

INSTITUTIONAL REPORT CARD

Annual Institutional Questionnaire on Teacher Preparation: *Academic Year 1999-2000*

Deadline: April 7, 2001

You must return two signed copies and diskette.
Return to:
Office of Professional Quality Enhancement
Arkansas Dept of Education
#4 Capitol Mall, Rm 405-B
Little Rock, AR 72201.
For questions, contact Jo Cheek at 682-4589.

Institution name:	UNIVERSITY OF CENTRAL ARKANSAS		
Respondent name and title:	Ken Vaughn, Director Of Professional Field Services		
Respondent phone number:	501-450-3131	Fax:	501-450-5609
Electronic name address:	kenv@mail.uca.edu		
Address:	University Of Central Arkansas, Box 5015		
City:	Conway	State:	AR
		Zip:	72035

Section I. Pass rates. – This section will be provided directly to the Arkansas Department of Education from the Educational Testing Service

Section II. Program Information

(A) Number of students formally admitted and are currently active in the initial teacher preparation program at your institution.

Please specify the number of students formally admitted to and are currently active in the initial teacher preparation program during academic year 1999-2000, including all areas of specialization.

1. Total number of students formally admitted to and are currently active in the initial teacher preparation program during 1999-2000.	496
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(B) Information about supervised student teaching:

2. How many students (in the initial licensure program) were in programs of supervised student teaching during academic year 1999-2000?	251
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Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 1999-2000:

3. Please provide the numbers of supervising faculty who were:

a) Appointed full-time faculty in professional education: an individual who works full-time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.	11
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b) Appointed part-time faculty in professional education and full-time in the institution: any full-time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.	10
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<p>c) Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part-time university faculty or pre- K-12 teachers who supervise prospective teachers. The numbers do <u>not</u> include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.</p>	7
B3. = SUM of 3(a) + 3(b) + 3(c) =	28
<p>4. The student/faculty ratio was (divide the total given in B2. by the total number given in B3.):</p>	8.96
<p>5. The average number of hours per week required of student participation in supervised student teaching in those programs was: <i>(in hours)</i></p>	40.00
<p>6. The total number of weeks of supervised student teaching required is: <i>(in weeks)</i></p>	16.00
<p>7. The total number of hours required is: <i>(in hours)</i> <i>[Multiply B5. X B6.]</i></p>	640.00
(C) Information about state approval or accreditation of teacher preparation programs:	
<p>8. Is your teacher preparation program currently approved or accredited by the state? <i>(Check only if yes)</i></p>	<input checked="" type="checkbox"/>
<p>9. Is your teacher preparation program currently approved or accredited by NCATE? <i>(Check only if yes)</i></p>	<input checked="" type="checkbox"/>
<p>10. Is your teacher preparation program currently under a designation as "low performing" by the state (as per section 208(a) of the HEA of 1998)? <i>(Check only if yes)</i></p> <p>NOTE: See Arkansas definitions for "low performing" programs.</p>	<input type="checkbox"/>
(D) Information about Praxis requirements of teacher preparation programs:	
<p>a) Is the passing of the Praxis I assessment required for entry into the institution's teacher preparation program? <i>(Check only if yes)</i></p>	<input checked="" type="checkbox"/>
<p>b) Is the passing of the Praxis I assessment required for completion of the institution's teacher preparation program? <i>(Check only if yes)</i></p>	<input checked="" type="checkbox"/>
<p>c) Is the passing of the Praxis II assessments required prior to entry into the institution's teacher preparation program? <i>Check only if yes)</i></p>	<input type="checkbox"/>
<p>d) Is the passing of the Praxis II assessments required prior to completion of the institution's teacher preparation program? <i>(Check only if yes)</i></p>	<input type="checkbox"/>

Section III. Contextual Information (optional)

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this questionnaire. (Maximum length of narrative is three pages – single-spaced, 12-pt font, Times New Roman)

A. Overview of Institution

The University of Central Arkansas (UCA) takes pride in its history, a history that includes teacher education as a primary role. Created in 1907 by the Arkansas General Assembly, the Arkansas State Normal School's mission was to prepare teachers for the state, a fact emphasized by its location in the geographical center of Arkansas. First classes were held in 1908 with 107 students. As the school grew, so did its purpose, and three additional name changes reflect this reorganization—Arkansas State Teachers College in 1925, State College of Arkansas in 1967, and the University of Central Arkansas in 1975.

Although the University of Central Arkansas has developed into a multipurpose institution, its role in teacher education has in no way been diminished. There remains a strong commitment to teacher education, to the specialized preparation of educational professionals, and to provide service to schools throughout the state. The University is recognized regionally and nationally as providing leading educational preparatory programs in the area. The University of Central Arkansas prepares individuals for professional school roles at the bachelor's, master's, specialist, and doctoral level.

The University of Central Arkansas is committed to maintaining its leadership role in the state by providing quality programs for those it serves. By creating frameworks, which empower educational professionals to face the rich and diverse challenges awaiting them, UCA is upholding its traditions while affirming expectations for its future. Professional education programs at the University of Central Arkansas are approved by the Arkansas Department of Education and accredited by the North Central Association of Colleges and Schools and the National Council for the Accreditation of Teacher Education.

B. Overview of Education Program

The purpose of the education program at UCA is to prepare professional educators who through a variety of structured and sequential experiences develop a deep understanding of the subject matter they will teach and become skilled in practices that lead most effectively to the improvement of student learning. These experiences are designed to allow teacher candidates the opportunity to demonstrate proficient and flexible use of different ways of teaching to engage all students in learning actively. Teacher candidates are well versed in the characteristics of students of different ages, abilities, and cultural backgrounds; develop skill in integrating technology into instruction and creating an environment in which all students can be successful and want to learn; will know when and how to assess learning through various forms of traditional and authentic assessments; will be able to reflect critically upon their own performance as well as the performance of students under their charge as they design learning experiences; will demonstrate professionalism with all students, parents, colleagues, and community members; and will value collaboration with other professionals and community members in the improvement of educational experiences for students.

Candidates are admitted and retained in the professional education program based upon their demonstration of a high level of effectiveness on various performance-based assessments. Candidate interviews, writing samples, academic performance, and standardized examination scores are used in the admission process (Level I of the program). Upon admission, candidates are assigned mentors from their academic department. These mentors monitor candidate progress and play a significant role in preparing the candidate for admission into and exit from the internship experience (Level II). Performance-based assessments (portfolio), academic performance, and successful completion of required standardized test scores are required of each candidate prior to completion of the professional education program.

Teacher candidates will meet the Principles for Licensure of Beginning Teachers as they complete their programs of study. Candidates will be assessed using the newly developed UCA Teacher Performance Outcomes Assessment Instrument that incorporates the Arkansas Model for Pathwise Classroom Mentoring/Observation System. Candidates will also be assessed throughout their preparation program using institutional, state, and professional standards.

C. Special Characteristics

The University of Central Arkansas uses a collaborative approach in the preparation of professional educators for the schools of our state and nation. The professional education faculty, the faculty in the candidate's major area of study, and the practitioner in the public school setting have a role in this preparation. The professional education faculty assist candidates in the identification and application of "best practices" in education. This faculty provides candidates the opportunity to learn through the use of case studies. They are also integral in helping candidates identify and internalize the frameworks for successful teaching and student learning. The faculty in the teacher candidate's major field of study monitors the candidate's progress in applying the frameworks for effective teaching to the content area. This faculty is responsible for mentoring the candidates and supervising the candidates during the first semester of internship. The first semester of internship requires the candidate to be in both the university classroom and the public school classroom. This experience is designed to allow students to begin application of classroom management, behavior management, and curriculum planning and integration. Faculty in the candidate's major field and professional education faculty play a major role in the development of the candidate's skills during this time. The second semester of internship is considered as Level II of the professional education program. Candidates are admitted into Level II internship based upon performance based assessments, academic performance, and success in the first semester of internship. The Level II internship requires the candidate's full time placement in an approved teaching site with a qualified mentor/practitioner. This placement is characterized by the candidate's primary supervision by a qualified practitioner and periodic supervision by a university supervisor. The Level II internship allows candidates to apply the skills they have acquired in a full time classroom setting while under the tutelage of the practitioner. The candidate is guided and assessed using the Pathwise Mentoring/Observation Plan.

The University of Central Arkansas is a major contributor to the qualified teaching and administrative staffs of Arkansas and other states. Arkansas school districts as well as those in Texas, Louisiana, Tennessee, Missouri, Florida, Mississippi, California, and New York routinely recruit University of Central Arkansas professional education graduates.

The University of Central Arkansas recognizes the importance of preparing a diverse professional educational community for the twenty-first century. To assist in this endeavor, the university participates in numerous recruitment activities. Three successful examples of this effort are the Teachers of Tomorrow Academy (TOT), the Freshman and Sophomore Minority Teacher Project, and the Minority Teacher Scholars Program. The Teachers of Tomorrow Academy is a partnership of the three Pulaski County school districts and four universities. The multi-faceted program encourages and supports secondary students, especially minorities, interested in becoming teachers. The Freshman and Sophomore Minority Teacher Project is a collaborative effort among the professional education unit and two community colleges. It is designed to recruit and retain minority students in teacher education. The Minority Teacher Scholars Program, directed by the University of Central Arkansas, provides continued support for minority students at the junior and senior level.

Section IV. Certification

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation.

Certification of review of submission:

(Signature)

Mr. Ken Vaughn

Type name of responsible institutional report card officer

Director Of Professional Field Services

Title

(Signature)

Winfred L. Thompson

Type name of President/Chief Executive (or designee)

President

Title

(Signature)

Dr. Jane McHaney

Type name of Dean of College of Education

Dean, College Of Education

Title