



The University of Arkansas at Little Rock is a metropolitan research university that provides accessibility to a quality education through flexible learning and unparalleled internship opportunities. At UALR, we prepare our more than 12,000 students to be innovators and responsible leaders in their fields. The university's location in the state's center of government and business makes it a catalyst for teaching, learning, and research in the service of our local and global community.

The following is a compilation of data reflective of the Educator Preparation Program at
University of Arkansas - Little Rock

Institutional Classification:

- Independent
- Public

Institutional Admissions Selectivity:

- Open Enrollment
- Moderately Selective
- Selective
- Highly Selective

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I. Program Areas

The following table reflects the programs offered by the Educator Preparation Provider and the number of credit hours required.

Table 1. Programs offered and required credit hours

Educator Licensure Programs - UALR			
	<u>Required Credit Hours</u>		
<u>Program</u>	<u>General Ed</u>	<u>Content</u>	<u>Professional Ed</u>
Art	44	64	18
Elementary Education	35	45	40
English	44	41	18
Life Science	44	61	18
Mathematics	45	40	18
Middle Childhood	35	45	40
Music	44	62	18
Physical Education	44	63	18
Physical Science	44	47	18
Social Studies	44	60	18
Spanish	44	36	18

Administrator Licensure Programs - UALR	
	<u>Required Credit Hours</u>
District Level Administrator	21
Building Level Administrator	21
Curriculum Program Administrator	21

Source: Data provided by UALR



II. Enrollment and Program Completers

The Higher Education Act (HEA) Title II Report is a national data collection for institutions and states related to teacher preparation and licensure. HEA Title II Reports can be found at <https://title2.ed.gov/Public/Home.aspx>. The table below represents data the EPPs have reported to Title II in the past three years.

Table 2. Enrollment and Program Completers

UALR - Teacher					
Enrollment	2012	2013	2014	Average	% of State Total
Traditional	197	218	244	220	3.17%
Nontraditional	246	238	257	247	3.55%
State	6,925	7,758	6,161	6,948	
Program Completers					
Traditional	60	72	73	68	3.11%
Nontraditional	75	73	88	79	3.61%
State	2,104	2,116	2,350	2,190	
Source: HEA Title II Reports – 2012, 2013, 2014					
UALR - Administrator					
Enrollment (currently enrolled 14-15)	UALR	State	% of State Total		
District Level	3	199	1.5%		
Building Level	16	1,436	1.1%		
Curriculum Program Administrator	6	320	1.9%		
Program Completers (2013-2014)					
District Level	0	115	NA		
Building Level	2	240	0.83%		
Curriculum Program Administrator	0	71	NA		

Source: Data supplied by UALR

III. Enrollment and Demographic Data

Each year EPPs report enrollment, race, ethnicity, and gender of students in their programs to HEA Title II. Data from the 2014 HEA Title II Report is presented below. These are the number of students in each initial licensure program in 2012-13.

Table 3. Enrollment and Demographic Data

<u>UALR Program Type</u>	<u>Male</u>	<u>Female</u>	<u>Total Enrollment</u>	<u>Hispanic</u>	<u>Indian</u>	<u>Asian</u>	<u>Black</u>	<u>Islander</u>	<u>White</u>	<u>Multi-Racial</u>
Traditional	54	190	244	8	0	1	10	0	224	1
Nontraditional	66	191	257	2	1	6	55	0	182	0

Note: Individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. For purposes of Title II reporting, the definition of an enrolled student is a student who has been admitted to a teacher preparation program, but who has not yet completed the program.

Source: HEA Title II Report – 2014

As a point of comparison the charts on the following page demonstrate the demographic makeup of **Arkansas public school students** and **Arkansas public school teachers**, and **all Arkansas EPPS** compared to this institution during 2012-2013.

- Figure 1. Demographic Makeup of Arkansas Public School Students – 2012-2013
- Figure 2. Demographic Makeup of Arkansas Public School Teachers – 2012-2013
- Figure 3. Demographic Makeup of Arkansas EPP Enrollees – 2012-2013
- Figure 4. Demographic Makeup of UALR Enrollees – 2012-2013



Fig. 1. AR Students 12-13

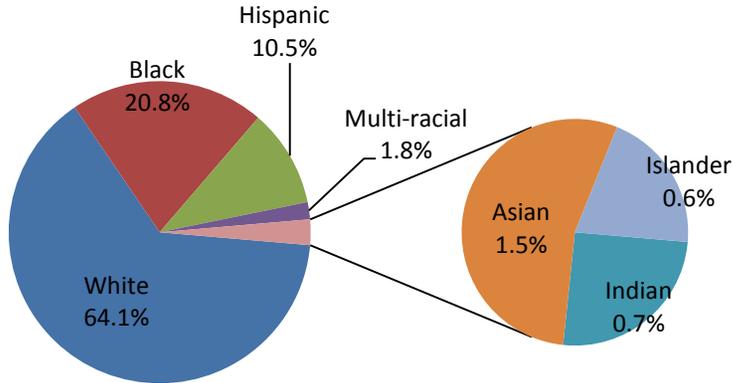
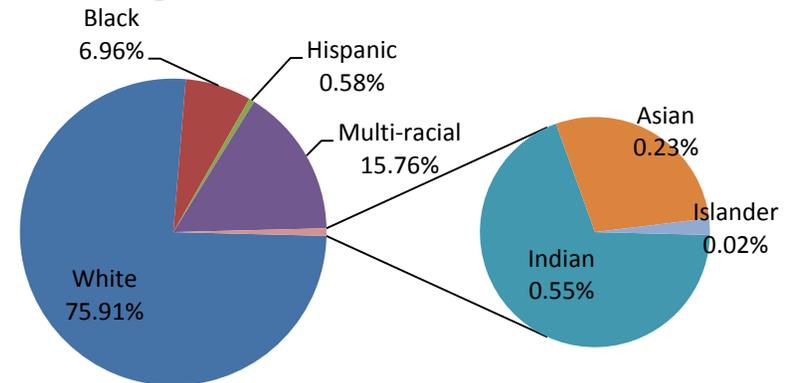


Fig. 2. AR Teachers 12-13



Source: ADE Data Center

Fig. 3. AR EPP Enrollment 12-13

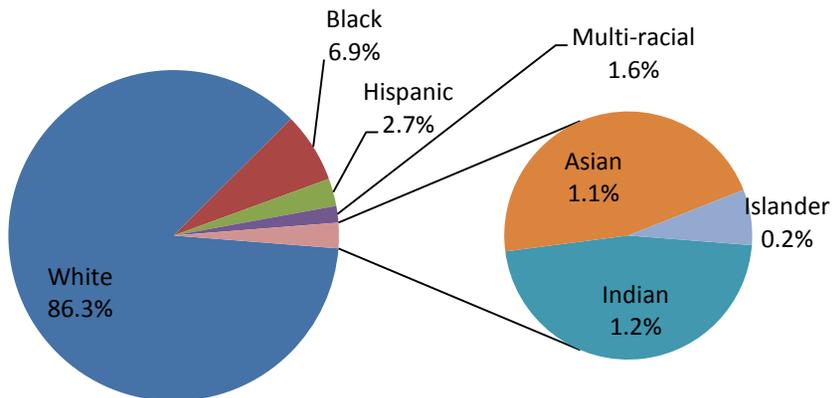
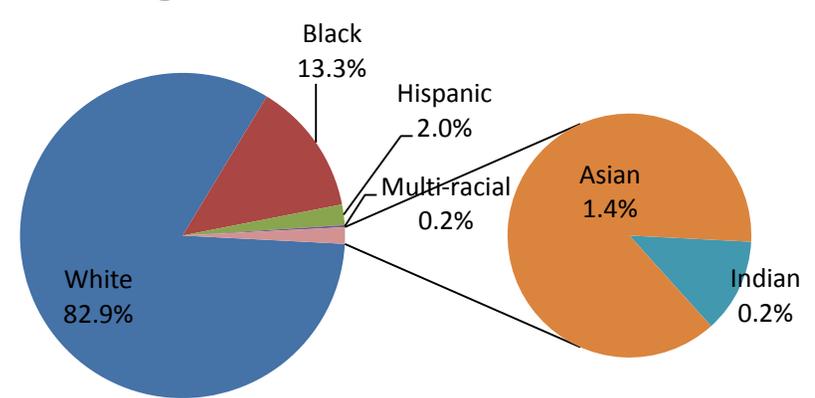


Fig. 4. UALR Enrolled 12-13



Source: HEA Title II Report – 2014

IV. Number of Teachers Prepared Annually by Subject Area

The number of teachers prepared in each subject area is reported each year in the HEA Title II Report. These data include both traditional and nontraditional programs. The table below represents the number of teachers prepared over three years.

Table 4. Number of teachers prepared by subject area

<u>UALR</u>	<u>Number of Teachers Prepared</u>			
<u>Subject Area</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>Average</u>
Agriculture	0	0	0	0.0
Art	6	4	5	5.0
Business	3	1	2	2.0
Chinese	0	0	0	0.0
Drama/Speech	5	1	5	3.7
Early Childhood	36	24	60	40.0
English	11	10	23	14.7
Family and Consumer Sciences	0	0	0	0.0
French	0	0	2	0.7
German	0	0	0	0.0
Life Science	5	2	4	3.7
Mathematics	3	2	6	3.7
Middle Childhood	21	7	16	14.7
Music	0	0	1	0.3
Physical Education	3	3	3	3.0
Physical Science	2	1	4	2.3
Social Studies	10	4	7	7.0
Spanish	1	0	1	0.7

Source: HEA Title II Reports - 2012, 2013, 2014

Note: Number prepared may not equal number of program completers due to differences in Title II reporting definitions.



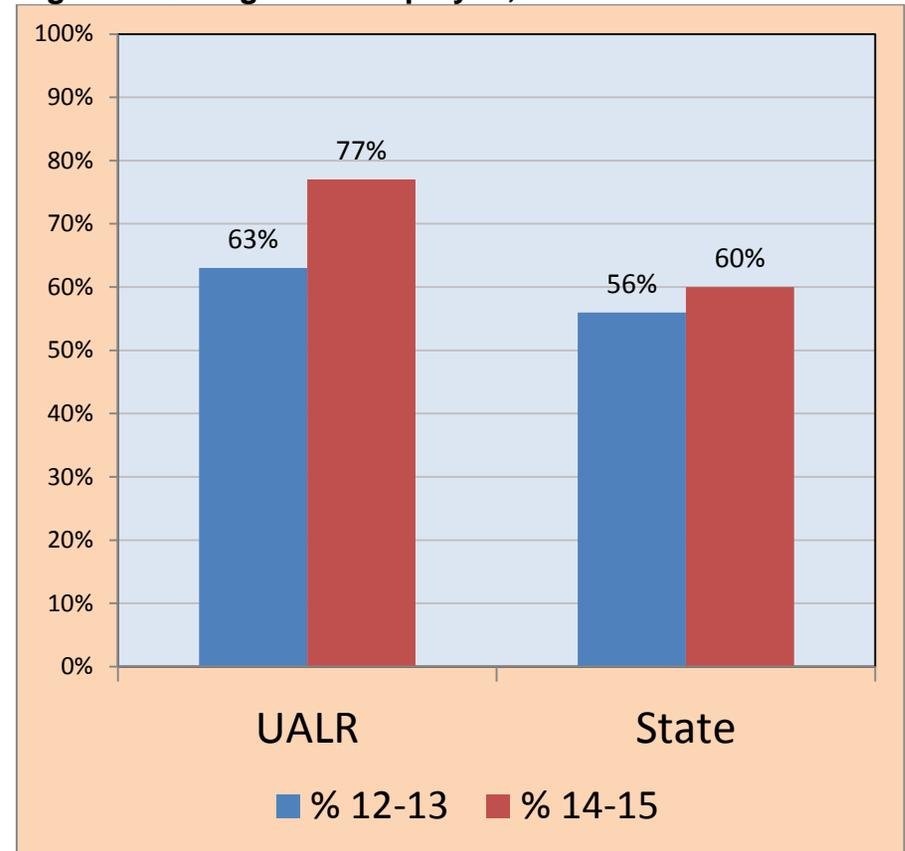
V. Number of Program Completers Employed in Arkansas Public Schools (first-year)

All 2013-2014 Arkansas EPP program completers (both traditional and nontraditional) were reported to the ADE Office of Research and Technology. Those found as employed in Arkansas public schools (APS) in 2014-2015 are represented below.

Table 5. UALR Program Completers Teaching in Arkansas Public Schools During their first year

	<u>UALR</u>	<u>State</u>
Completers 11-12	167	2,036
Employed in APS 12-13	106	1,143
% 12-13	63%	56%
Completers 13-14	221	2,324
Employed in APS 14-15	171	1,394
% 14-15	77%	60%
Change	+14	+4

Figure 5. Change in % employed, 12-13 to 14-15



Source: Completers supplied by IHEs. Number of teachers found in AR public schools supplied by ADE Research and Technology.

VI. Supervised Clinical Experience and Faculty Numbers

The table below contains Information about the program's supervised clinical experience (also known as student teaching) during the 2012-2013 academic year. This table was reproduced from the 2014 HEA Title II Report.

Table 6. Supervised Clinical Experience and Faculty Numbers

<u>UALR</u>	<u>Traditional</u>	<u>Nontraditional</u>
Hours required prior to Supervised Clinical Experience	60	30
Hours required in Supervised Clinical Experience	690	480
Number FTE faculty in Supervised Clinical Experience	8	2
Number adjunct faculty in Supervised Clinical Experience	11	9
Number of students in Supervised Clinical Experience	222	77

Source: HEA Title II Report – 2014



VII. Praxis® Licensure Test Pass Rates

The Praxis® Tests reported herein are those assessments that are required for teacher licensure in Arkansas. EPPs with approved programs for that particular subject area are listed beneath each test. Pass rates reflect the number of students taking each test for the first time between 9/1/13 and 8/31/14, and the numbers passing each test. Highest and lowest scores on each test are also included. IHEs had the opportunity to verify their students took the tests listed for their institution. Data include both traditional and nontraditional routes.

Table 7. Licensure Test Pass Rates

Test #	Test Name	N	Mean	Min	Max	# Pass	% Pass	State Pass Rate
0135	Art Content and Analysis	4	*	*	*	*	*	65
0235	Biology: Content Knowledge	5	156	150	167	5	100	76
0101	Business Ed: Content Knowledge	4	*	*	*	*	*	89
0022	Early Childhood: Content Knowledge	65	176	162	190	65	100	99
0044	English LLC: Content and Analysis	17	173	132	196	14	82	79
5174	French: World Language	1	*	*	*	*	*	
5183	German: World Language	0	*	*	*	*	*	
0856	Health and Phys Ed: Cont Knowledge	13	159	141	170	12	92	96
5061	Mathematics: Content Knowledge	4	*	*	*	*	*	76
5142	Middle Sch: MS English Language Arts Subtest	5	159	145	196	5	100	100
5143	Middle Sch: MS Mathematics Subtest	6	126	107	143	6	100	100
5144	Middle Sch: MS Social Studies Subtest	5	141	130	163	5	100	100
5145	Middle Sch: MS Science Subtest	7	143	117	169	7	100	100
5113	Music: Content Knowledge	5	161	144	171	4	80	78
5114	Music: Content and Instruction	4	*	*	*	*	*	57
0095	Phys Ed: Content and Design	15	166	150	179	6	40	40
0481	Physical Science: Content Knowledge	10	167	136	188	9	90	90
0621	Princ of Learn Teach: Early Childhood	50	165	147	183	38	76	85



Test #	Test Name	N	Mean	Min	Max	# Pass	% Pass	State Pass Rate
0623	Princ of Learn Teach: Grades 5-9	19	174	155	190	17	89	87
0624	Princ of Learn Teach: Grades 7-12	83	172	144	193	75	90	88
5622	Princ of Learn Teach: Grades K-6	5	157	109	176	4	80	79
0086	Social Studies: Cont and Interp	9	160	139	182	7	78	54
5195	Spanish: World Language	0	*	*	*	*	*	55
0221	Speech Comm: Content Knowledge	4	*	*	*	*	*	
0641	Theatre	2	*	*	*	*	*	
0841	World Language Pedagogy	4	*	*	*	*	*	100
6011	School Leaders Licensure Assesmt	7	180	170	189	7	100	89
6021	School Superintendent Assessment	1	*	*	*	*	*	78

Source: ETS Data Manager via ADE Program Advisor

* Indicates < 5 tests taken

N = number of test takers

Mean = mean score

Min = lowest score recorded

Max = highest score recorded

Pass = number of passing scores

% Pass = Pass rate percentage

VIII. Novice Teacher Survey Results

First year teachers complete the “Novice Teacher Survey” at the end of their first full year of teaching. The survey is designed to identify how well they feel their educator preparation program prepared them for teaching. The questions and results from spring 2014 are indicated below. Data include both traditional and nontraditional programs.

Table 8. Novice Teacher Survey Results

Instructions were as follows: "Please choose the number that most accurately reflects your level of preparation for each of the statement topics."		
SCALE: 1. Not at all prepared 2. Inadequately prepared 3. Adequately prepared 4. Well prepared 5. Very well prepared		
<u>Novice Teacher Survey Results</u>	<u>UALR scores (n=56)</u>	<u>State Scores (n=1,245)</u>
Knowledge of learner development	4.27	4.14
Content knowledge preparation	4.25	4.18
Lesson planning skills	4.27	4.16
Instructional strategies and skills	4.16	4.16
Use of instructional technology	3.98	3.99
Consideration of diversity among your students	4.41	4.20
Establishing a culture for learning	4.14	4.24
Creating an effective learning environment (classroom management)	3.80	4.06
Managing student behavior	3.61	3.85
Assessment of student learning	4.11	4.03
Communicating with families	3.84	3.87
Leadership, collaboration and professional growth	4.11	4.12
Extent that your instructors modeled best teaching practices and use of technology	4.05	4.03
Availability of resources to support instruction and research	4.04	4.09
Quality of student teaching experience	4.11	4.16
Avg. of all 15 items	4.08	4.09

Source: ADE Novice Teacher Surveys - 2014

IX. Glossary

Educator Preparation Provider (EPP) – Educator preparation providers are institutions and organizations that offer teacher preparation programs. Educator preparation providers can be Institutions of Higher Education (IHEs) offering traditional programs (traditional route to licensure), IHEs offering alternative programs (nontraditional route to licensure), or organizations not based at IHEs offering alternative programs. Educator preparation ‘**programs**’ are those individual tracks offered under the auspices of each provider.

HEA Title II (Title II of the Higher Education Act of 1965) - In October 1998 Congress reauthorized the Higher Education Act. Title II, Sections 207 and 208 reflect the efforts of States, Institutions of Higher Education (IHE), and their school district partners to improve the recruitment, preparation, and support of new teachers. The HEA Title II Report includes requirements, conditions, and specifications for institutions and states related to teacher preparation and licensure.

IHE – Institution of Higher Education; college or university.

Nontraditional route to licensure – a post-baccalaureate preparation program designed for individuals seeking licensure as a teacher whose undergraduate, or post-baccalaureate degree is not in educator preparation. Under the Arkansas Department of Education rules for nontraditional licensure, this is a program that allows them to serve as teacher of record while enrolled in a program of study.

Pedagogy - the art or science of teaching; education; instructional methods.

Praxis[®] licensure tests – examinations offered by ETS[®] taken by individuals entering the teaching profession (required by many states, including Arkansas) as part of the licensure process. Passing scores are required on the appropriate basic skills, pedagogy, and content-area assessments as mandated by the State Board of Education.

Program completer - a person who has met all the requirements of a state-approved educator preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program’s requirements.



Supervised clinical experience (SCE) – pre-service teaching (student teaching) or internship in a school setting that provides candidates with extensive opportunities to develop and demonstrate competence in the professional roles for which they are preparing. This is completed under the guidance and supervision of licensed practicing school personnel and college or university supervisory personnel.

Traditional route to licensure – an undergraduate program of study or graduate program of study at an institution of higher education that prepares candidates for licensure as a teacher, special education teacher, school counselor, school administrator, or other school professional. These programs include a supervised clinical experience (student teaching) but the students do not serve as teacher of record while enrolled in the program of study.