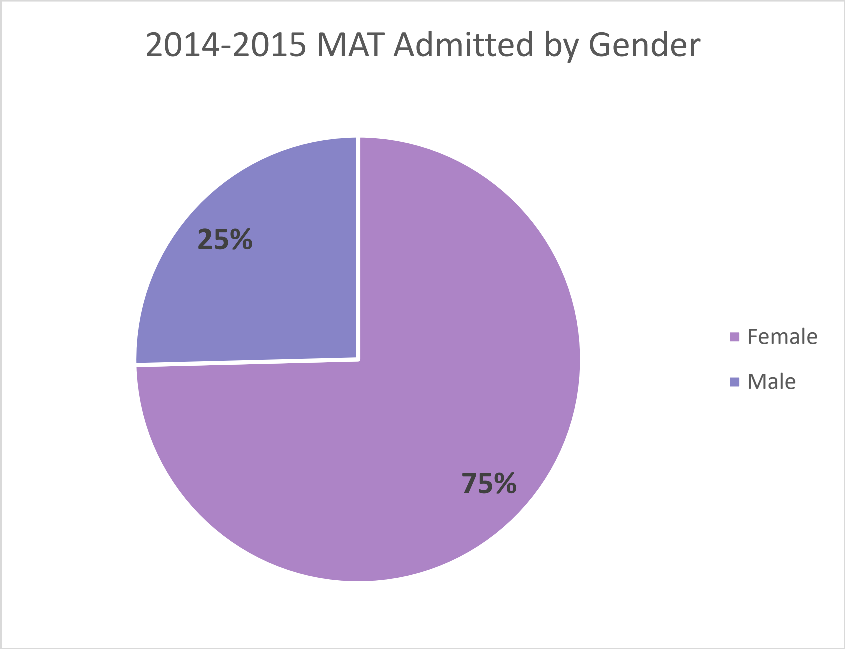

2014-2015 UG Admitted by Race
5%
3%
2%
1%
89%
Black or African Amercian
Hispanic
Two or More Races
Non-Resident Alien
White


2014-2015 UG Admitted by Gender
19%
81%
Female
Male


2014-2015 MAT Admitted by License Area


2014-2015 MAT Admitted by GPA


2014-2015 MAT Admitted by Race


2014-2015 MAT Admitted by Gender

2013-2014 Candidate Completers Working in Arkansas Public Schools (APS)[14]

263 graduates in 2013-2014	161 employed in APS in 2014-2015	61% (state avg 60%)
230 graduates in 2011-2012	135 employed in APS in 2012-2013	59% (state avg 56%)
263 graduates in 2012-2013	161 employed in APS in 2013-2014	61% (state avg 60%)

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[14] Data source ADE EPPR

2014-2015 Praxis Exam Data – ALL Test Takers[15]

Test #	Test Name	Passing Score	# UCA Test Takers	UCA Mean	UCA Range	# Passing	Pass Rate (%)	State Pass Rate (%)	National Pass Rate (%)
5135	Art: Content and Analysis	161	10	161.20	145-172		60	69.57	72.67
5235	Biology: Content Knowledge	142	20	158.7	133-183		90	85.44	90.44
5101	Business Education: Content Knowledge	154	12	174.17	159-194		100	97.33	89.72
5651	Computer Science	171	3	*	*	*	*	33.33	18.18
5571	Earth and Space Sciences: Content Knowledge	145	4	*	*	*	*	70.97	86.27
5022	Early Childhood: Content Knowledge	157	108	178.31	158-191	108	100	99.87	91.89
5033	Elementary Education: Multi-Subjects Mathematics	164	17	165.82	129-189		70.59	45.66	62.59
5032	Elementary Education: Multi-Subjects Reading Language Arts	165	15	185.2	166-200	15	100	87.1	87.35
5035	Elementary Education: Multi-Subjects Science	159	16	166.25	132-196		81.25	72.05	75.82
5034	Elementary Education: Multi-Subjects Social Studies	155	15	166.6	154-187		93.33	72.84	76.50
5039	English Language Arts: Content and Analysis	168	22	171.73	148-193		72.73	74.09	75.27
5121	Family and Consumer Sciences	153	11	163.27	152-179		90.91	97.50	93.21
5174	French: World Language	162	0	*	*	*	*	*	*
5857	Health and Physical Education: Content Knowledge	155	34	163.76	144-183		76.47	n/a	78.60
5561	Marketing Education	156	0	*	*	*	*	*	*
5161	Mathematics: Content Knowledge	160	40	146.6	111-197		27.50	n/a	45.40
5169	Middle School Mathematics	165	67	159.48	127-191		44.78	n/a	61.75
5047	Middle School English Language Arts	164	70	162.87	136-185		52.86	n/a	52.50
5440	Middle School Science	150	48	147.02	108-177		47.92		65.83
5089	Middle School Social Studies	149	48	159.06	120-200		77.08		82.75
5113	Music: Content Knowledge	157	19	161.84	143-186		68.42		82.69
0481	Physical Science: Content Knowledge	145	8	163.13	142-177		87.40		91.45
5265	Physics: Content Knowledge	135	4	*	*	*	*	*	75.39
5621	Principles of Learning and Teaching: Early Childhood	157	135	170.30	149-188		97.04		88.54
5623	Principles of Learning and Teaching: Grades 5-9	160	60	176.22	149-192		95		90.58
5624	Principles of Learning and Teaching: Grades 7-12	157	107	173.61	140-195		94.39		93.76
5622	Principles of Learning and Teaching: Grades K-6	160	8	174.0	165-185		100		92.84
5086	Social Studies: Content and Interpretation	153	30	155.07	130-187		56.67		68.90
5195	Spanish: World Language	168	1	*	*	*	*	*	56.68
5841	World Languages Pedagogy	158	1	*	*	*	*	*	89.58

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[15] Data source ETS. For 2015-2016 school year UCA will use new internal system to collect data and compare to national data set.

2014-2015 Praxis Exam Data – Traditional Program Completers[16]

Test #	Test Name	Passing Score	# UCA Program Completers Taking Test	# UCA Program Completers Passing Test	UCA Pass Rate (%)	UCA Average Scaled Score	State Pass Rate (%)	State Average Scaled Score	National Pass Rate (%)
5135	Art: Content and Analysis	161	2				92	169	73
5235	Biology: Content Knowledge	142	4				100	168	91
5571	Earth and Space Sciences: Content Knowledge	145	4				n/a	n/a	86
5022	Early Childhood: Content Knowledge	157	92	92	100	180	100	178	92
5039	English Language Arts: Content and Analysis	168	2				87	175	75
5121	Family and Consumer Sciences	153	9				100	165	93
5857	Health and Physical Education: Content Knowledge	155	6				100	165	79
5161	Mathematics: Content Knowledge	160	3				89	164	45
5169	Middle School Mathematics	165	9				83	170	62
5047	Middle School English Language Arts	164	6				75	165	52
5440	Middle School Science	150	2				72	155	66
5089	Middle School Social Studies	149	6				86	159	83
5113	Music: Content Knowledge	157	14	14	100	167	99	168	83
5621	Principles of Learning and Teaching: Early Childhood	157	93	93	100	171	97	170	89
5623	Principles of Learning and Teaching: Grades 5-9	160	21	21	100	174	95	174	91
5624	Principles of Learning and Teaching: Grades 7-12	157	42	42	100	175	99	173	94
5622	Principles of Learning and Teaching: Grades K-6	160							
5086	Social Studies: Content and Interpretation	153	10	10	100	166	99	163	69

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[16] Data source Title II Report except for National Pass Rate pulled directly from ETS data manager website

2014-2015 Praxis Exam Data – Non-Traditional Program Completers[17]

Test #	Test Name	Passing Score	# UCA Program Completers Taking Test	# UCA Program Completers Passing Test	UCA Pass Rate (%)	UCA Average Scaled Score	State Pass Rate (%)	State Average Scaled Score	National Pass Rate (%)
5135	Art: Content and Analysis	161	5				100	168	73
5235	Biology: Content Knowledge	142	9				100	158	90
5101	Business Education: Content Knowledge	154	5				100	174	90
5571	Earth and Space Sciences: Content Knowledge	145	2						86
5022	Early Childhood: Content Knowledge	157	38	38	100	177	100	176	92
5044	ENG LANG LIT COMP CONTENT & ANALYSIS	166	6				100	180	98
5121	Family and Consumer Sciences	153	2						93
5856	Health and Physical Education	144	3				100	157	91
0061	Mathematics Content Knowledge	125	4				100	141	46
0063	Math Proofs and Models: Problems, Part 1	144	4				85	157	n/a
5169	Middle School Mathematics	165	7				80	167	62
5047	Middle School English Language Arts	164	4				71	167	53
5142	Middle School: Multi-Subjects ELA	150	12	12	100	176	100	175	n/a
5143	Middle School: Multi-Subjects Math	143	7				83	157	43
5144	Middle School: Multi-Subjects SS	142	9				89	154	25
5145	Middle School: Multi-Subjects Science	143	9				97	154	57
5114	Music Content and Instruction	162	1						69
5095	Physical Ed and Content Design	169	3				92	171	n/a
0481	Physical Science: Content Knowledge	145	1				100	174	91
5621	Principles of Learning and Teaching: Early Childhood	157	40	40	100	172	99	170	89
5623	Principles of Learning and Teaching: Grades 5-9	160	25	25	100	180	96	176	91
5624	Principles of Learning and Teaching: Grades 7-12	157	32	31	97	177	98	175	94
5622	Principles of Learning and Teaching: Grades K-6	160	3						93
5086	Social Studies: Content and Interpretation	153	4				100	169	69
5195	Spanish: World Language	168	1						57
5641	Theater	154	2						n/a
5841	World Languages Pedagogy	158	1						90

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[17] Data source Title II Report except for National Pass Rate pulled directly from ETS data manager website. ETS does not report statistics on fewer than 10 participants in a data set.

2013-2014 Praxis Exam Data[18]

Test #	Test Name	Passing Score	# UCA Test Takers	UCA Mean	UCA Range	# Passing	Pass Rate (%)	State Pass Rate (%)	National Pass Rate (%)
5135	Art: Content and Analysis	161	7	166	144-181	5	71.43	64.91	73.07
5235	Biology: Content Knowledge	142	16	161	141-186	15	93.75	75.79	87.08
5022	Early Childhood: Content Knowledge	157	118	179	145-194	117	99.00	99.17	91.47
5033	Elementary Education: Multi-Subjects Mathematics	164	17	160	147-173	6	35.29	38.82	63.58
5032	Elementary Education: Multi-Subjects Reading Language Arts	165	17	178	170-183	14	82.35	90.59	86.28
5035	Elementary Education: Multi-Subjects Science	159	18	165	158-176	12	66.67	67.39	74.50
5034	Elementary Education: Multi-Subjects Social Studies	155	17	164	154-175	14	82.35	77.65	74.95
5044	English LLC: Content and Analysis	166	23	177	146-200	19	82.61	78.66	80.47
5121	Family and Consumer Sciences	153	18	168	148-187	15	83.33	83.67	90.12
5856	Health and Physical Education: Content Knowledge	144	20	164	158-172	19	95.00	96.21	94.78
5561	Marketing Education	156	1	*	*	*	*	85.71	87.27
5061	Mathematics: Content Knowledge	125	6	132	115-174	2	33.33	75.68	79.10
5142	Middle School: Multi-Subject English Language Arts	150	5	175	164-185	5	100.00	100.00	82.64
5143	Middle School: Multi-Subject Mathematics	143	5	149	118-182	5	100.00	100.00	41.46
5145	Middle School: Multi-Subject Science	143	5	147	121-176	5	100.00	100.00	44.35
5144	Middle School: Multi-Subject Social Studies	142	5	147	117-171	5	100.00	100.00	40.93
5114	Music: Content and Instruction	162	14	160	118-180	9	64.29	56.82	69.43
5113	Music: Content Knowledge	150	14	165	140-185	11	78.57	78.26	93.52
5095	Physical Education: Content and Design	169	21	168	146-188	10	47.62	39.48	57.13
0481	Physical Science: Content Knowledge	145	12	159	124-180	9	75.00	89.71	88.06
5621	Principles of Learning and Teaching: Early Childhood	157	117	170	140-187	104	88.89	84.62	88.26
5623	Principles of Learning and Teaching: Grades 5-9	160	42	172	150-185	37	88.10	86.96	91.12
5624	Principles of Learning and Teaching: Grades 7-12	157	89	172	142-197	82	92.13	88.01	93.11
5622	Principles of Learning and Teaching: Grades K-6	160	5	173	163-181	5	100.00	78.85	92.79
5086	Social Studies: Content and Interpretation	153	31	156	129-189	19	61.29	53.93	68.33
5195	Spanish: World Language	168	1	*	*	*	*	54.55	56.94
5841	World Language Pedagogy	158	1	*	*	*	*	100.00	92.92

2012-2013 Praxis Exam Data

Available at http://uca.edu/education/files/2013/07/StatewideReportApril2014-1.pdf

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[18] Data for all columns represented ETS numbers reported via ADE EPPR except final column; final column source ETS

ADE Novice Teacher Survey Results 2013-2014[19]

Novice Teacher Survey Results	UCA Traditional Ratings (n=74)	State Traditional Average (n=792)	UCA Nontraditional (MAT) Ratings (n=51)	State Nontraditional Average (n=453)	UCA Combined Ratings (n=125)	State Average (n=1245)
Knowledge of learner development	4.09	4.19	4.25	4.05	4.16	4.14
Content knowledge preparation	4.43	4.29	4.00	3.99	4.26	4.18
Lesson planning skills	4.31	4.24	4.41	4.04	4.35	4.17
Instructional strategies and skills	4.18	4.19	4.37	4.12	4.26	4.16
Use of instructional technology	4.14	3.98	4.18	4.00	4.15	3.99
Consideration of diversity among your students	4.28	4.22	4.43	4.16	4.34	4.20
Establishing a culture for learning	4.34	4.28	4.45	4.17	4.38	4.24
Creating an effective learning environment (classroom management)	4.18	4.06	4.27	4.07	4.22	4.06
Managing student behavior	3.95	3.86	4.00	3.84	3.97	3.86
Assessment of student learning	4.05	4.05	4.25	4.01	4.14	4.04
Communicating with families	3.89	3.87	4.10	3.87	3.98	3.87
Leadership, collaboration and professional growth	4.20	4.16	4.12	4.05	4.17	4.12
Extent that your instructors modeled best teaching practices and use of technology	4.27	4.06	4.25	3.97	4.26	4.03
Availability of resources to support instruction and research	4.31	4.16	4.33	3.98	4.32	4.09
Quality of student teaching experience	4.42	4.34	4.20	3.83	4.33	4.16
Average of all 15 items	4.20	4.13	4.24	4.01	4.22	4.09

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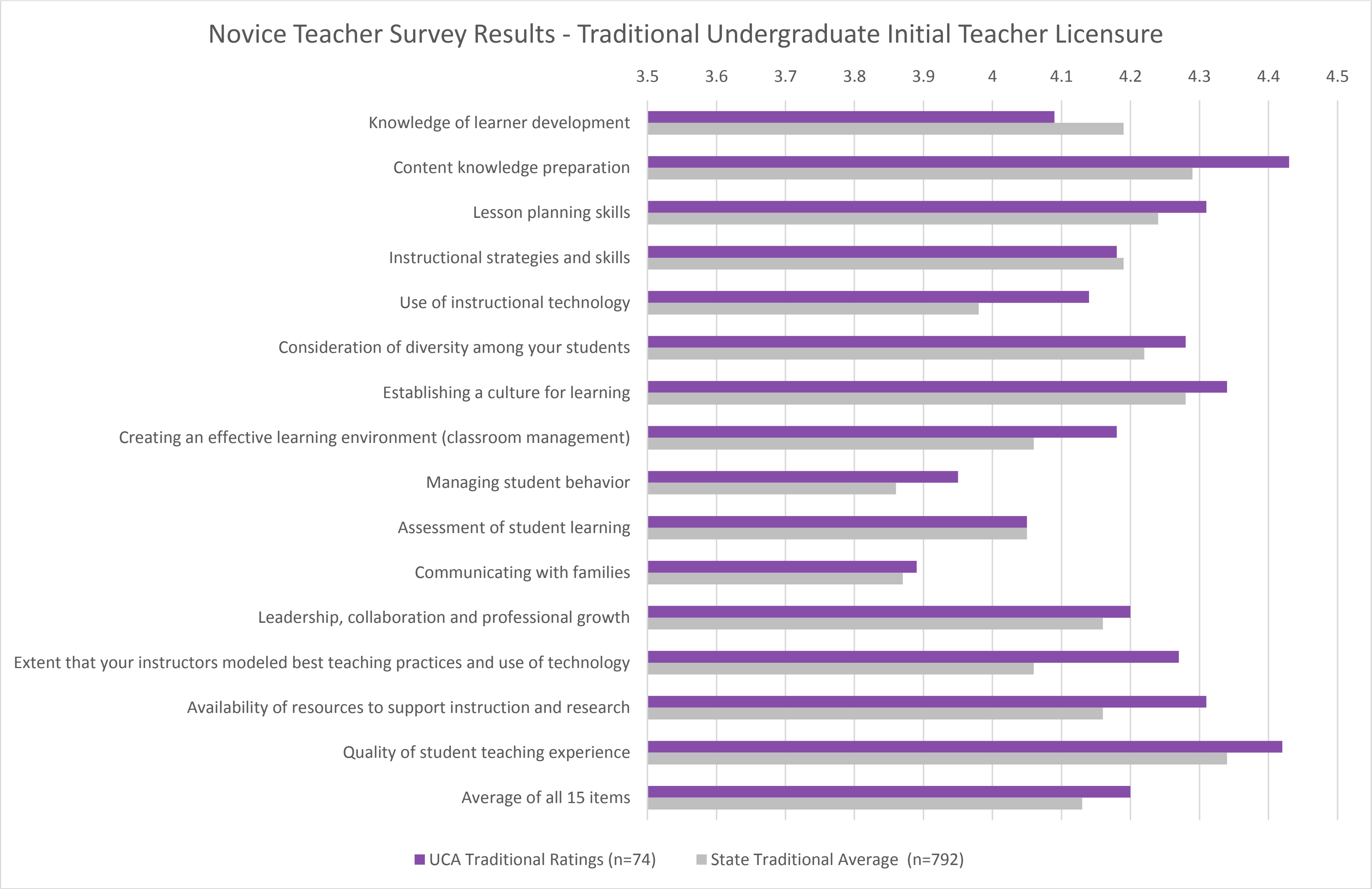
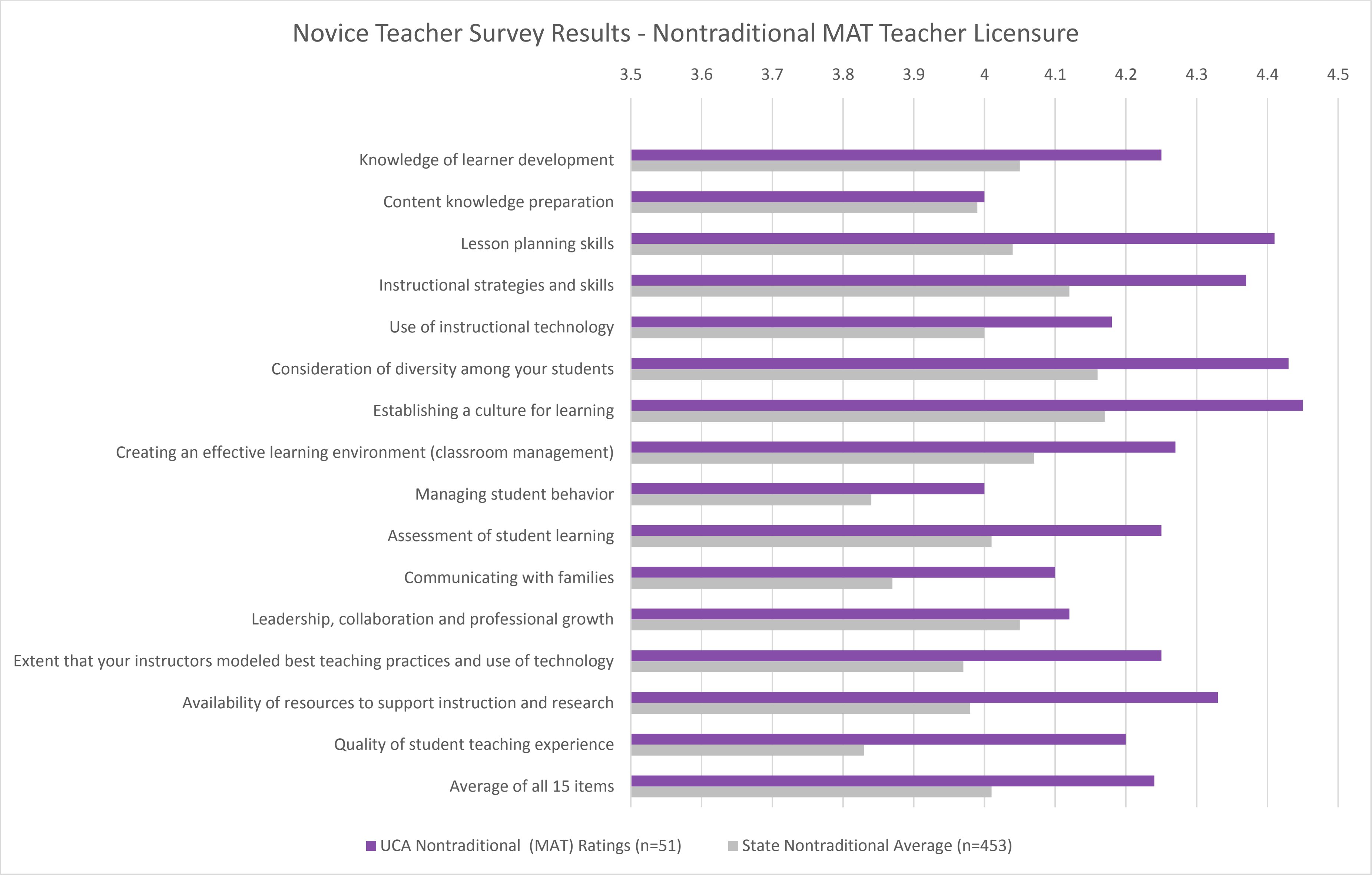
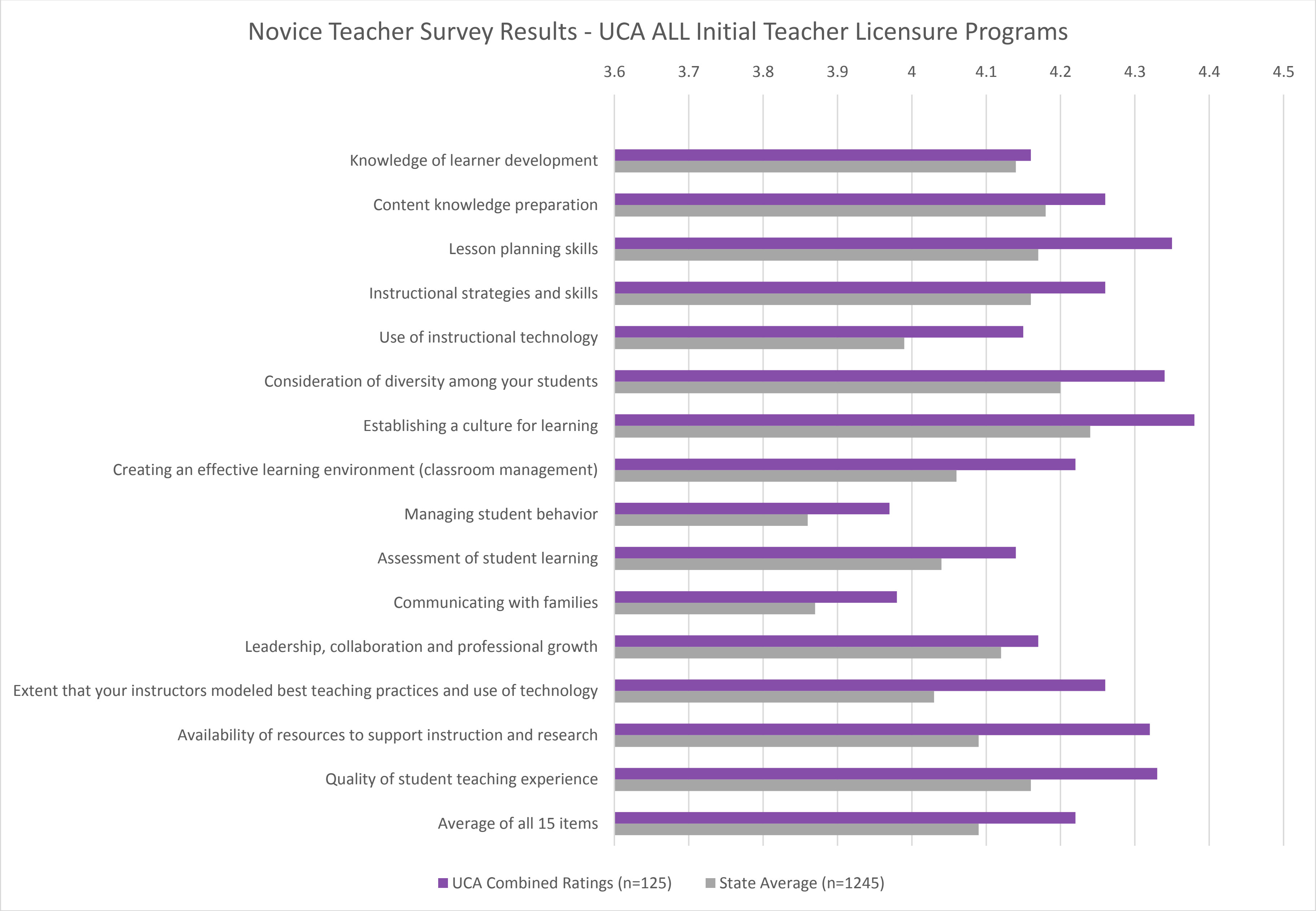
[19] Administered to UCA graduates in spring 2014 at the end of their first year of teaching. Data source: Qualtrics
Scale: 1=not at all prepared; 2=inadequately prepared; 3=adequately prepared; 4=well prepared; 5=very well prepared.


Novice Teacher Survey Results - Traditional Undergraduate Initial Teacher Licensure
3.5
3.6
3.7
3.8
3.9
4
4.1
4.2
4.3
4.4
4.5
Knowledge of learner development
Content knowledge preparation
Lesson planning skills
Instructional strategies and skills
Use of instructional technology
Consideration of diversity among your students
Establishing a culture for learning
Creating an effective learning environment (classroom management)
Managing student behavior
Assessment of student learning
Communicating with families
Leadership, collaboration and professional growth
Extent that your instructors modeled best teaching practices and use of technology
Availability of resources to support instruction and research
Quality of student teaching experience
Average of all 15 items
UCA Traditional Ratings (n=74)
State Traditional Average (n=792)


Novice Teacher Survey Results - Nontraditional MAT Teacher Licensure
3.5
3.6
3.7
3.8
3.9
4
4.1
4.2
4.3
4.4
4.5
Knowledge of learner development
Content knowledge preparation
Lesson planning skills
Instructional strategies and skills
Use of instructional technology
Consideration of diversity among your students
Establishing a culture for learning
Creating an effective learning environment (classroom management)
Managing student behavior
Assessment of student learning
Communicating with families
Leadership, collaboration and professional growth
Extent that your instructors modeled best teaching practices and use of technology
Availability of resources to support instruction and research
Quality of student teaching experience
Average of all 15 items
UCA Nontraditional (MAT) Ratings (n=51)
State Nontraditional Average (n=453)


Novice Teacher Survey Results - UCA ALL Initial Teacher Licensure Programs

UCA End of Program Survey Results 2014-2015[20] [21] [22]

Fall 2014	Rating Scale	Aggregate Mean (n=126)	Early Childhood (n=47)	Middle Level (n=11)	SecEd (n=16)	MAT (n=52)
Academic Advising	• Below Average (1) • Average (2) • Above Average (3)	2.45	2.43	2.82	2.44	2.40
Accessibility of instructors outside of class	• Below Average (1) • Average (2) • Above Average (3)	2.64	2.74	2.55	2.56	2.60
Instructors' responsiveness to your concerns	• Below Average (1) • Average (2) • Above Average (3)	2.63	2.60	2.55	2.56	2.71
Amount of work required	• Below Average (1) • Average (2) • Above Average (3)	2.28	2.45	2.18	2.00	2.23
Average class size	• Below Avg (1) • Average Average 2) • Above Average (3)	2.52	2.49	2.55	2.75	2.48
To what extent did your program fulfill your expectations	• Below (1) • Moderately Below (2) • Met Expectations (3) • Moderately Above (4) • Above (5)	4.09	4.43	4.27	3.25	4.00
How do you rate the value of the financial investment	• Poor (1) • Fair (2) • Good (3) • Very Good (4) • Excellent (5)	3.61	3.64	4.09	2.81	3.73
How likely are you to recommend your program of study to a close friend	• Very Unlikely (1) • Unlikely (2) • Undecided (3) • Likely (4) • Very Likely (5)	4.30	4.49	4.45	3.56	4.33
How academically challenging were your education courses in comparison to non-education courses?	• Not At All Challenging (1) • Not That Challenging (2) • Somewhat Challenging (3) • Very Challenging (4)	3.11	3.17	3.09	2.63	3.21
How did the quality of teaching in your education courses compare with the quality of teaching in your non-education courses?	• Much Worse (1) • Worse (2) • About the Same (3) • Better (4) • Much Better (5)	4.25	4.68	4.45	3.88	3.92
How well did your program prepare you to be a Reflective Decision-Maker?	• Poor (1) • Fair (2) • Well (3) • Very Well (4) • Excellent (5)	4.03	4.38	4.18	3.69	3.79

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[20] Administered to UCA initial teacher licensure candidates at the end of their graduating term as they conclude their clinical teaching experience. Data source: Qualtrics Scale: 1=not at all prepared; 2=inadequately prepared; 3=adequately prepared; 4=well prepared; 5=very well prepared.

[21] 41 of 126 had secured teaching jobs for Spring 2015; 35 of these were MAT candidates

[22] No visuals generated with this data as survey changed substantially in Spring 2015

UCA End of Program Survey Results 2014-2015[23]

Spring 2015	**Aggregate Mean (n=167)**	**SD**	**Early Childhood (n=48)**	**SD**	**Middle Level (n=12)**	**SD**	**SecEd *(Grades 7-12)* (n=32)**	**SD**	**SecEd *(Grades K-12)* (n=26)**	**SD**	**MAT (n=49)**	**SD**
How well did your program prepare you in the following areas:												
1. Knowledge of learner development (INTASC 1)	4.14	0.87	4.56	0.61	4.00	1.00	3.97	0.85	3.42	0.93	4.24	0.74
2. Consideration of diversity among your students (INTASC 2)	4.25	0.82	4.52	0.68	4.42	0.64	4.13	0.78	3.65	0.92	4.35	0.77
3. Establish a culture for learning (NTASC 3)	4.35	0.72	4.69	0.55	4.50	0.65	4.22	0.74	3.77	0.75	4.37	0.63
4. Creating an effective learning environment (classroom management) (INTASC 3)	4.29	0.86	4.46	0.79	4.58	0.64	4.34	0.81	3.92	0.87	4.22	0.91
5. Managing student behavior (INTASC 3)	3.99	0.94	4.25	0.88	4.25	0.72	3.75	0.94	3.77	0.93	3.96	0.99
6. Content knowledge preparation (INTASC 4)	4.26	0.80	4.50	0.61	4.17	0.80	4.38	0.70	4.19	0.83	4.00	0.93
7. Connecting concepts in content area to include differing perspectives, critical thinking, and creativity (INTASC 5)	4.17	0.84	4.50	0.68	4.17	0.99	4.06	0.75	3.65	0.96	4.20	0.78
8. Assessment of student learning (INTASC 6)	4.14	0.85	4.38	0.75	4.25	0.83	4.19	0.81	3.42	0.93	4.24	0.72
9. Reflective decision making (CF)	4.40	0.70	4.65	0.52	4.50	0.65	4.41	0.70	3.88	0.75	4.39	0.69
10. Lesson planning skills (INTASC 7)	4.36	0.86	4.71	0.58	4.33	0.94	4.22	0.89	3.85	0.95	4.39	0.83
11. Instructional strategies and skills (INTASC 8)	4.31	0.78	4.73	0.49	4.25	1.01	4.13	0.78	3.96	0.85	4.22	0.74
12. Leadership, collaboration, and professional growth (INTASC 9)	4.31	0.76	4.77	0.47	4.42	0.76	4.00	0.75	3.96	0.90	4.20	0.70
13. Communicating with families (INTASC 10)	3.84	0.94	4.19	0.86	3.92	1.04	3.66	0.96	3.38	0.79	3.86	0.93
14. Use of instructional technology (NETS)	4.26	0.81	4.40	0.78	4.67	0.47	4.31	0.77	3.81	0.88	4.22	0.79
15. Align your lessons to state and national standards (e.g., Arkansas Frameworks, Common Core State Standards, Next Generation Science Standards)	4.35	0.83	4.73	0.57	4.33	0.94	4.25	0.75	3.92	0.96	4.29	0.83

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[23] Administered to UCA initial teacher licensure candidates at the end of their graduating term as they conclude their clinical teaching experience. Data source: Q0.93ualtrics. Scale: Not at All Prepared (1); Inadequately Prepared (2); Adequately Prepared (3); Well Prepared (4); Very Well Prepared (5).

UCA End of Program TESS Preparation Survey Results 2014-2015[24] [25]

	Aggregate Mean (n=126) Fall	Aggregate Mean (n=167) Spring	SD	Early Childhood (n=48) Spring	SD	Middle Level (n=12) Spring	SD	SecEd *(7-12)* (n=32) Spring	SD	SecEd *(K-12)* (n=26) Spring	SD	MAT (n=49) Spring	SD
Domain 1: Planning and Preparation	3.21	4.18	0.77	4.48	0.68	4.42	0.79	4.03	0.78	3.88	0.77	4.08	0.76
Domain 2: Classroom Environment	3.27	4.22	0.91	4.44	0.82	4.33	0.65	4.19	0.97	4.08	0.84	4.06	1.03
Domain 3: Instruction	3.22	4.19	0.84	4.50	0.68	4.00	0.95	4.03	0.93	3.96	1.00	4.16	0.72
Domain 4: Professional Responsibilities	3.18	4.10	0.89	4.50	0.65	4.17	0.94	3.97	1.03	3.77	0.99	3.94	0.80

UCA End of Program TESS Preparation Survey Results 2014-2015 compared to State EPPR Results for Novice Teachers (2014-2015

	Aggregate Mean (n=126) Fall	Aggregate Mean (n=167) Spring	Early Childhood (n=48) Spring	Middle Level (n=12) Spring	SecEd (7-12) (n=32) Spring	SecEd (K-12) (n=26) Spring	MAT (n=49) Spring	Novice Teachers - UCA (Traditional)	Novice teachers - Arkansas (Traditional) (n=102)	Novice Teachers - UCA (Nontraditional)	Novice Teachers - State (Nontraditional) (n=80)
Domain 1: Planning and Preparation	3.21	4.18	4.48	4.42	4.03	3.88	4.08	4.23	4.05	4.16	4.05
Domain 2: Classroom Environment	3.27	4.22	4.44	4.33	4.19	4.08	4.06	4.25	4.06	4.12	4.06
Domain 3: Instruction	3.22	4.19	4.5	4	4.03	3.96	4.16	4.13	4.03	4.13	4.03
Domain 4: Professional Responsibilities	3.18	4.1	4.5	4.17	3.97	3.77	3.94	4.24	4.1	4.2	4.1

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[24] Questions rated as follows: Not at All Prepared (1); Inadequately Prepared (2); Adequately Prepared (3); Well Prepared (4); Very Well Prepared (5)

[25] Fall 2014 data not available on program basis due to format of previous survey (survey format modified spring 2015)

UCA End of Program Job Placement Survey Results (Spring 2015)

Spring 2015	Aggregate Mean (n=167)	Early Childhood (n=48)	Middle Level (n=12)	SecEd *(Grades 7-12)* (n=32)	SecEd *(Grades K-12)* (n=26)	MAT (n=49)
Candidate self-reporting of job placement in field after graduation (May 2015)	47	6	1	5	1	33

UCA End of Program TESS Preparation Survey Qualitative Results 2014-2015 [26]

	Candidate Qualitative Comments - Themes
Domain 1	• More information on Common Core Standards • More connections to specific content areas
Domain 2	• More support on behavior management
Domain 3	• More real world examples • More time management and pacing strategies
Domain 4	• More support in writing a reflection

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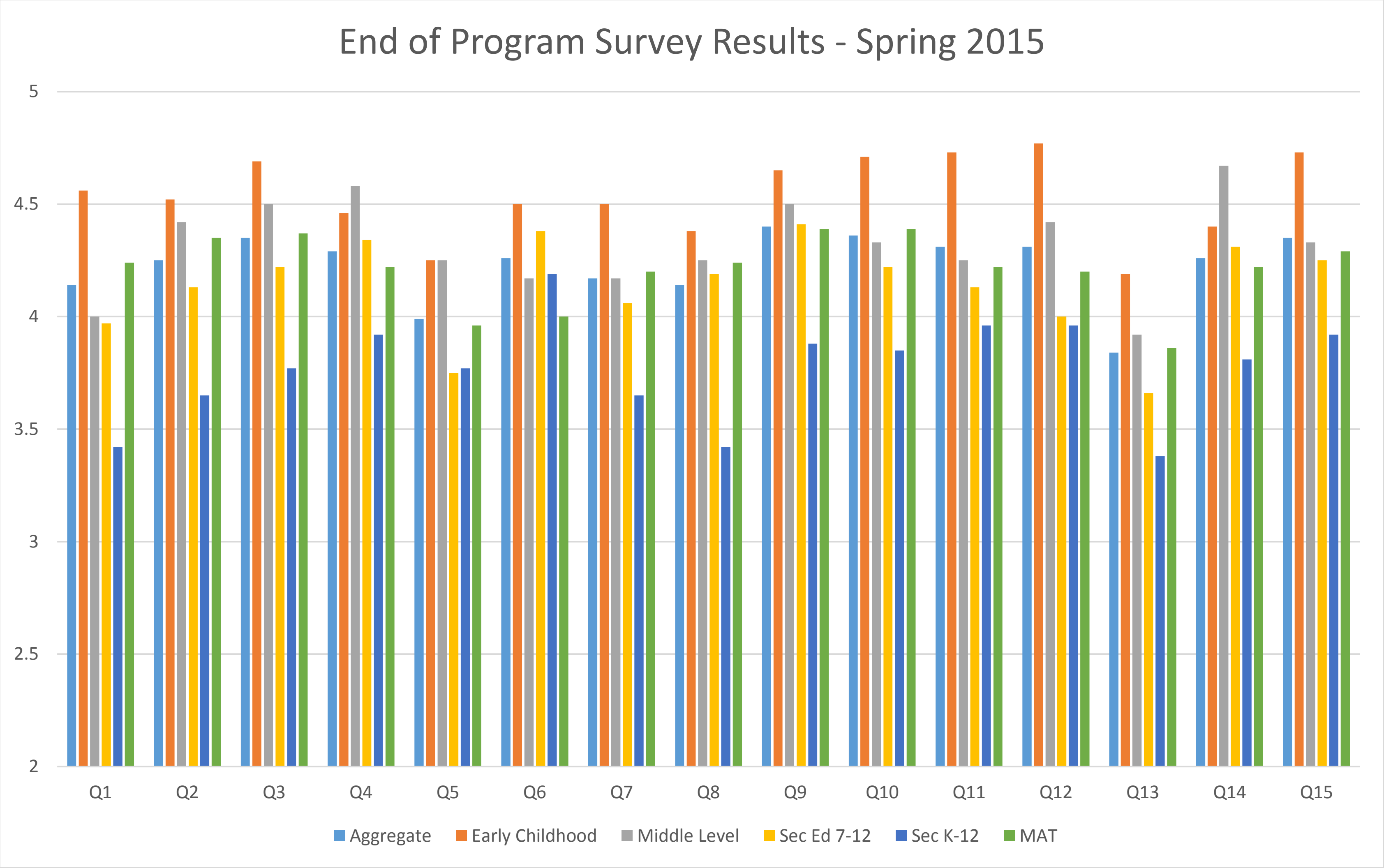
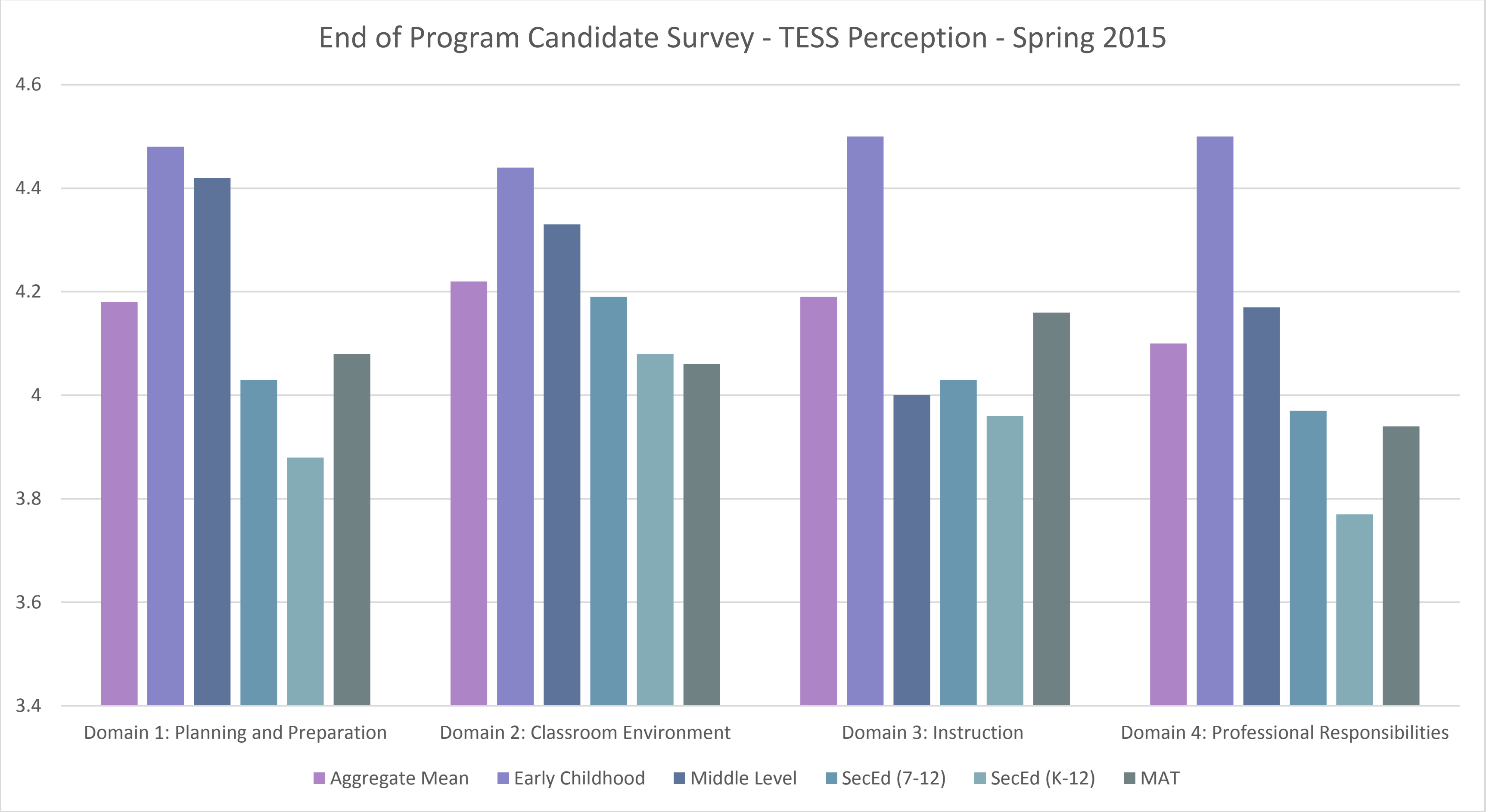
[26] Fall 2014 data not available on program basis due to format of previous survey which did not allow for disaggregation of data or ability to connect comment to candidates' program of study (survey format modified spring 2015). Open ended questions in spring 2015 survey moved to program specific surveys (not unit-wide survey)


End of Program Survey Results - Spring 2015
5
4.5
4
3.5
3
2.5
2
Q1
Q2
Q3
Q4
Q5
Q6
Q7
Q8
Q9
Q10
Q11
Q12
Q13
Q14
Q15
Aggregate
Early Childhood
Middle Level
Sec Ed 7-12
Sec K-12
MAT


End of Program Candidate Survey - TESS Perception - Spring 2015
4.6
4.4
4.2
4
3.8
3.6
3.4
Domain 1: Planning and Preparation
Domain 2: Classroom Environment
Domain 3: Instruction
Domain 4: Professional Responsibilities
Aggregate Mean
Early Childhood
Middle Level
SecEd (7-12)
SecEd (K-12)
MAT

UCA Multicultural Efficacy Survey Results 2014-2015[27] [28]

	Aggregate Mean				Early Childhood				Middle Level				SecEd				MAT			
	Fall 2014 (Pre) (n=131)	Spring 2015 (Pre) (n=85)	Fall 2014 (Post) (n=128)	Spring 2015 (Post) (n=167)	Fall 2014 (Pre) (n=21)	Spring 2015 (Pre) (n=5)	Fall 2014 (Post) (n=46)	Spring 2015 (Post) (n=48)	Fall 2014 (Pre) (n=17)	Spring 2015 (Pre) (n=2)	Fall 2014 (Post) (n=11)	Spring 2015 (Post) (n=11)	Fall 2014 (Pre) (n=30)	Spring 2015 (Pre) (n=21)	Fall 2014 (Post) (n=16)	Spring 2015 (Post) (n=69)	Fall 2014 (Pre) (n=57)	Spring 2015 (Pre) (n=50)	Fall 2014 (Post) (n=54)	Spring 2015 (Post) (n=50)
Experiences with Diversity[29]																				
How much experience do you have with diverse learners?	2.34	2.39	3.06	2.80	2.29	1.4	3.22	3.04	2.24	2.0	2.73	3.18	2.23	2.24	2.81	2.67	2.39	2.48	3.06	2.64
As a child, I played with people different from me.	3.15	3.27	3.15	3.22	3.05	3.0	3.09	3.35	2.88	3.5	3.36	3.0	3.27	3.62	3.31	3.24	3.21	3.14	3.11	3.12
I went to school with diverse students as a teenager.	3.20	3.21	3.08	3.13	3.24	3.4	3.02	3.21	2.94	2.0	3.36	2.91	3.17	3.43	3.38	3.19	3.30	3.20	2.98	3.04
Diverse people lived in my neighborhood when I was a child growing / up.	2.36	2.61	2.40	2.39	2.29	2.2	2.30	2.44	2.12	3.5	2.87	2.27	2.40	2.81	2.56	2.59	2.42	2.60	2.35	2.14
A diverse person was a significant figure in my life, when I was / younger.	2.34	2.31	2.39	2.46	2.29	2.2	2.37	2.42	2.41	1.0	2.45	2.64	2.40	2.62	2.56	2.48	2.28	2.26	2.35	2.44
As a teenager, I was on the same team and/or club with diverse / students.	3.06	3.09	2.75	3.04	2.76	3.0	2.70	3.04	3.0	2.5	2.73	3.36	3.07	3.24	2.69	3.03	3.18	3.14	2.81	2.96
Attitudes Toward Diversity[30]																				
Teachers should adapt lesson plans to reflect the different / cultures represented in the classroom.	3.36	3.42	3.61	3.64	3.57	4.0	3.70	3.79	3.12	3.0	3.45	3.55	3.43	3.43	3.56	3.66	3.32	3.34	3.59	3.56
Teachers should provide opportunities for children to share / cultural differences in foods, dress, family life, and beliefs in / the classroom.	353	3.54	3.61	3.62	3.62	4.0	3.65	3.75	3.29	3.5	3.45	3.64	3.47	3.52	3.69	3.52	3.61	3.46	3.57	3.60
It is essential to include the perspectives of diverse groups while / teaching things about American history that are common to all / Americans.	3.43	3.48	3.56	3.65	3.48	3.8	3.63	3.73	3.12	3.5	3.27	3.64	3.50	3.57	3.56	3.55	3.47	3.38	3.56	3.68
Curricula and textbooks should include the contributions of most, / if not all, cultural groups in our society.	3.27	3.44	3.50	3.56	3.52	3.8	3.52	3.67	3.0	3.5	3.45	3.64	3.30	3.38	3.44	3.48	3.25	3.38	3.52	3.52
The classroom library should reflect the racial and cultural / differences in the class.	3.35	3.36	3.62	3.65	3.62	3.8	3.70	3.81	3.06	3.5	3.36	3.64	3.40	3.24	3.44	3.48	3.30	3.32	3.67	3.70

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[27] Administered to UCA initial teacher licensure candidates as they are admitted into their program of study (pre) in their program's required diversity class (beginning of term) and again at the end of their graduating term as they conclude their clinical teaching experience (post). Data source: Qualtrics. Scale: 1=not at all prepared; 2=inadequately prepared; 3=adequately prepared; 4=well prepared; 5=very well prepared.

[28] Please note that pre/post survey data do not reflect the same cohort group and instead represent semester sampling. True matched pairs comparisons will be first available in the 2015-2016 academic year data. Survey was migrated to Qualtrics 2014-2015 and modified to allow candidates to enter a unique identifier that will allow for comparative and longitudinal data.

[29] Questions rated as follows: Never (1) Rarely (2) Occasionally (3) Frequently (4)

[30] Questions rated as follows: Strongly Disagree (1) Disagree (2) Agree (3) Strongly Agree (4)

	Aggregate Mean				Early Childhood				Middle Level				SecEd				MAT			
	Fall 2014 (Pre) (n=131)	Spring 2015 (Pre) (n=85)	Fall 2014 (Post) (n=128)	Spring 2015 (Post) (n=167)	Fall 2014 (Pre) (n=21)	Spring 2015 (Pre) (n=5)	Fall 2014 (Post) (n=46)	Spring 2015 (Post) (n=48)	Fall 2014 (Pre) (n=17)	Spring 2015 (Pre) (n=2)	Fall 2014 (Post) (n=11)	Spring 2015 (Post) (n=11)	Fall 2014 (Pre) (n=30)	Spring 2015 (Pre) (n=21)	Fall 2014 (Post) (n=16)	Spring 2015 (Post) (n=69)	Fall 2014 (Pre) (n=57)	Spring 2015 (Pre) (n=50)	Fall 2014 (Post) (n=54)	Spring 2015 (Post) (n=50)
Efficacy [31]																				
Teachers should provide instructional activities to help students to develop strategies for dealing with racial confrontations.	3.18	3.34	3.26	3.25	3.33	3.8	3.46	3.48	3.0	3.5	2.91	2.52	3.37	3.57	3.31	3.17	3.12	3.18	3.15	3.20
Teachers should adapt instructional methods to meet the needs of learners from diverse groups.	3.38	3.48	3.46	3.40	3.57	4.0	3.61	3.63	3.18	3.5	2.91	3.27	3.47	3.48	3.44	3.33	3.37	3.38	3.44	3.30
Teachers should develop materials appropriate for the multicultural classroom.	3.35	3.46	3.43	3.39	3.43	4.0	3.57	3.63	3.12	3.5	3.18	3.18	3.57	3.29	3.31	3.34	3.33	3.44	3.41	3.26
Teachers should develop instructional methods that dispel myths about diverse groups.	3.25	3.32	3.29	3.35	3.14	3.8	3.46	3.56	3.0	3.5	3.0	3.09	3.57	3.38	3.31	3.28	3.23	3.20	3.20	3.28
Teachers should analyze instructional materials for potential stereotypical and/or prejudicial content.	3.31	3.49	3.36	3.43	3.24	3.8	3.57	3.60	3.0	3.5	3.0	3.27	3.43	3.52	3.44	3.33	3.40	3.42	3.24	3.40
Teachers should help students to examine their own prejudices.	3.08	3.31	3.28	3.26	3.10	3.8	3.43	3.40	2.94	3.0	3.0	2.91	3.30	3.48	3.25	3.26	3.05	3.14	3.22	3.22
Teachers should present diverse groups in our society in a manner that will build mutual respect.	3.47	3.61	3.40	3.44	3.52	3.8	3.59	3.71	3.18	4.0	3.0	3.09	3.60	3.67	3.38	3.36	3.53	3.54	3.33	3.36
Teachers should develop activities that increase the self-confidence of diverse students.	3.48	3.58	3.49	3.46	3.67	3.8	3.72	3.77	3.06	4.0	2.82	3.18	3.63	3.62	3.38	3.34	3.53	3.52	3.46	3.34
Teachers should provide instruction showing how prejudice affects individuals.	3.34	3.42	3.44	3.38	3.43	3.8	3.63	3.67	3.0	3.5	3.0	3.09	3.57	3.52	3.25	3.26	3.35	3.34	3.43	3.30
Teachers should plan instructional activities to reduce prejudice toward diverse groups.	3.33	3.40	3.35	3.37	3.52	3.8	3.65	3.67	2.94	3.5	3.0	3.18	3.50	3.48	3.25	3.26	3.33	3.30	3.19	3.24
Teachers should identify cultural biases in materials used in teaching.	3.23	3.26	3.33	3.35	3.38	3.8	3.61	3.50	2.71	3.5	3.0	3.09	3.33	3.24	3.25	3.31	3.33	3.20	3.19	3.30
Teachers should help students work through problem situations caused by stereotypical and/or prejudicial attitudes.	3.33	3.45	3.33	3.36	3.62	3.8	3.61	3.60	2.82	3.5	3.18	3.09	3.50	3.48	3.19	3.29	3.33	3.38	3.17	3.26
Teachers should get students from diverse groups to work together.	3.48	3.53	3.44	3.40	3.52	3.8	3.70	3.71	3.12	3.5	3.09	3.09	3.57	3.48	3.38	3.31	3.60	3.50	3.31	3.26
Teachers should identify school practices that may harm diverse students.	3.33	3.51	3.35	3.40	3.33	3.8	3.65	3.60	3.18	4.0	3.0	3.27	3.47	3.48	3.19	3.33	3.35	3.48	3.22	3.32

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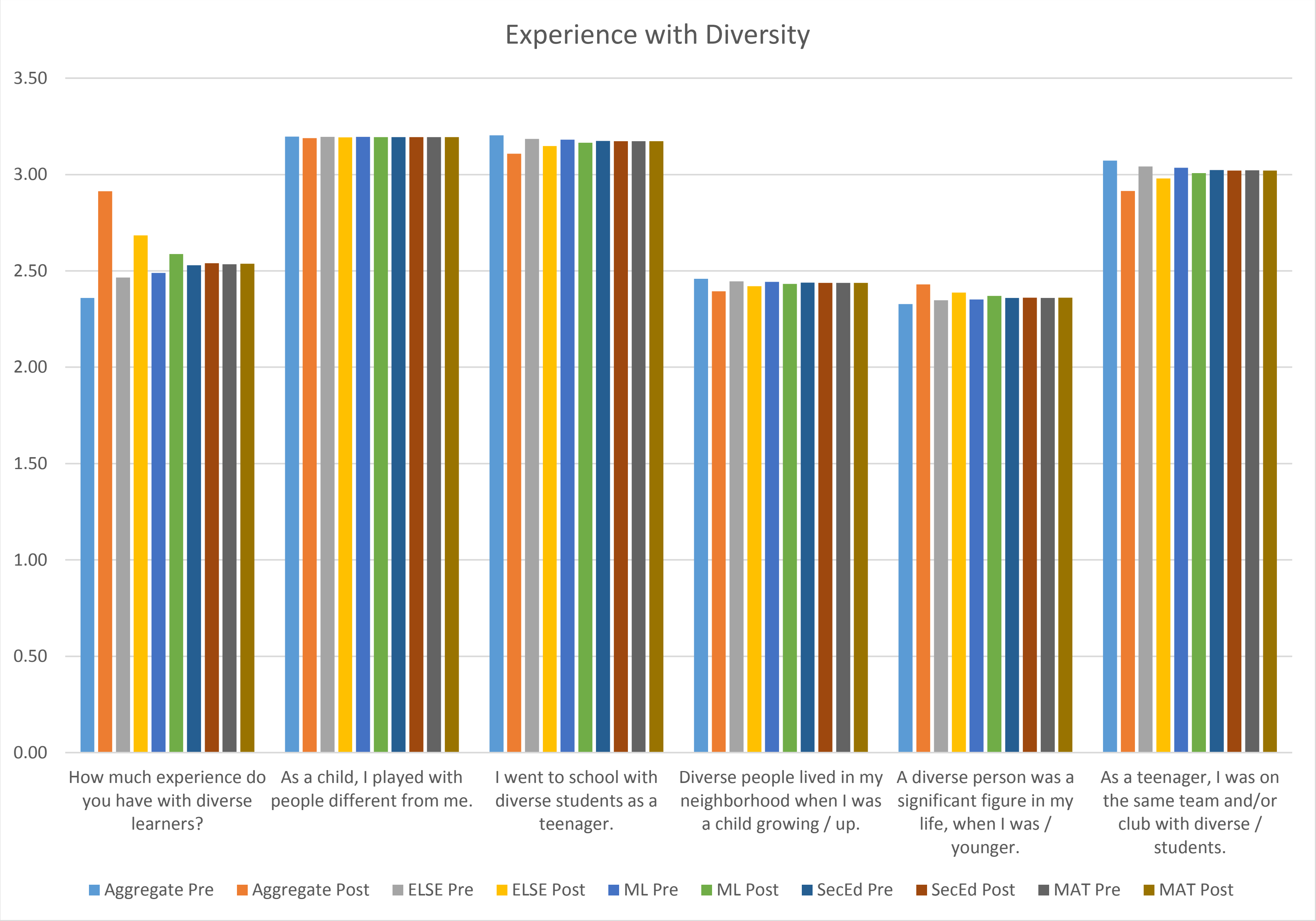
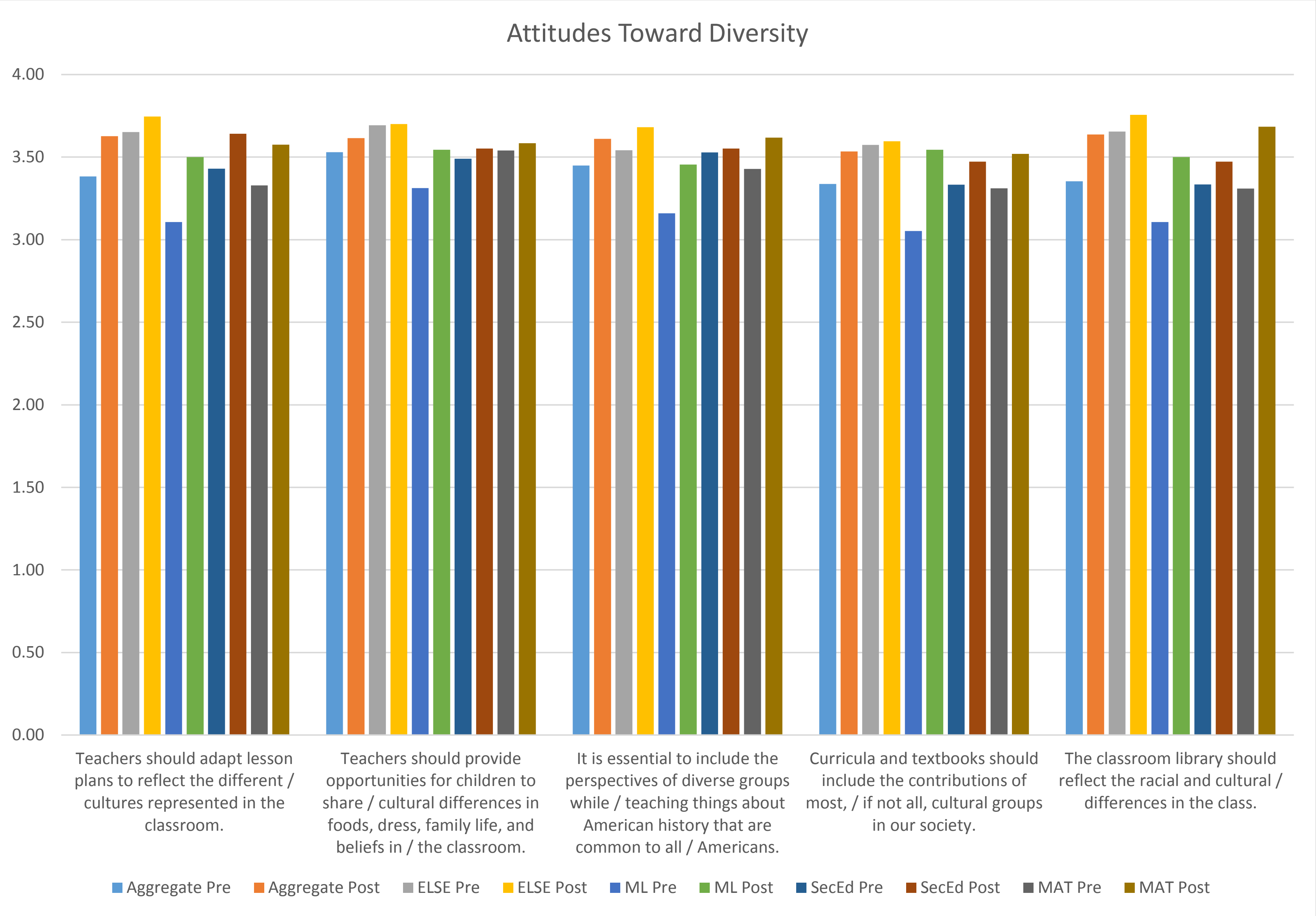
[31] Questions rated as follows: Strongly Disagree (1) Disagree (2) Agree (3) Strongly Agree (4)

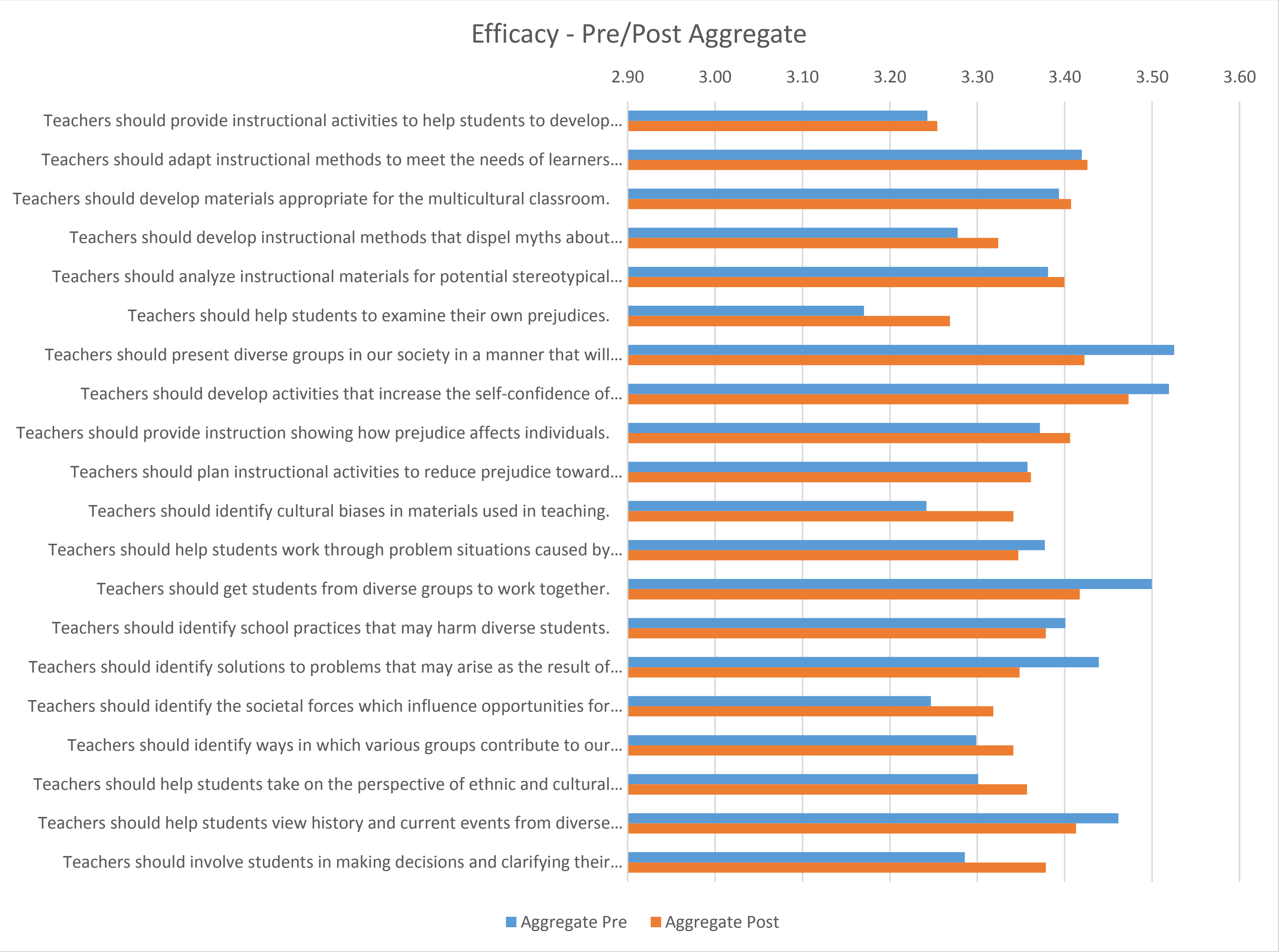
	Aggregate Mean				Early Childhood				Middle Level				SecEd				MAT			
	Fall 2014 (Pre) (n=131)	Spring 2015 (Pre) (n=85)	Fall 2014 (Post) (n=128)	Spring 2015 (Post) (n=167)	Fall 2014 (Pre) (n=21)	Spring 2015 (Pre) (n=5)	Fall 2014 (Post) (n=46)	Spring 2015 (Post) (n=48)	Fall 2014 (Pre) (n=17)	Spring 2015 (Pre) (n=2)	Fall 2014 (Post) (n=11)	Spring 2015 (Post) (n=11)	Fall 2014 (Pre) (n=30)	Spring 2015 (Pre) (n=21)	Fall 2014 (Post) (n=16)	Spring 2015 (Post) (n=69)	Fall 2014 (Pre) (n=57)	Spring 2015 (Pre) (n=50)	Fall 2014 (Post) (n=54)	Spring 2015 (Post) (n=50)
Teachers should identify solutions to problems that may arise as the result of diversity.	3.38	3.53	3.32	3.37	3.52	3.8	3.50	3.63	3.12	4.0	3.0	3.27	3.53	3.52	3.25	3.21	3.39	3.46	3.26	3.32
Teachers should identify the societal forces which influence opportunities for diverse people.	3.18	3.35	3.29	3.34	3.14	3.8	3.43	3.52	2.88	3.5	3.0	3.09	3.40	3.33	3.31	3.29	3.19	3.30	3.22	3.28
Teachers should identify ways in which various groups contribute to our pluralistic society.	3.22	3.42	3.33	3.35	3.24	3.8	3.46	3.56	3.0	3.5	2.91	3.18	3.47	3.43	3.31	3.26	3.19	3.38	3.31	3.28
Teachers should help students take on the perspective of ethnic and cultural groups different from their own.	3.25	3.38	3.34	3.37	3.33	3.8	3.52	3.60	3.06	3.0	2.91	3.18	3.53	3.33	3.13	3.29	3.16	3.30	3.33	3.26
Teachers should help students view history and current events from diverse perspectives.	3.43	3.51	3.43	3.40	3.48	3.8	3.65	3.63	3.18	3.5	3.0	3.0	3.57	3.43	3.31	3.34	3.47	3.46	3.37	3.32
Teachers should involve students in making decisions and clarifying their values regarding multicultural issues.	3.27	3.31	3.35	3.40	3.29	3.8	3.59	3.67	3.0	3.5	3.0	2.91	3.53	3.29	3.19	3.31	3.25	3.18	3.28	3.34

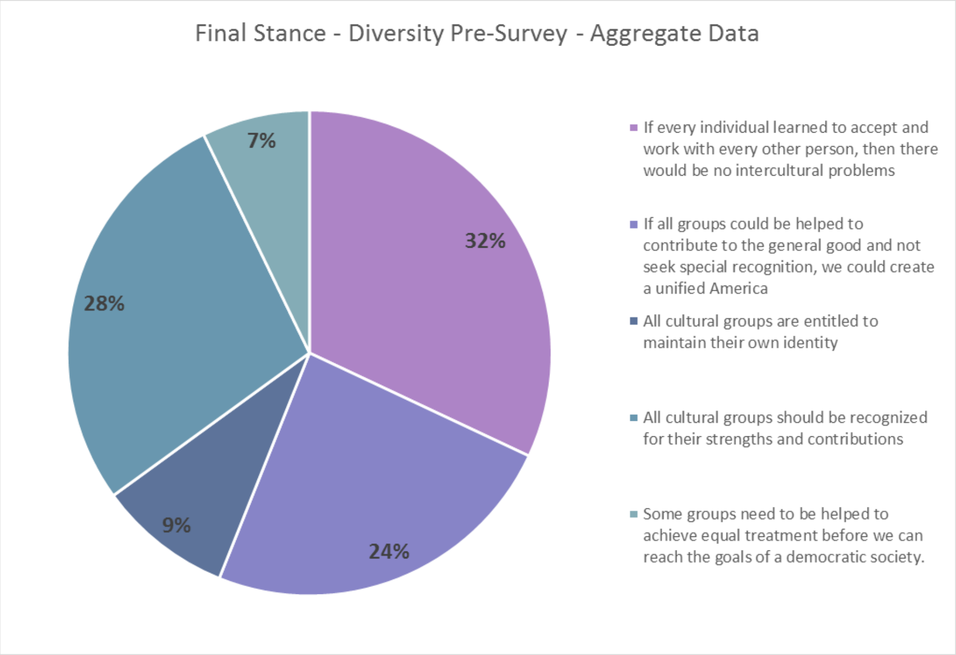
	Aggregate Mean				Early Childhood				Middle Level				SecEd				MAT			
	Fall 2014 (Pre) (n=131)	Spring 2015 (Pre) (n=85)	Fall 2014 (Post) (n=128)	Spring 2015 (Post) (n=167)	Fall 2014 (Pre) (n=21)	Spring 2015 (Pre) (n=5)	Fall 2014 (Post) (n=46)	Spring 2015 (Post) (n=48)	Fall 2014 (Pre) (n=17)	Spring 2015 (Pre) (n=2)	Fall 2014 (Post) (n=11)	Spring 2015 (Post) (n=11)	Fall 2014 (Pre) (n=30)	Spring 2015 (Pre) (n=21)	Fall 2014 (Post) (n=16)	Spring 2015 (Post) (n=69)	Fall 2014 (Pre) (n=57)	Spring 2015 (Pre) (n=50)	Fall 2014 (Post) (n=54)	Spring 2015 (Post) (n=50)
Stance Chose the position which most closely reflects your strongest beliefs about teaching																				
If every individual learned to accept and work with every other person, then there would be no intercultural problems	36.64	27.06	26.56	34.73	33.33	20.00	28.26	39.58	29.41	0	45.45	45.45	56.67	33.33	43.75	23.19	31.58	30.00	16.67	36.00
If all groups could be helped to contribute to the general good and not seek special recognition, we could create a unified America	22.14	25.88	13.28	11.98	23.81	40.00	19.57	14.58	41.18	0	0.00	9.09	13.33	38.10	18.75	13.04	21.05	22.00	9.26	6.00
All cultural groups are entitled to maintain their own identity	8.40	9.41	7.03	8.98	4.76	0.00	4.35	8.33	5.88	0	0.00	0.00	6.67	9.52	18.75	8.70	12.28	12.00	7.41	10.00
All cultural groups should be recognized for their strengths and contributions	25.95	29.41	49.22	40.12	33.33	40.00	45.65	37.50	11.76	100	45.45	36.36	16.67	9.52	18.75	36.23	31.58	32.00	62.96	40.00
Some groups need to be helped to achieve equal treatment before we can reach the goals of a democratic society.	6.11	8.24	3.13	4.19	4.76	0.00	2.17	0.00	11.76	0	9.09	9.09	6.67	14.29	0.00	2.90	3.51	4.00	3.70	8.00

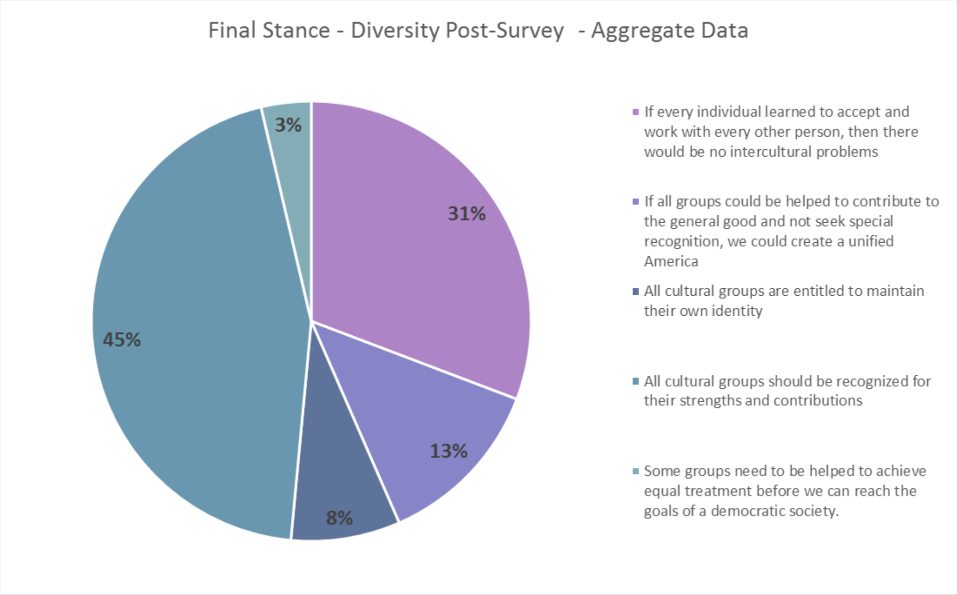
Please note that pre/post survey data do not reflect the same cohort group and instead represent semester sampling. True matched pairs comparisons will be first available in the 2015-2016 academic year data. Survey was migrated to Qualtrics 2014-2015 and modified to allow candidates to enter a unique identifier that will allow for comparative and longitudinal data.

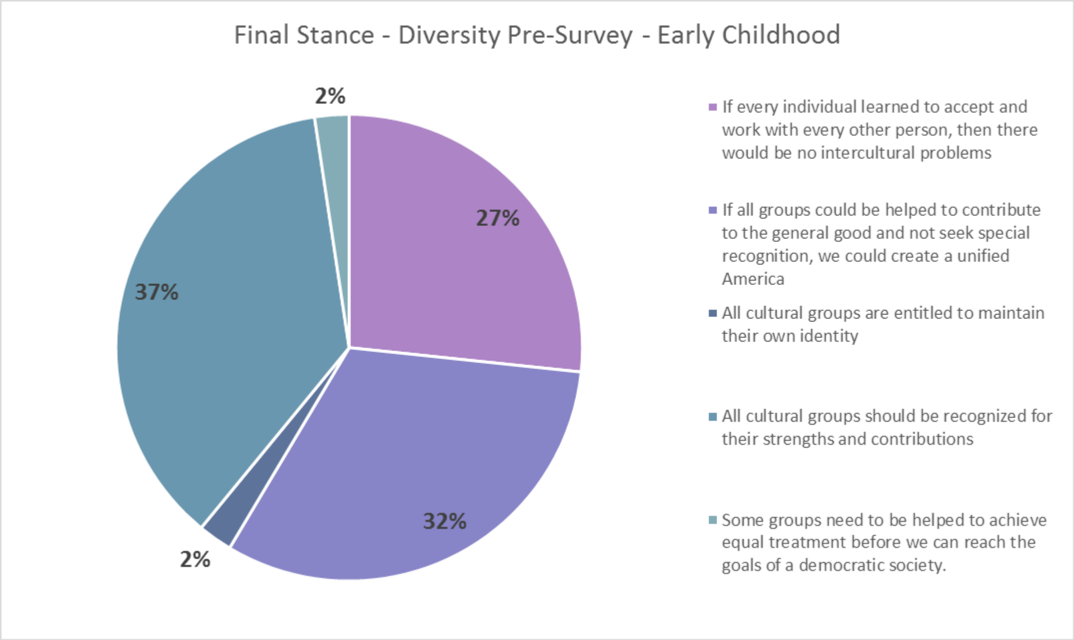


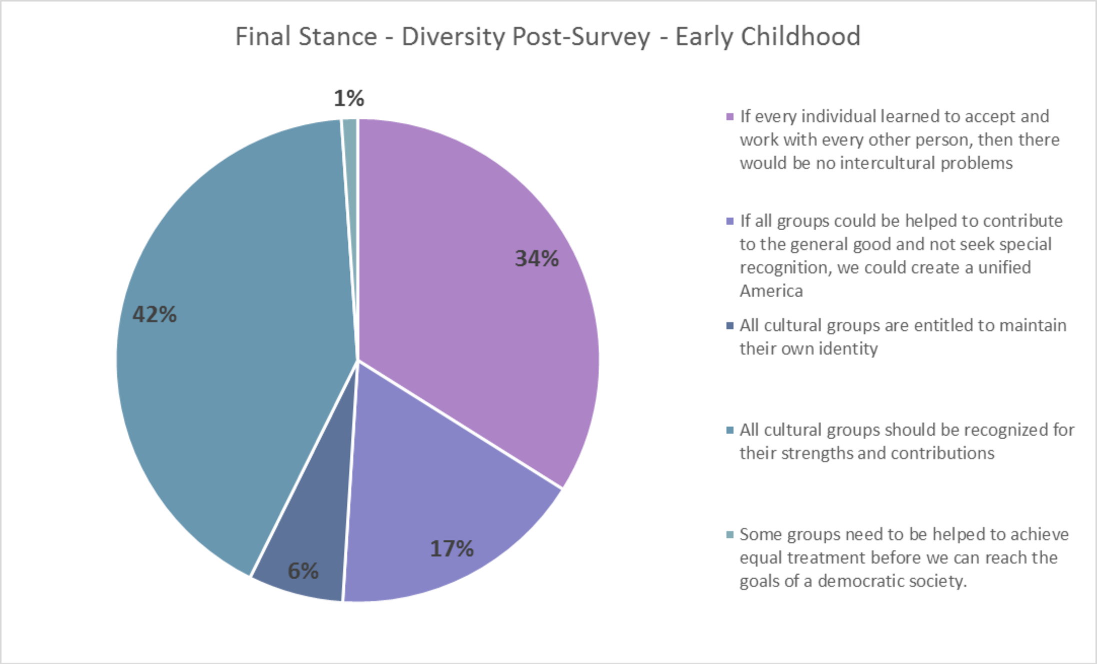

Attitudes Toward Diversity
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
Teachers should adapt lesson plans to reflect the different / cultures represented in the classroom.
Teachers should provide opportunities for children to share / cultural differences in foods, dress, family life, and beliefs in / the classroom.
It is essential to include the perspectives of diverse groups while / teaching things about American history that are common to all / Americans.
Curricula and textbooks should include the contributions of most, / if not all, cultural groups in our society.
The classroom library should reflect the racial and cultural / differences in the class.
Aggregate Pre
Aggregate Post
ELSE Pre
ELSE Post
ML Pre
ML Post
SecEd Pre
SecEd Post
MAT Pre
MAT Post

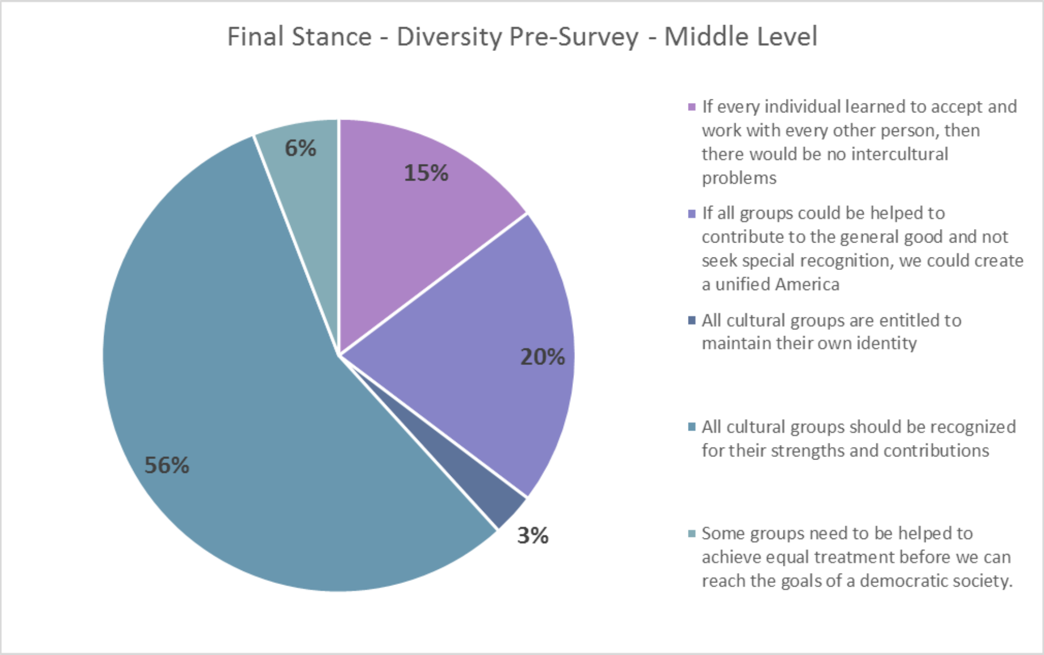

Efficacy - Pre/Post Aggregate
2.90
3.00
3.10
3.20
3.30
3.40
3.50
3.60
Teachers should provide instructional activities to help students to develop...
Teachers should adapt instructional methods to meet the needs of learners...
Teachers should develop materials appropriate for the multicultural classroom.
Teachers should develop instructional methods that dispel myths about...
Teachers should analyze instructional materials for potential stereotypical...
Teachers should help students to examine their own prejudices.
Teachers should present diverse groups in our society in a manner that will...
Teachers should develop activities that increase the self-confidence of...
Teachers should provide instruction showing how prejudice affects individuals.
Teachers should plan instructional activities to reduce prejudice toward...
Teachers should identify cultural biases in materials used in teaching.
Teachers should help students work through problem situations caused by...
Teachers should get students from diverse groups to work together.
Teachers should identify school practices that may harm diverse students.
Teachers should identify solutions to problems that may arise as the result of...
Teachers should identify the societal forces which influence opportunities for...
Teachers should identify ways in which various groups contribute to our...
Teachers should help students take on the perspective of ethnic and cultural...
Teachers should help students view history and current events from diverse...
Teachers should involve students in making decisions and clarifying their...
Aggregate Pre
Aggregate Post

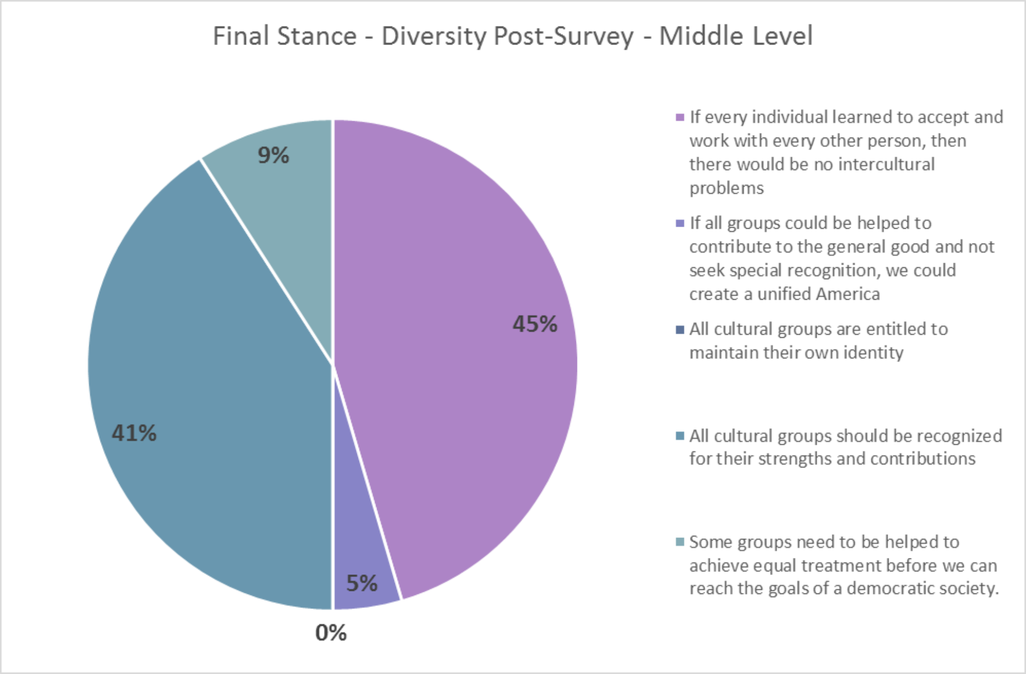

Final Stance - Diversity Pre-Survey - Aggregate Data
32%
24%
9%
28%
7%
If every individual learned to accept and work with every other person, then there would be no intercultural problems
If all groups could be helped to contribute to the general good and not seek special recognition, we could create a unified America
All cultural groups are entitled to maintain their own identity
All cultural groups should be recognized for their strengths and contributions
Some groups need to be helped to achieve equal treatment before we can reach the goals of a democratic society.

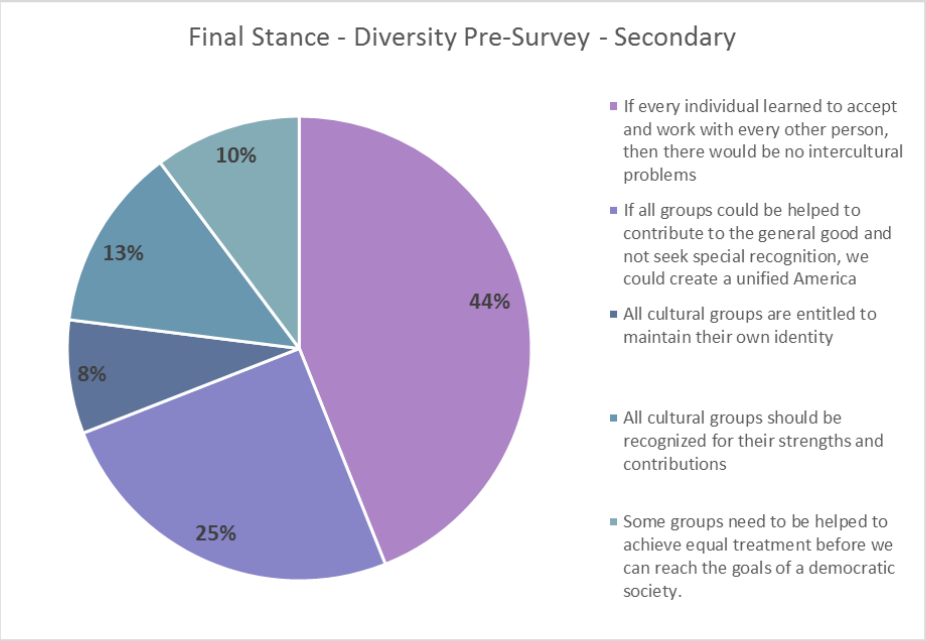

Final Stance - Diversity Post-Survey - Aggregate Data
31%
13%
8%
45%
3%
If every individual learned to accept and work with every other person, then there would be no intercultural problems
If all groups could be helped to contribute to the general good and not seek special recognition, we could create a unified America
All cultural groups are entitled to maintain their own identity
All cultural groups should be recognized for their strengths and contributions
Some groups need to be helped to achieve equal treatment before we can reach the goals of a democratic society.

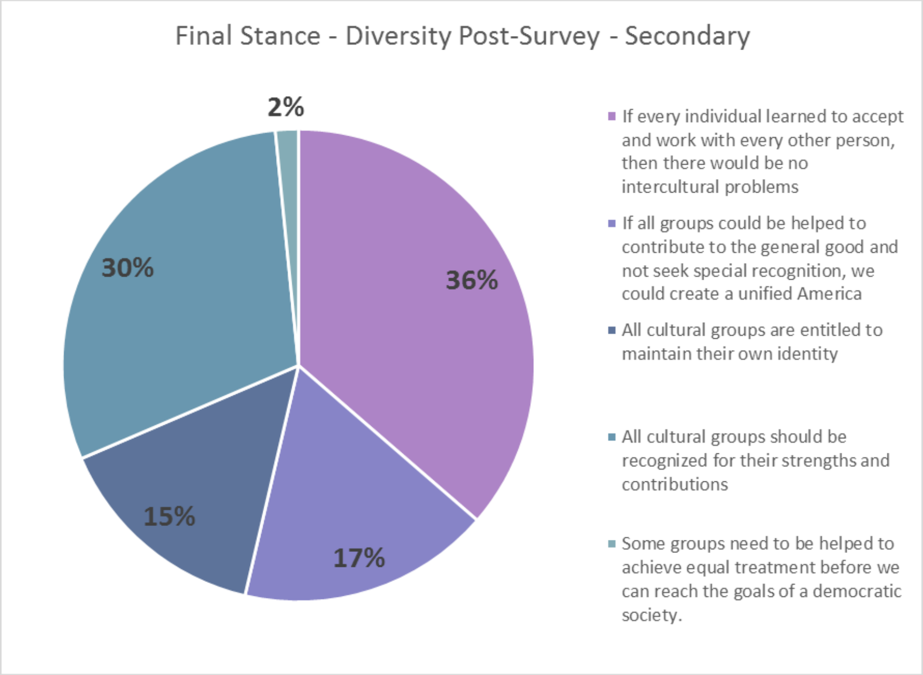

Final Stance - Diversity Pre-Survey - Early Childhood
2%
27%
37%
32%
2%
■ If every individual learned to accept and work with every other person, then there would be no intercultural problems
■ If all groups could be helped to contribute to the general good and not seek special recognition, we could create a unified America
■ All cultural groups are entitled to maintain their own identity
■ All cultural groups should be recognized for their strengths and contributions
■ Some groups need to be helped to achieve equal treatment before we can reach the goals of a democratic society.

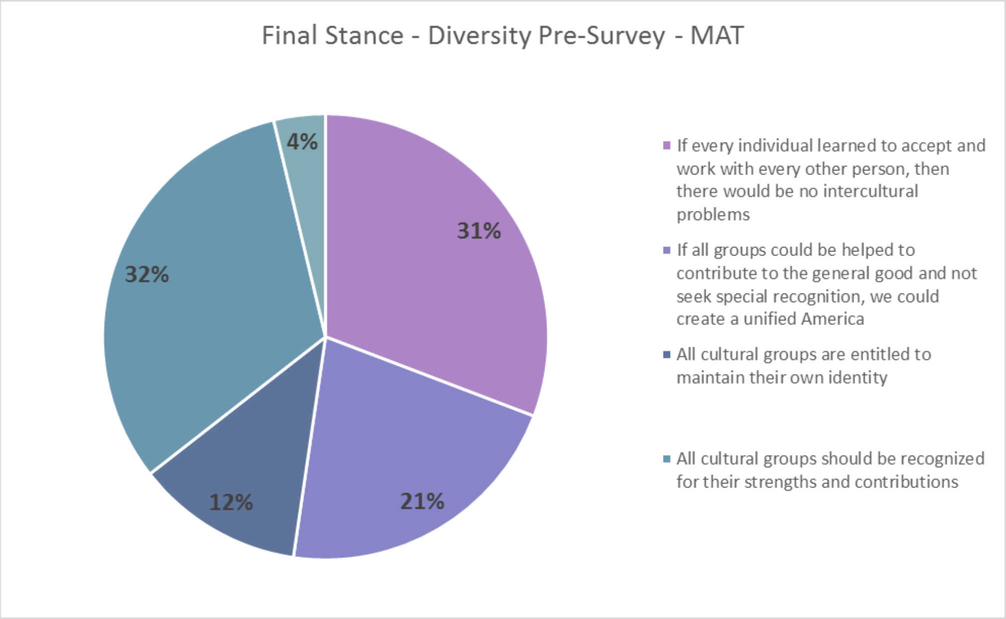

Final Stance - Diversity Post-Survey - Early Childhood
1%
34%
42%
17%
6%
■ If every individual learned to accept and work with every other person, then there would be no intercultural problems
■ If all groups could be helped to contribute to the general good and not seek special recognition, we could create a unified America
■ All cultural groups are entitled to maintain their own identity
■ All cultural groups should be recognized for their strengths and contributions
■ Some groups need to be helped to achieve equal treatment before we can reach the goals of a democratic society.

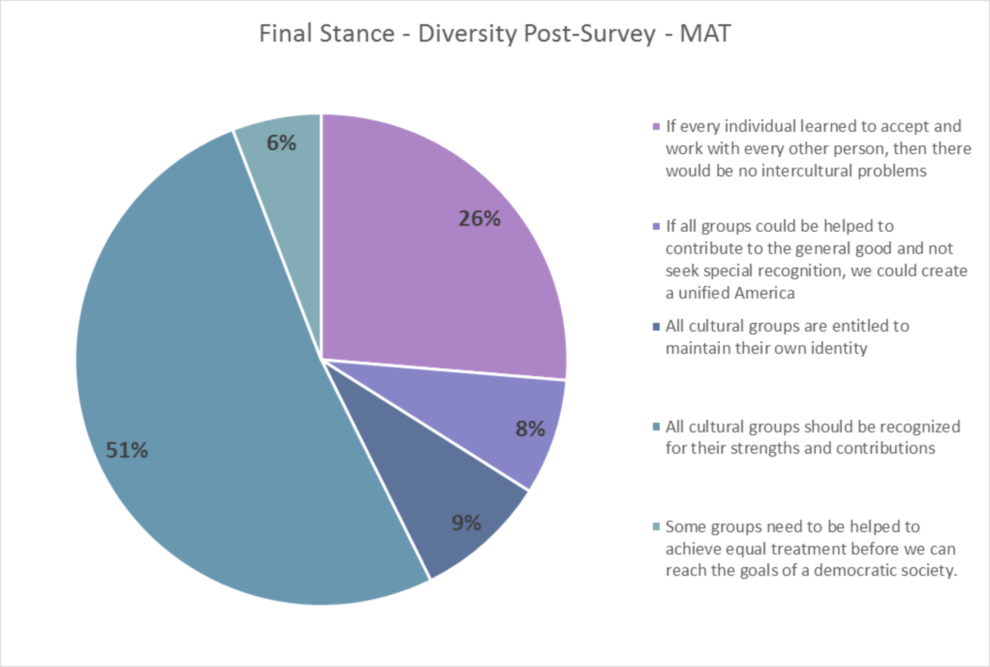

Final Stance - Diversity Pre-Survey - Middle Level
6%
15%
20%
3%
56%
If every individual learned to accept and work with every other person, then there would be no intercultural problems
If all groups could be helped to contribute to the general good and not seek special recognition, we could create a unified America
All cultural groups are entitled to maintain their own identity
All cultural groups should be recognized for their strengths and contributions
Some groups need to be helped to achieve equal treatment before we can reach the goals of a democratic society.


Final Stance - Diversity Post-Survey - Middle Level
9%
45%
41%
5%
0%
If every individual learned to accept and work with every other person, then there would be no intercultural problems
If all groups could be helped to contribute to the general good and not seek special recognition, we could create a unified America
All cultural groups are entitled to maintain their own identity
All cultural groups should be recognized for their strengths and contributions
Some groups need to be helped to achieve equal treatment before we can reach the goals of a democratic society.


Final Stance - Diversity Pre-Survey - Secondary
44%
25%
8%
13%
10%
If every individual learned to accept and work with every other person, then there would be no intercultural problems
If all groups could be helped to contribute to the general good and not seek special recognition, we could create a unified America
All cultural groups are entitled to maintain their own identity
All cultural groups should be recognized for their strengths and contributions
Some groups need to be helped to achieve equal treatment before we can reach the goals of a democratic society.

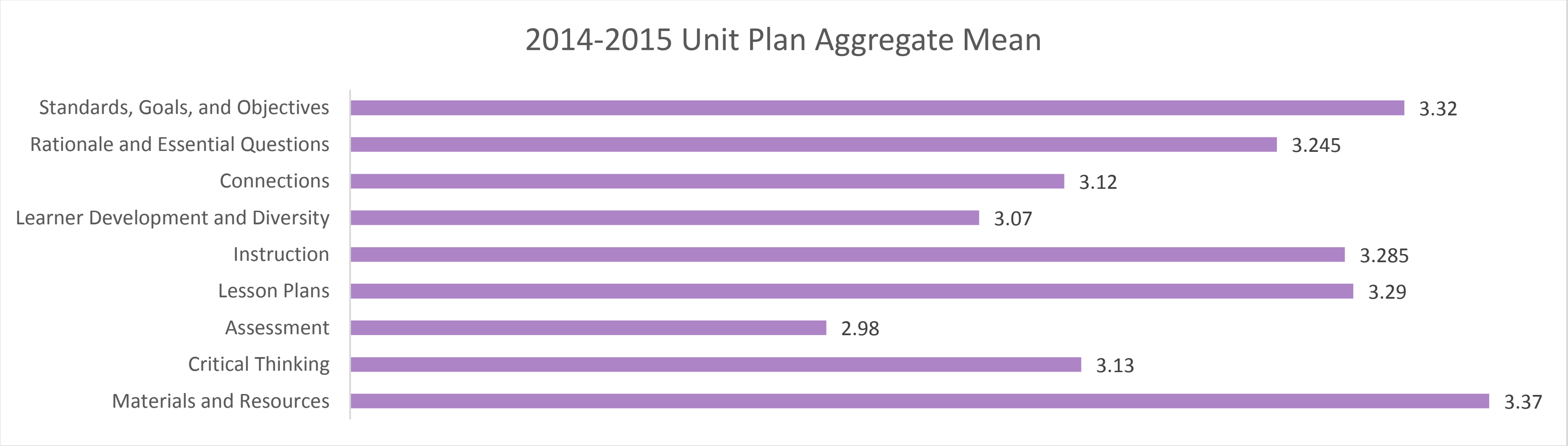

Final Stance - Diversity Post-Survey - Secondary
2%
36%
17%
15%
30%
If every individual learned to accept and work with every other person, then there would be no intercultural problems
If all groups could be helped to contribute to the general good and not seek special recognition, we could create a unified America
All cultural groups are entitled to maintain their own identity
All cultural groups should be recognized for their strengths and contributions
Some groups need to be helped to achieve equal treatment before we can reach the goals of a democratic society.


Final Stance - Diversity Pre-Survey - MAT
31%
21%
12%
32%
4%
If every individual learned to accept and work with every other person, then there would be no intercultural problems
If all groups could be helped to contribute to the general good and not seek special recognition, we could create a unified America
All cultural groups are entitled to maintain their own identity
All cultural groups should be recognized for their strengths and contributions


Final Stance - Diversity Post-Survey - MAT
26%
8%
9%
51%
6%
If every individual learned to accept and work with every other person, then there would be no intercultural problems
If all groups could be helped to contribute to the general good and not seek special recognition, we could create a unified America
All cultural groups are entitled to maintain their own identity
All cultural groups should be recognized for their strengths and contributions
Some groups need to be helped to achieve equal treatment before we can reach the goals of a democratic society.

UCA Key Assessment: Unit Plan Results 2014-2015 [32] [33]

Rubric Criteria n = 305	**Mean**	**Standard Deviation**	**% of Candidates Scoring Unsatisfactory**	**% of Candidates Scoring Basic**	**% of Candidates Scoring Proficient**	**% of Candidates Scoring Distinguished**
Standards, Unit Goals, and Lesson Objectives	3.32	0.63	0.5	7.5	51	40.5
Rationale and Unit Essential Questions	3.25	0.66	0.5	11	52	36.5
Connections	3.12	0.67	0.5	16	54.5	29
Learner Development and Diversity	3.07	0.68	0.5	19.5	53.5	27
Instruction	3.29	0.59	0	7.5	55.5	36.5
Lesson Plans	3.29	0.63	0.5	9.5	51.5	38.5
Assessment	2.98	0.66	2	17	62	19
Critical Thinking	3.13	0.64	0	15	57	28
Materials and Resources	3.37	0.58	0	5.5	51.5	43



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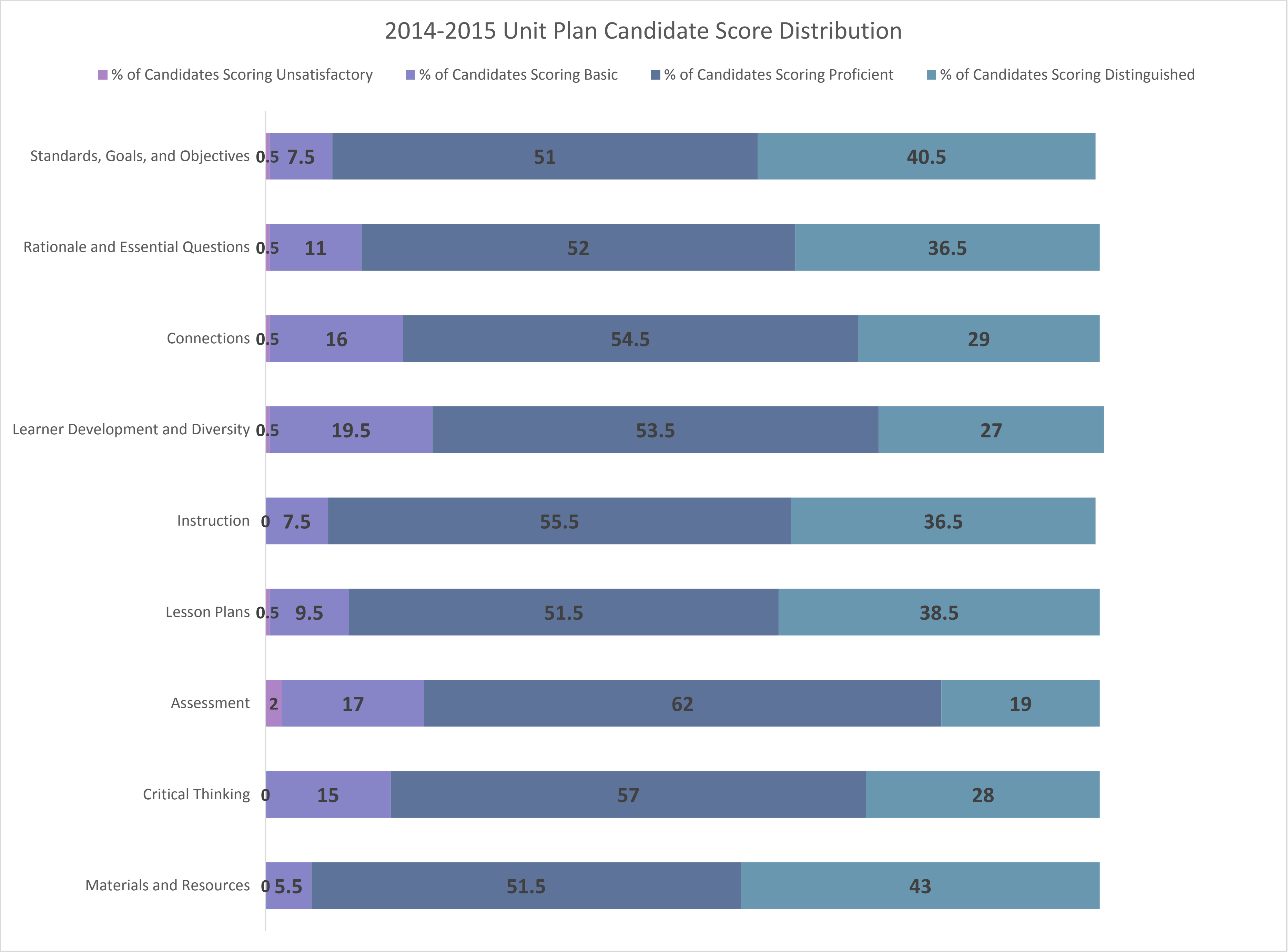
[32] Data Source: Chalk and Wire

[33] Administered to UCA initial teacher licensure candidates during the clinical internship experience. The rubric was new in the 2014-2015 academic year and revised in summer 2015 based on results of a conducted validity study and examination of 2014-2015 data. In 2014-2015, ten of the initial licensure programs use an identical rubric with two additional programs (i.e., WLAN, ELSE) using a modified version of the same rubric (ELSE added one criterion to the standard rubric; WLAN modified language in three criteria to reflect a consideration of language proficiency and foreign language content). ELSE had 89 candidates in the clinical experience in 2014-2015 and their data was integrated into the composite; WLAN had no candidates in the clinical experience in 2014-2015. Additionally, several programs also use a modified version of this rubric in classes taken prior to the final internship (MAT, English, and Middle Level). That data is not reflected here but may impact candidates' results due to repeated exposure to the rubric. Data selected included candidates' highest score reflected in final submission and did not include initial submissions which were scored and returned by instructor for revision. Continued rubric development and faculty calibration to establish inter-rater reliability is ongoing. Also, see footnote 5 on page 2 of this report.


2014-2015 Unit Plan Candidate Score Distribution
% of Candidates Scoring Unsatisfactory
% of Candidates Scoring Basic
% of Candidates Scoring Proficient
% of Candidates Scoring Distinguished
Standards, Goals, and Objectives
0.5
7.5
51
40.5
Rationale and Essential Questions
0.5
11
52
36.5
Connections
0.5
16
54.5
29
Learner Development and Diversity
0.5
19.5
53.5
27
Instruction
0
7.5
55.5
36.5
Lesson Plans
0.5
9.5
51.5
38.5
Assessment
2
17
62
19
Critical Thinking
0
15
57
28
Materials and Resources
0
5.5
51.5
43

UCA Key Assessment: Unit Plan Results by Program 2014-2015 [34]

	ELSE (n=89)		Middle Level (n=22)		Secondary (n=42)		K-12 (n=46)		MAT (n=111)	
	Mean	**SD**	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**
Standards, Unit Goals, and Lesson Objectives	3.43	0.58	3.05	0.56	3.22	0.55	2.81	0.39	3.36	0.69
Rationale and Unit Essential Questions	3.33	0.63	2.91	0.51	3.11	0.68	2.71	0.45	3.35	0.71
Connections	3.24	0.64	2.64	0.57	2.91	0.53	2.81	0.39	3.17	0.73
Learner Development and Diversity	3.17	0.67	2.77	0.60	2.76	0.69	2.86	0.35	3.17	0.70
Instruction	3.44	0.56	2.86	0.46	3.21	0.44	2.76	0.43	3.28	0.65
Lesson Plans	3.44	0.60	2.95	0.47	3.11	0.65	2.76	0.43	3.26	0.68
Assessment	3.00	0.65	2.77	0.60	2.85	0.61	2.62	0.58	3.13	0.71
Critical Thinking	3.25	0.64	2.91	0.42	3.02	0.67	2.52	0.50	3.14	0.66
Materials and Resources	3.49	0.56	3.05	0.56	3.30	0.44	2.86	0.5	3.38	0.64

	English (n=8)		FACS (n=9)		Math (n=9)		Science (n=5)		Social Studies (n=11)	
	Mean	**SD**	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**
Standards, Unit Goals, and Lesson Objectives	3.25	0.83	3.78	0.42	3.0	0.82	3.0	0.63	3.09	0.51
Rationale and Unit Essential Questions	3.5	0.5	3.44	0.68	3.0	0.82	2.6	0.8	3.00	0.60
Connections	3.5	0.5	3.0	0.67	2.67	0.67	2.4	0.8	3.00	0
Learner Development and Diversity	2.88	0.78	3.0	0.82	2.89	0.57	2.6	0.8	2.45	0.5
Instruction	3.5	0.5	3.56	0.68	2.78	0.63	3.2	0.4	3.0	0
Lesson Plans	3.13	0.78	3.67	0.67	2.56	0.93	3.2	0.4	3.0	0.43
Assessment	2.88	0.78	2.89	0.57	2.67	0.67	3.0	0.63	2.82	0.39
Critical Thinking	3.25	0.83	3.56	0.68	2.67	0.67	2.8	0.75	2.82	0.39
Materials and Resources	3.5	0.5	3.89	0.31	3.11	0.74	3.0	0.63	3.0	0

	Art (n=2)		KPED (n=12)		Music (n=21)	
	Mean	**SD**	**Mean**	**SD**	**Mean**	**SD**
Standards, Unit Goals, and Lesson Objectives	3.5		2.83	.37	2.81	.39
Rationale and Unit Essential Questions	3		3.0	0	2.71	.45
Connections	3.5		2.5	.76	2.81	.39
Learner Development and Diversity	3		2.75	.6	2.86	.35
Instruction	3.5		2.75	.6	2.76	.43
Lesson Plans	3.5		2.75	.6	2.76	.43
Assessment	3.5		2.5	.76	2.62	.58
Critical Thinking	3		2.75	.43	2.52	.5
Materials and Resources	3.5		2.92	.28	2.86	.35

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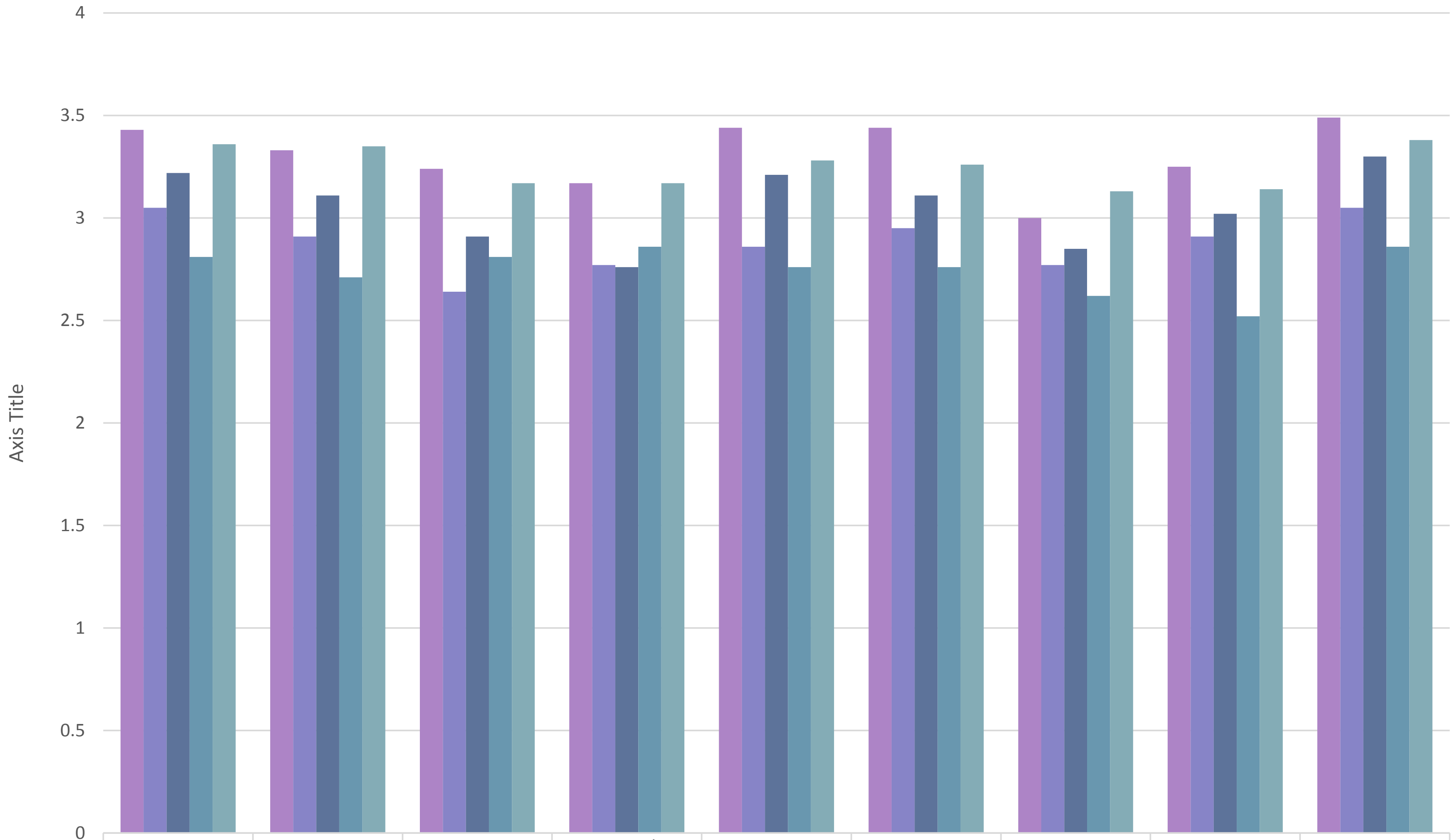
[34] Data Source: Chalk and Wire

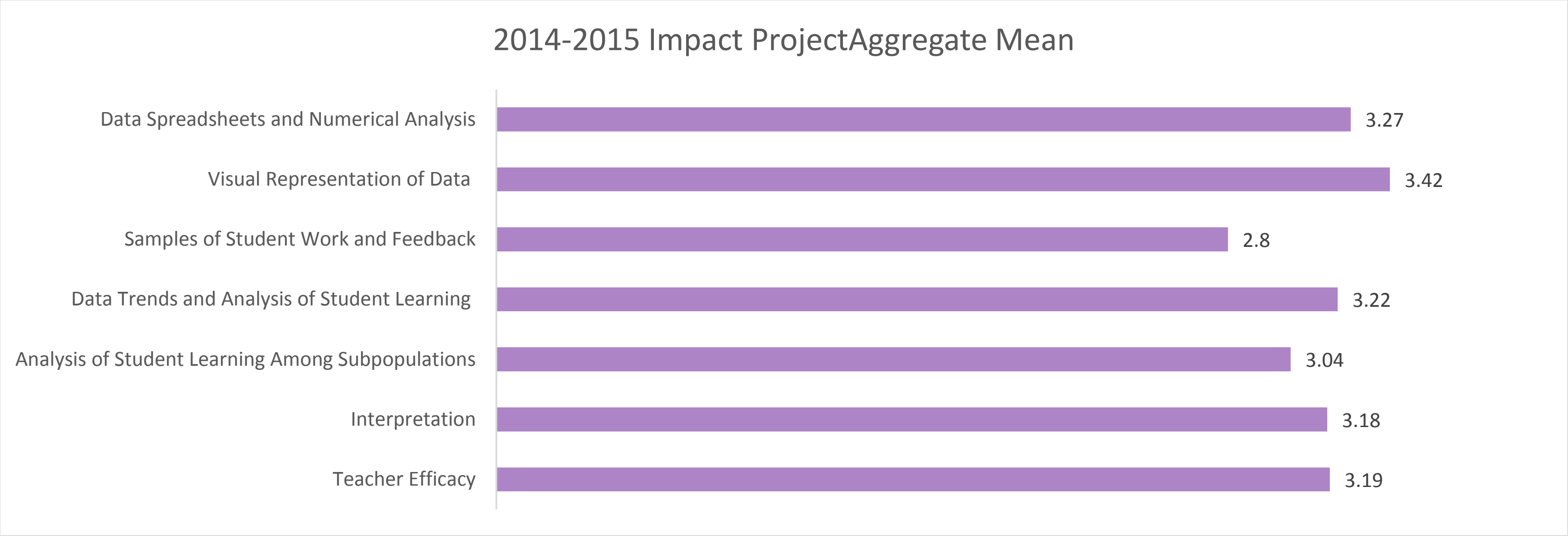
2014-2015 Unit Plan Mean Scores by Licensure Program



	Standards…	Rationale…	Connections	Lrnr Devo/ Div	Instruction	Lesson Plans	Assessment	Crit. Think.	Mat & Res
■ ELSE	3.43	3.33	3.24	3.17	3.44	3.44	3	3.25	3.49
■ Mid.Lvl.	3.05	2.91	2.64	2.77	2.86	2.95	2.77	2.91	3.05
■ SecEd	3.22	3.11	2.91	2.76	3.21	3.11	2.85	3.02	3.3
■ K-12	2.81	2.71	2.81	2.86	2.76	2.76	2.62	2.52	2.86
■ MAT	3.36	3.35	3.17	3.17	3.28	3.26	3.13	3.14	3.38

UCA Key Assessment: Impact on Student Learning Results 2014-2015 [35] [36]

Rubric Criteria n = 296	**Mean**	**Standard Deviation**	**% of Candidates Scoring Unsatisfactory**	**% of Candidates Scoring Basic**	**% of Candidates Scoring Proficient**	**% of Candidates Scoring Distinguished**
Data Spreadsheets and Numerical Analysis	3.27	0.64	1	7	55	36
Visual Representation of Data	3.42	0.65	1	7	42	50
Samples of Student Work and Feedback	2.80	0.91	10	24	42	24
Data Trends and Analysis of Student Learning	3.22	0.66	0	12	53	34
Analysis of Student Learning Among Subpopulations	3.04	0.71	1	20	53	26
Interpretation	3.18	0.67	1	13	54	32
Teacher Efficacy	3.19	0.67	1	13	53	33



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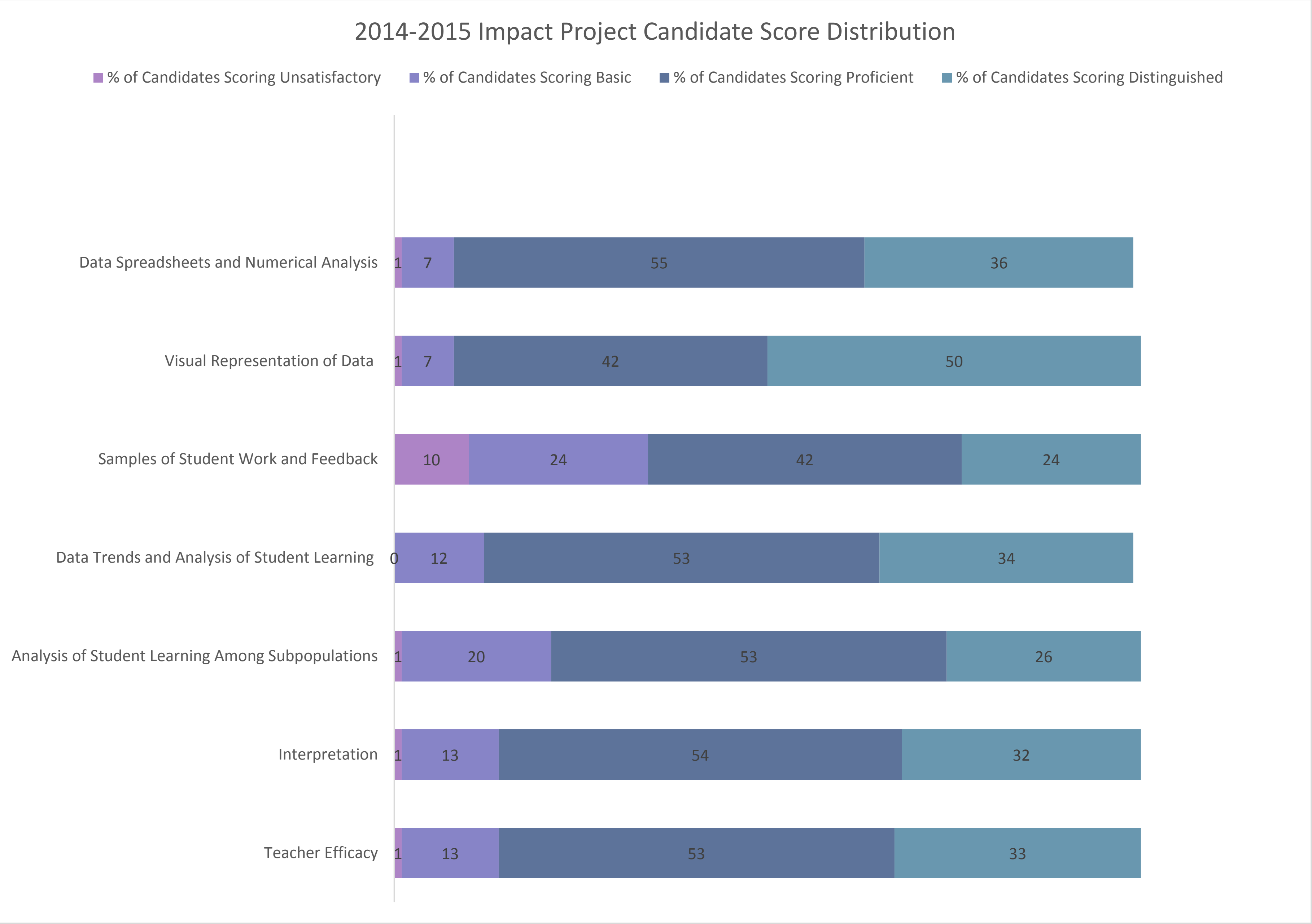
[35] Data Source: Chalk and Wire

[36] Administered to UCA initial teacher licensure candidates during the clinical internship experience. The rubric was new in the 2014-2015 academic year and revised in summer 2015 based on results of a conducted validity study and examination of 2014-2015 data. In 2014-2015, ten of the initial licensure programs use an identical rubric Data selected included candidates' highest score reflected in final submission and did not include initial submissions which were scored and returned by instructor for revision. Continued rubric development and faculty calibration to establish inter-rater reliability is ongoing. Also, see footnote 5 on page 2 of this report.


2014-2015 Impact Project Candidate Score Distribution
% of Candidates Scoring Unsatisfactory
% of Candidates Scoring Basic
% of Candidates Scoring Proficient
% of Candidates Scoring Distinguished
Data Spreadsheets and Numerical Analysis
1
7
55
36
Visual Representation of Data
1
7
42
50
Samples of Student Work and Feedback
10
24
42
24
Data Trends and Analysis of Student Learning
0
12
53
34
Analysis of Student Learning Among Subpopulations
1
20
53
26
Interpretation
1
13
54
32
Teacher Efficacy
1
13
53
33

UCA Key Assessment: Impact Project Results by Program 2014-2015 [37]

	ELSE (n=94)		Middle Level (n=24)		Secondary (n=42)		K-12 (n=46)		MAT (n=110)	
	Mean	**SD**	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**
Data Spreadsheets and Numerical Analysis	3.48	0.56	3.17	0.55	2.97	0.47	2.71	0.44	3.34	0.70
Visual Representation of Data	3.59	0.57	3.50	0.65	3.24	0.37	2.76	0.42	3.53	0.68
Samples of Student Work and Feedback	3.03	0.75	2.92	0.76	2.48	0.57	2.66	0.78	2.78	1.07
Data Trends and Analysis of Student Learning	3.44	0.63	3.04	0.54	3.15	0.45	2.88	0.38	3.22	0.72
Analysis of Student Learning Among Subpopulations	3.19	0.73	2.96	0.61	2.94	0.62	2.88	0.38	3.03	0.76
Interpretation	3.39	0.61	3.13	0.60	2.99	0.51	2.95	0.18	3.18	0.74
Teacher Efficacy	3.36	0.63	3.00	0.65	2.97	0.57	2.93	0.32	3.25	0.70

	English (n=8)		FACS (n=9)		Math (n=9)		Science (n=4)		Social Studies (n=11)	
	Mean	**SD**	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**
Data Spreadsheets and Numerical Analysis	2.88	0.60	3.56	0.50	2.67	0.82	2.75	0.43	3.00	0.00
Visual Representation of Data	3.25	0.43	3.89	0.31	2.89	0.74	3.00	0.00	3.18	0.39
Samples of Student Work and Feedback	3.13	0.78	2.00	0.00	2.22	0.79	2.50	0.50	2.55	0.78
Data Trends and Analysis of Student Learning	3.00	0.71	3.56	0.50	3.00	0.67	3.00	0.00	3.18	0.39
Analysis of Student Learning Among Subpopulations	3.00	0.71	3.22	0.63	3.00	0.82	2.50	0.50	3.00	0.43
Interpretation	2.88	0.93	2.89	0.57	3.00	0.67	3.00	0.00	3.18	0.39
Teacher Efficacy	3.00	1.00	2.78	0.63	2.78	0.79	3.00	0.00	3.27	0.45

	Art (n=2)		KPED (n=12)		Music (n=21)	
	Mean	**SD**	**Mean**	**SD**	**Mean**	**SD**
Data Spreadsheets and Numerical Analysis	2.5		2.83	0.37	2.81	0.50
Visual Representation of Data	3.0		2.42	0.49	2.86	0.35
Samples of Student Work and Feedback	3.0		2.42	0.76	2.57	0.79
Data Trends and Analysis of Student Learning	3.0		2.83	0.37	2.81	0.39
Analysis of Student Learning Among Subpopulations	3.0		2.83	0.37	2.81	0.39
Interpretation	3.0		3.00	0.00	2.86	0.35
Teacher Efficacy	3.0		2.92	0.28	2.86	0.35

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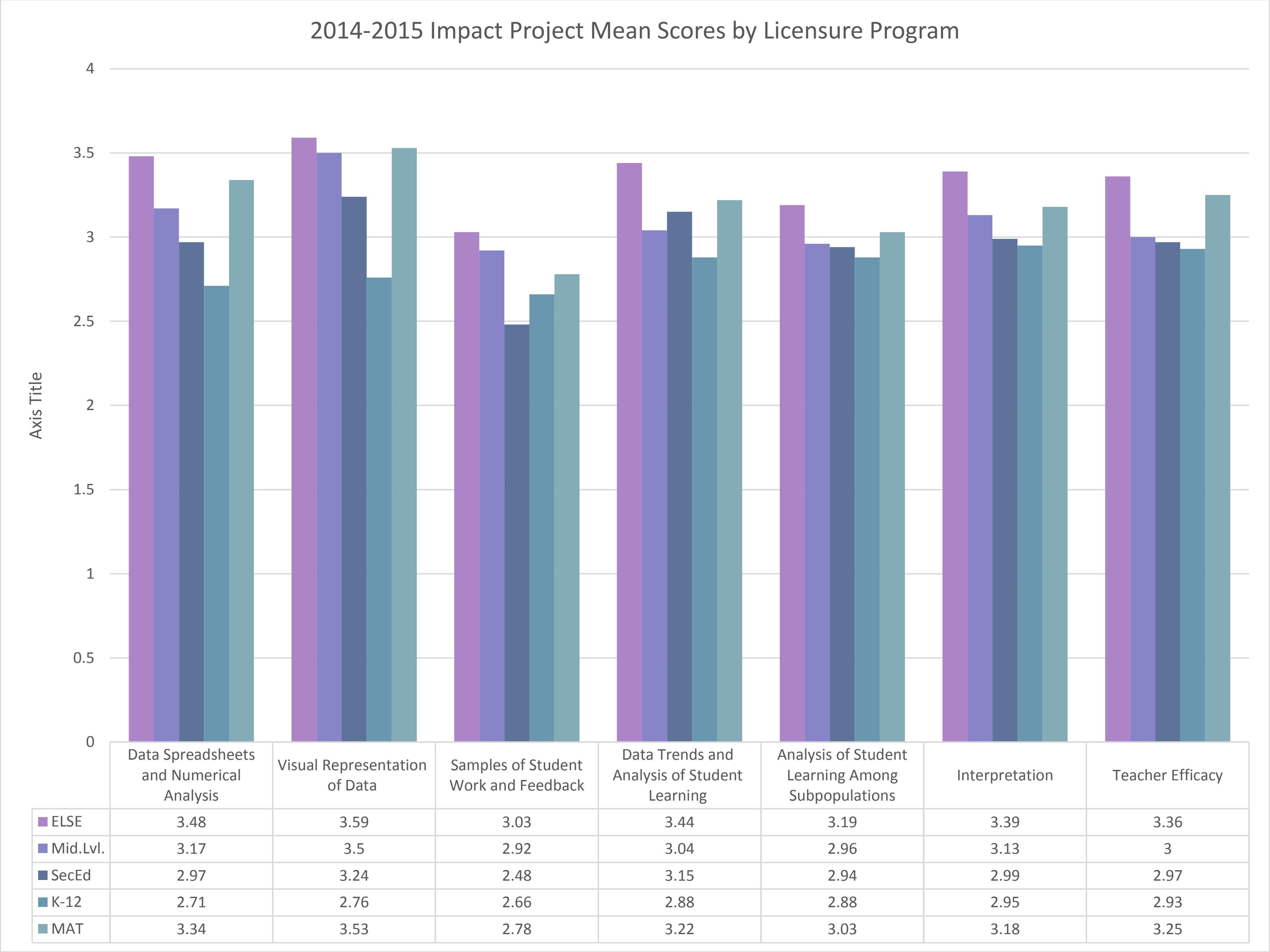
[37] Data Source: Chalk and Wire


2014-2015 Impact Project Mean Scores by Licensure Program

	Data Spreadsheets and Numerical Analysis	Visual Representation of Data	Samples of Student Work and Feedback	Data Trends and Analysis of Student Learning	Analysis of Student Learning Among Subpopulations	Interpretation	Teacher Efficacy
■ ELSE	3.48	3.59	3.03	3.44	3.19	3.39	3.36
■ Mid.Lvl.	3.17	3.5	2.92	3.04	2.96	3.13	3
■ SecEd	2.97	3.24	2.48	3.15	2.94	2.99	2.97
■ K-12	2.71	2.76	2.66	2.88	2.88	2.95	2.93
■ MAT	3.34	3.53	2.78	3.22	3.03	3.18	3.25

UCA Key Assessment: TESS Results 2014-2015 [38]

2014-2015 (n=262)	**Aggregate Mean – Lesson 1**	**Aggregate Mean – Lesson 2**	**Aggregate Mean – Lesson 3**	**Aggregate Mean – Lesson 4**	**Aggregate Mean – Summative Eval.**
1a. Demonstrating Knowledge of Content and Pedagogy	2.71	2.88	2.95	2.99	3.03
1b. Demonstrating Knowledge of Students	2.61	2.87	2.94	3.01	3.09
1c. Setting Instructional Outcomes	2.69	2.88	2.95	3.01	3.04
1d. Demonstrating Knowledge of Resources	2.77	2.93	2.97	3.05	3.05
1e. Designing Coherent Instruction	2.74	2.90	2.96	3.00	3.05
1f. Designing Student Assessments	2.64	2.82	2.88	2.91	3.01
2a. Creating an Environment of Respect and Rapport	2.88	3.03	3.09	3.10	3.19
2b. Establishing a Culture for Learning	2.78	2.95	3.01	3.05	3.11
2c. Managing Classroom Procedures	2.79	2.90	2.99	2.98	3.08
2d. Managing Student Behavior	2.79	2.91	2.96	2.97	3.07
2e. Organizing Physical Space	2.97	3.05	3.10	3.11	3.14
3a. Communicating With Students	2.75	2.89	2.97	2.98	3.07
3b. Using Questioning and Discussion Techniques	2.62	2.81	2.88	3.01	2.98
3c. Engaging Students in Learning	2.77	2.86	2.96	3.03	3.07
3d. Using Assessment in Instruction	2.68	2.81	2.87	2.93	3.00
3e. Demonstrating Flexibility and Responsiveness	2.81	2.93	3.01	3.06	3.11
4a. Reflecting on Teaching	2.95	3.03	3.09	3.16	3.15
4b. Maintaining Accurate Records[39]		3.03			3.12
4c. Communicating with Families		3.00			3.05
4d. Participating in a Professional Community		2.98			3.10
4e. Growing and Developing Professionally		2.98			3.15
4f. Showing Professionalism		3.06			3.18

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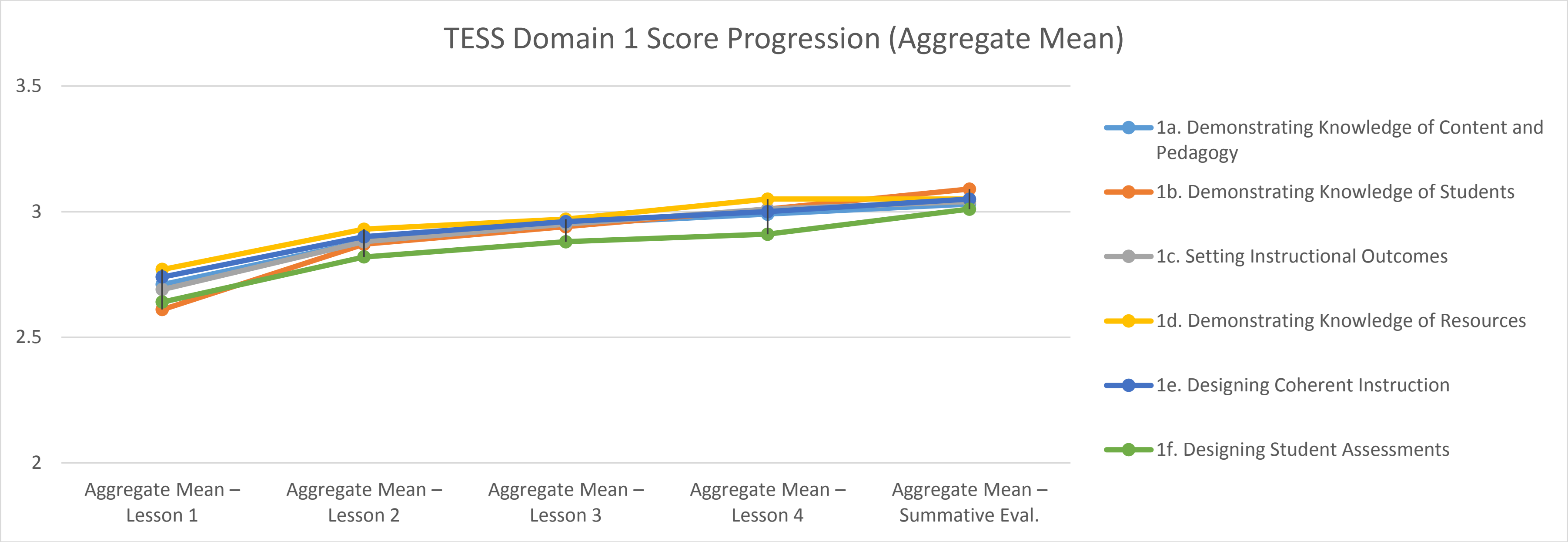
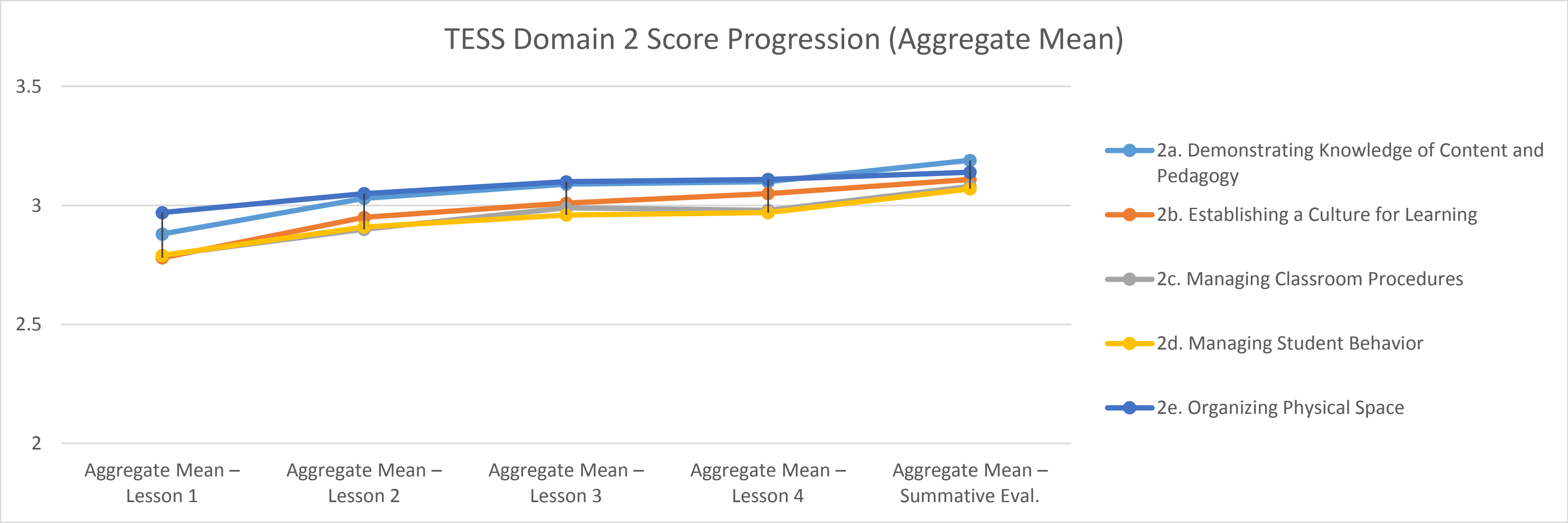
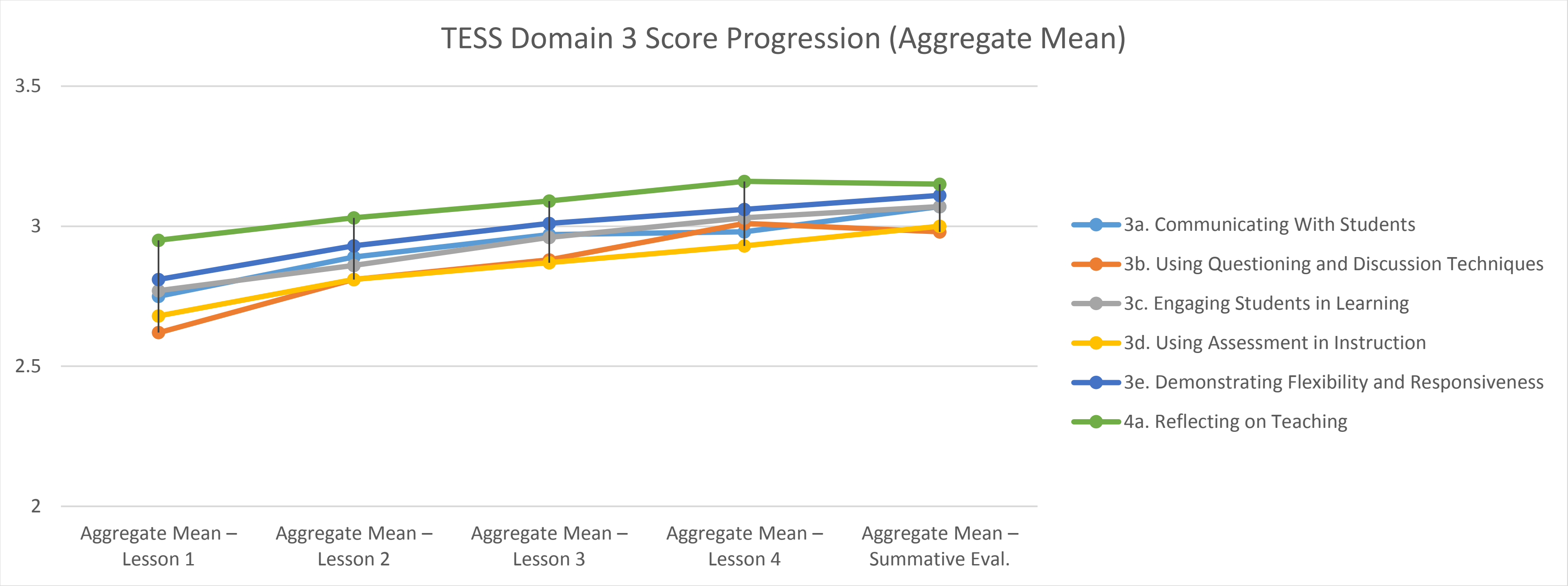
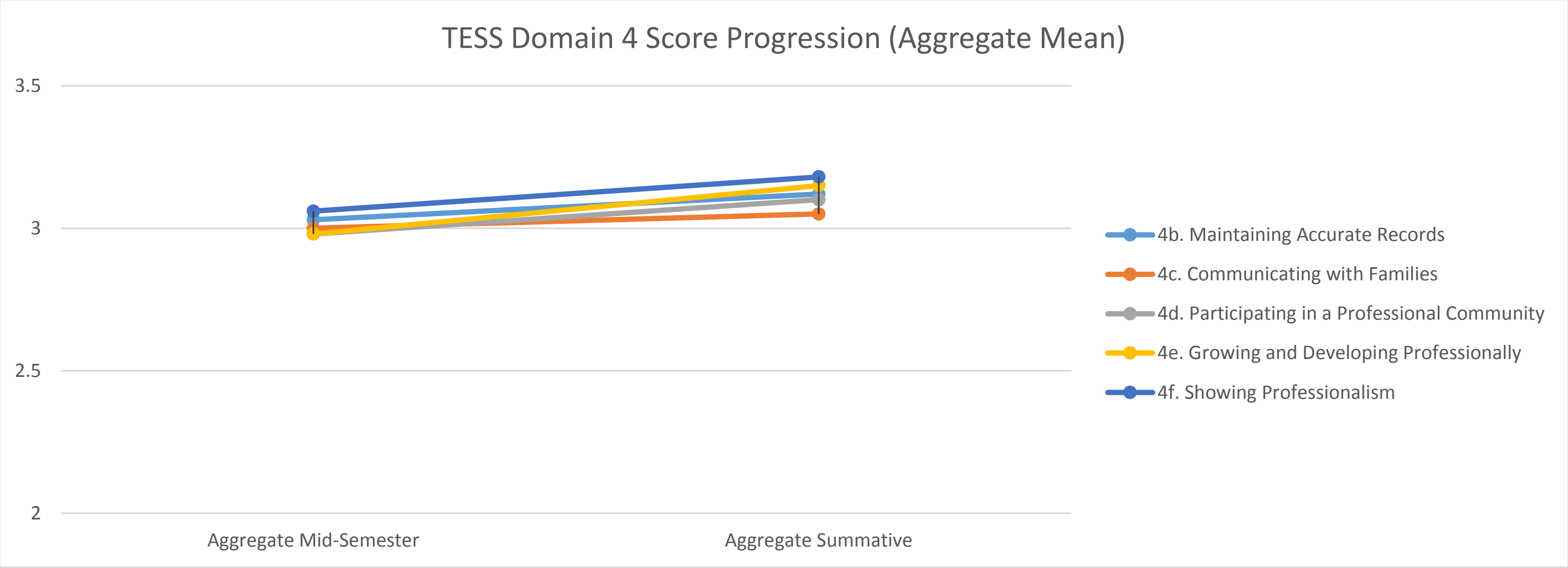
[38] Data Source: Chalk and Wire

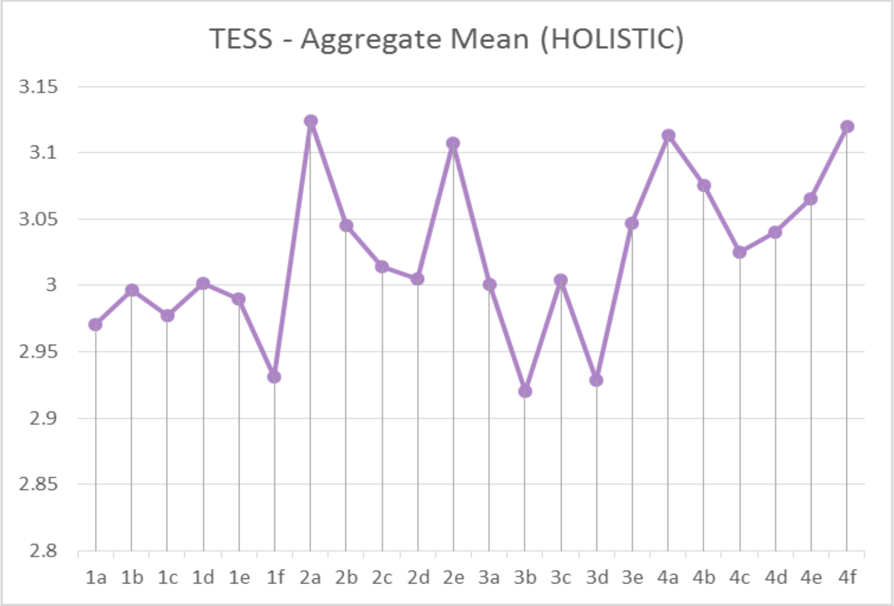
[39] Note: ELSE program did not use the mid-semester checkpoint for Domain 4b-4f


TESS Domain 1 Score Progression (Aggregate Mean)
3.5
3
2.5
2
Aggregate Mean – Lesson 1
Aggregate Mean – Lesson 2
Aggregate Mean – Lesson 3
Aggregate Mean – Lesson 4
Aggregate Mean – Summative Eval.
1a. Demonstrating Knowledge of Content and Pedagogy
1b. Demonstrating Knowledge of Students
1c. Setting Instructional Outcomes
1d. Demonstrating Knowledge of Resources
1e. Designing Coherent Instruction
1f. Designing Student Assessments

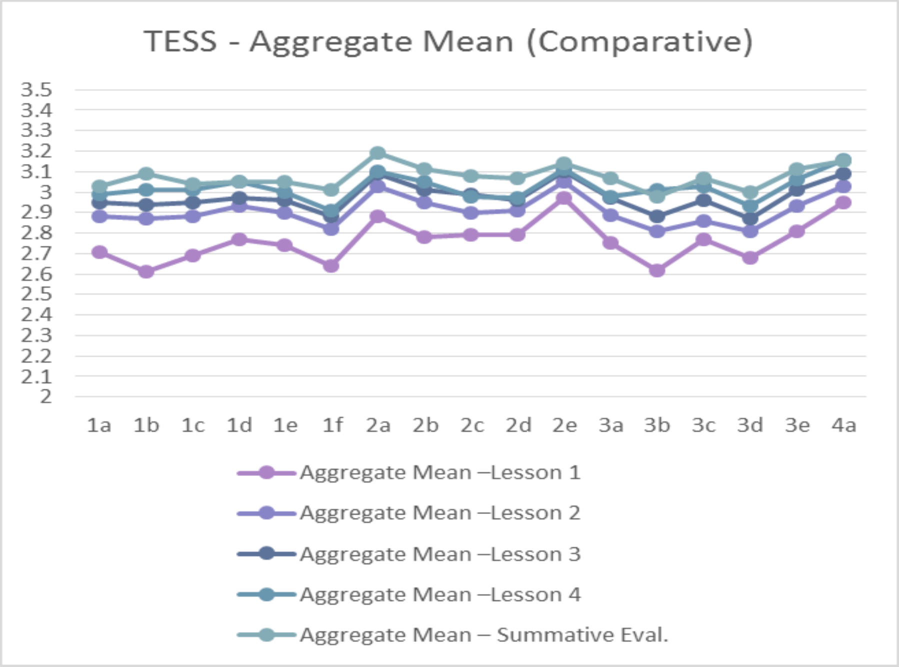

TESS Domain 2 Score Progression (Aggregate Mean)
3.5
3
2.5
2
Aggregate Mean – Lesson 1
Aggregate Mean – Lesson 2
Aggregate Mean – Lesson 3
Aggregate Mean – Lesson 4
Aggregate Mean – Summative Eval.
2a. Demonstrating Knowledge of Content and Pedagogy
2b. Establishing a Culture for Learning
2c. Managing Classroom Procedures
2d. Managing Student Behavior
2e. Organizing Physical Space


TESS Domain 3 Score Progression (Aggregate Mean)
3.5
3
2.5
2
Aggregate Mean – Lesson 1
Aggregate Mean – Lesson 2
Aggregate Mean – Lesson 3
Aggregate Mean – Lesson 4
Aggregate Mean – Summative Eval.
3a. Communicating With Students
3b. Using Questioning and Discussion Techniques
3c. Engaging Students in Learning
3d. Using Assessment in Instruction
3e. Demonstrating Flexibility and Responsiveness
4a. Reflecting on Teaching


TESS Domain 4 Score Progression (Aggregate Mean)
3.5
3
2.5
2
Aggregate Mid-Semester
Aggregate Summative
4b. Maintaining Accurate Records
4c. Communicating with Families
4d. Participating in a Professional Community
4e. Growing and Developing Professionally
4f. Showing Professionalism



TESS - Aggregate Mean (HOLISTIC)
3.15
3.1
3.05
3
2.95
2.9
2.85
2.8
1a
1b
1c
1d
1e
1f
2a
2b
2c
2d
2e
3a
3b
3c
3d
3e
4a
4b
4c
4d
4e
4f



TESS - Aggregate Mean (Comparative)
3.5
3.4
3.3
3.2
3.1
3
2.9
2.8
2.7
2.6
2.5
2.4
2.3
2.2
2.1
2
1a
1b
1c
1d
1e
1f
2a
2b
2c
2d
2e
3a
3b
3c
3d
3e
4a
Aggregate Mean –Lesson 1
Aggregate Mean –Lesson 2
Aggregate Mean –Lesson 3
Aggregate Mean –Lesson 4
Aggregate Mean – Summative Eval.

UCA Key Assessment: TESS Results 2014-2015 [40]

	ELSE					Middle Level					MAT			
2014-2015	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Smtv**	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Smtv**	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Smtv**
n[41]	*58*[42]	*93*	*101*	*96*	*100*	*24*	*21*	*22*	*22*	*20*	*122*	*126*	*113*	*110*
1a. Demonstrating Knowledge of Content and Pedagogy	2.89	2.96	2.98	3.05	3.03	2.33	2.83	2.68	2.95	2.95	2.66	2.83	3.02	3.11
1b. Demonstrating Knowledge of Students	2.85	2.91	2.96	3.12	3.12	2.23	2.81	2.68	2.86	3.08	2.58	2.85	3.04	3.14
1c. Setting Instructional Outcomes	2.82	2.92	2.95	3.09	3.08	2.29	2.76	2.86	3	3.1	2.72	2.88	3.02	3.09
1d. Demonstrating Knowledge of Resources	2.84	2.95	2.99	3.09	3.08	2.48	2.86	2.91	3.09	3.15	2.77	2.93	3.02	3.08
1e. Designing Coherent Instruction	2.84	2.94	2.99	3.04	3.06	2.29	2.76	2.7	3	3.03	2.72	2.95	3.08	3.11
1f. Designing Student Assessments	2.83	2.89	2.95	3.01	3.06	2.44	2.79	2.75	2.91	3	2.63	2.80	2.94	3.07
n	*58*	*93*	*98*	*92*	*100*	*22*	*21*	*21*	*21*	*20*	*116*	*116*	*112*	*110*
2a. Creating an Environment of Respect and Rapport	2.94	3.07	3.11	3.15	3.20	2.34	2.9	2.81	3.02	3.05	2.94	3.05	3.20	3.29
2b. Establishing a Culture for Learning	2.88	2.96	3.00	3.10	3.14	2.27	2.88	2.79	2.98	3.08	2.83	2.98	3.12	3.19
2c. Managing Classroom Procedures	2.89	2.95	3.02	3.05	3.13	2.43	2.95	2.88	2.9	3.03	2.81	2.87	3.05	3.14
2d. Managing Student Behavior	2.78	2.95	2.95	3.02	3.08	2.45	2.76	2.76	2.9	2.93	2.82	2.95	3.09	3.15
2e. Organizing Physical Space	2.96	3.02	3.09	3.16	3.09	2.52	3.02	2.95	3.07	3.08	3.03	3.10	3.20	3.26
3a. Communicating With Students	2.84	2.87	2.97	3.02	3.07	2.39	2.81	2.88	3	3.03	2.78	2.94	3.05	3.14
3b. Using Questioning and Discussion Techniques	2.77	2.93	2.98	3.10	3.05	2.32	2.79	2.55	2.98	3.03	2.59	2.77	2.92	2.97
3c. Engaging Students in Learning	2.88	2.89	2.97	3.06	3.09	2.48	2.88	2.9	3.12	3.13	2.80	2.89	3.04	3.13
3d. Using Assessment in Instruction	2.75	2.79	2.91	3.02	3.03	2.32	2.88	2.81	2.95	3	2.74	2.87	2.93	3.04
3e. Demonstrating Flexibility and Responsiveness	2.92	2.98	3.04	3.12	3.13	2.43	3	2.93	3.02	3.08	2.81	2.93	3.07	3.15
4a. Reflecting on Teaching	2.99	3.00	3.16	3.22	3.18	2.32	2.9	2.95	3.14	3.18	3.03	3.12	3.16	3.21
n					*100*				*21*	*20*			*115*	*110*
4b. Maintaining Accurate Records					3.09				2.74	3.13			3.12	3.21
4c. Communicating with Families					3.00				2.83	3.03			3.08	3.19
4d. Participating in a Professional Community					3.07				2.81	3.08			3.07	3.21
4e. Growing and Developing Professionally					3.05				2.93	3.08			3.05	3.25
4f. Showing Professionalism					3.20				3.02	3.18			3.14	3.27

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[40] Data Source: Chalk and Wire

[41] Some variation of n is due to candidates “re-taking” a given assessment. Data for 2015-2016 will be pulled for “latest submission” only to cut down on this effect

[42] Variation in n here due to program switching rubrics (77 vs. 22).

UCA Key Assessment: TESS Results 2014-2015 [43]

	English					FACS					Music				
2014-2015	**L1**	**L2**	**L3**	**L4**	**s**	**L1**	**L2**	**L3**	**L4**	**s**	**L1**	**L2**	**L3**	**L4**	**s**
n[44]	*8*	*9*	*8*	*6*	*7*	*9*	*9*	*9*	*9*	*9*	*23*	*23*	*22*	*23*	*56*
1a. Demonstrating Knowledge of Content and Pedagogy	2.63	3.11	3.13	3.08	2.86	2.83	2.78	2.89	2.78	2.72	2.83	2.91	2.84	2.89	2.91
1b. Demonstrating Knowledge of Students	2.75	3.11	2.88	3.0	2.86	2.83	2.89	2.89	3.0	2.94	2.5	2.78	2.68	2.83	2.93
1c. Setting Instructional Outcomes	2.63	2.78	2.81	2.83	2.79	2.83	2.94	2.83	2.89	2.89	2.65	2.91	2.73	2.78	2.90
1d. Demonstrating Knowledge of Resources	3.0	3.11	2.75	3.42	3.07	2.72	2.78	2.83	2.83	2.89	2.78	2.98	2.91	2.93	2.92
1e. Designing Coherent Instruction	2.88	3.17	2.81	3.0	2.93	2.78	3.0	2.78	2.94	3.0	2.76	2.76	2.82	2.80	2.90
1f. Designing Student Assessments	2.50	2.94	2.81	2.67	2.64	2.61	2.78	2.72	2.72	2.83	2.41	2.67	2.66	2.57	2.90
n	*8*	*8*	*8*	*6*	*7*	*9*	*9*	*9*	*9*	*9*	*21*	*21*	*21*	*21*	*11*
2a. Creating an Environment of Respect and Rapport	3.0	3.06	3.19	3.17	3.29	3.0	3.0	2.94	3.0	3.0	2.86	3.02	2.83	2.98	2.92
2b. Establishing a Culture for Learning	2.56	2.88	3.0	3.08	3.0	2.61	2.83	2.83	3.0	2.83	2.79	2.86	2.81	2.98	2.92
2c. Managing Classroom Procedures	2.94	3.0	3.0	3.08	3.14	2.94	2.94	3.0	2.83	3.0	2.81	2.90	2.74	2.90	2.90
2d. Managing Student Behavior	2.94	2.81	3.06	3.17	3.0	2.94	2.94	2.89	2.94	3.0	2.81	2.93	2.55	2.83	2.90
2e. Organizing Physical Space	3.13	3.13	3.31	3.67	3.21	3.0	3.0	2.94	3.0	3.0	2.95	3.02	2.95	3.05	2.93
3a. Communicating With Students	2.69	2.75	3.0	3.0	3.14	2.83	3.0	2.89	3.0	3.0	2.62	2.81	2.74	2.86	2.91
3b. Using Questioning and Discussion Techniques	2.69	2.75	2.75	2.75	2.79	2.44	2.56	2.67	2.83	2.67	2.67	2.74	2.67	2.88	2.90
3c. Engaging Students in Learning	2.75	2.94	2.94	2.92	2.93	2.94	2.61	2.78	2.94	2.89	2.71	2.64	2.67	2.95	2.89
3d. Using Assessment in Instruction	2.31	2.63	2.75	2.83	2.64	2.89	2.94	2.72	2.67	2.89	2.55	2.74	2.64	2.76	2.92
3e. Demonstrating Flexibility and Responsiveness	2.75	2.81	3.0	3.42	3.29	3.0	3.0	3.0	3.0	2.94	2.74	2.83	2.81	2.95	2.92
4a. Reflecting on Teaching	3.25	3.5	3.56	3.42	3.36	2.78	2.83	2.67	2.94	2.83	2.93	2.88	2.81	3.05	2.93
n				*8*	*8*					*5*					
4b. Maintaining Accurate Records				3.25	3.29					2.89				2.73	2.91
4c. Communicating with Families				3.06	3.0					3.0				2.68	2.89
4d. Participating in a Professional Community				3.06	3.07					3.0				2.64	2.91
4e. Growing and Developing Professionally				3.13	3.21					3.0				2.55	2.93
4f. Showing Professionalism				3.19	3.29					2.89				2.55	2.92

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[43] Data Source: Chalk and Wire

[44] Some variation of n is due to candidates “re-taking” a given assessment. Data for 2015-2016 will be pulled for “latest submission” only to cut down on this effect

UCA Key Assessment: TESS Results 2014-2015 [45]

	Math					Science					KPED				
2014-2015	**L1**	**L2**	**L3**	**L4**	**s**	**L1**	**L2**	**L3**	**L4**	**s**	**L1**	**L2**	**L3**	**L4**	**s**
n[46]	*9*	*9*	*10*	*9*	*8*	*7*	*4*	*4*	*4*	*4*	*14*	*13*	*12*	*12*	*11*
1a. Demonstrating Knowledge of Content and Pedagogy	2.72	2.72	2.75	2.83	2.81	2.57	2.38	2.63	2.88	3.0	2.5	2.81	2.83	2.75	3.0
1b. Demonstrating Knowledge of Students	2.61	2.78	2.85	2.89	2.81	2.64	2.63	2.75	2.88	3.0	2.29	2.58	2.83	2.79	3.0
1c. Setting Instructional Outcomes	2.67	2.89	2.90	2.83	2.75	2.64	2.63	3.0	3.0	3.0	2.54	2.81	2.88	2.92	3.0
1d. Demonstrating Knowledge of Resources	2.72	2.94	2.95	2.94	2.81	2.50	2.25	2.50	2.75	2.5	2.64	2.50	2.75	2.83	3.0
1e. Designing Coherent Instruction	2.78	2.67	2.70	2.94	2.69	2.79	2.88	2.88	3.0	3.0	2.64	2.69	2.71	2.96	3.0
1f. Designing Student Assessments	2.67	2.67	2.65	2.78	2.63	2.64	2.50	2.63	2.88	3.0	2.29	2.77	2.75	2.83	3.0
n	*9*	*9*	*9*	*9*	*8*	*5*	*4*	*4*	*4*	*4*	*13*	*12*	*12*	*13*	*11*
2a. Creating an Environment of Respect and Rapport	3.0	3.06	2.78	3.0	3.0	2.7	2.75	3.0	2.88	3.0	2.85	2.92	3.0	2.96	3.0
2b. Establishing a Culture for Learning	2.83	2.78	2.94	2.89	2.88	2.9	3.0	3.0	3.0	3.0	2.62	2.92	2.96	3.0	3.0
2c. Managing Classroom Procedures	2.78	2.83	2.94	3.0	2.88	2.9	2.75	2.63	2.88	3.0	2.73	2.92	2.88	2.85	3.0
2d. Managing Student Behavior	2.83	2.83	2.83	2.89	2.81	2.5	2.50	2.88	2.88	3.0	2.88	2.88	2.88	3.0	3.0
2e. Organizing Physical Space	2.89	3.0	3.0	3.0	3.0	2.8	2.50	2.63	2.75	3.0	2.81	2.92	2.88	3.0	3.0
3a. Communicating With Students	2.83	2.89	2.89	2.94	2.81	2.8	2.88	3.0	2.88	3.0	2.81	2.83	2.79	2.88	3.0
3b. Using Questioning and Discussion Techniques	2.67	2.78	2.78	2.89	2.75	2.7	2.50	2.88	2.88	2.75	2.65	2.67	2.83	2.88	3.0
3c. Engaging Students in Learning	2.78	2.89	2.78	3.06	2.75	2.8	2.75	2.88	3.0	2.88	2.62	2.79	2.83	2.92	3.0
3d. Using Assessment in Instruction	2.83	2.83	2.83	2.78	2.75	2.6	2.63	2.63	3.0	2.88	2.69	2.75	2.71	2.96	3.0
3e. Demonstrating Flexibility and Responsiveness	2.67	2.89	2.94	2.89	2.88	2.8	2.88	3.0	3.0	3.0	2.77	2.75	2.83	2.96	3.0
4a. Reflecting on Teaching	2.83	3.0	2.89	3.17	2.88	3.1	3.0	3.0	3.0	3.0	2.85	2.67	3.0	2.85	3.0
n				*10*	*8*				*4*	*4*				*12*	*11*
4b. Maintaining Accurate Records				3.05	2.94				3.0	3.0				2.96	3.0
4c. Communicating with Families				2.95	2.69				2.88	2.63				2.96	3.0
4d. Participating in a Professional Community				2.80	2.75				2.63	2.63				2.88	3.0
4e. Growing and Developing Professionally				2.85	2.88				2.50	3.0				3.0	3.0
4f. Showing Professionalism				3.10	2.88				3.0	3.0				3.0	3.0

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[45] Data Source: Chalk and Wire

[46] Some variation of n is due to candidates "re-taking" a given assessment. Data for 2015-2016 will be pulled for "latest submission" only to cut down on this effect