Name of Institution: UNIVERSITY OF CENTRAL ARKANSAS

Institution/Program Type: Alternative, IHE-based

Academic Year: 2012-

Award year: 2011

Grantee name: University of Central Arkansas College of Education
Project name: UCA Partnership for Transition to Teaching

Grant number: U350A110024

## List partner districts/LEAs:

Little Rock School District
North Little Rock School District
Carlisle School District
Dollarway School District
El Dorado School District
Harrison School District
Pine Bluff School District
Watson Chapel School District
West Memphis School District
White Hall School District

## List other partners:

Life Skills for Youth
Troops To Teachers
Arkansas Educational Television Network (AETN)
STEM Institute
Vocational Rehabilitation and Employment (VR\&E), U. S. Department of Veteran Affairs
Cumulus Media

Project Type: Residency

## Section I.a Program Information

List each teacher preparation program included in your alternative, ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at http://www2.ed.gov/about/offices/list/oii/tqp/index.html.

| Teacher Preparation Programs | Teacher Quality Partnership Grant Member? |
| :--- | :--- |


| Early Childhood Education | No |
| :--- | :--- |
| Middle Level Education | Yes |
| Secondary Education | Yes |

## Total number of teacher preparation programs: 3

## Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Postgraduate

Does your initial teacher certification program conditionally admit students? No

Provide a link to your website where additional information about admissions requirements can be found:
http://uca.edu/mat/mat-admission-requirements/
Please provide any additional comments about or exceptions to the admissions information provided above:
A. Individuals who are seeking licensure in a secondary (7-12) teaching field, must have thirty semester hours in the content field.
B. Individuals seeking admission to the Master of Arts in Teaching (MAT) program may use the GRE or the Praxis I for admission.
C. Praxis II subject area assessments are required to continue the MAT program, but are not necessary for the first semester of enrollment.

## Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (\$205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

| Element | Required for <br> Entry | Required for <br> Exit |
| :---: | :---: | :---: |

Transcript
Data not
reporteen Tf7:

| Minimum SAT score | Data not <br> reported | Data not <br> reported |
| :--- | :--- | :--- |

Minimum basic skills test score

Please provide the following information about your teacher preparation program's entry and exit requirements. (\$205(a)(1)(C)(i))

| Minimum basic skills test score | Yes | Yes |
| :--- | :---: | :---: |
| Subject area/academic content test or other subject matter <br> verification | No | Yes |
| Recommendation(s) | Yes | No |
| Essay or personal statement | No | No |
| Interview | Yes | No |
| Other Bachelor's degree or higher | Yes | Yes |

What is the minimum GPA required for admission into the program?
2.7

What was the median GPA of individuals accepted into the program in academic year 2012-13

## 3.2

What is the minimum GPA required for completing the program?
3
What was the median GPA of individuals completing the program in academic year 201213
3.76

Please provide any additional comments about the information provided above:
Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following

| Black or African American: | 47 |
| :--- | :---: |
| Native Hawaiian or Other Pacific Islander: | 0 |

experience in the district where they are employed to teach. Persons who have not secured employment with a provisional license, are placed in the clinical experience by the university. Regardless of whether the person is working with a provisional license or not, they are supervised by university faculty (full-time or adjunct) and each have an assigned mentor in the school setting. In 20mfull

| Teacher Education - Earth Science | 3 |
| :--- | :---: |
| Teacher Education - English as a Second Language |  |
| Teacher Education - Bilingual, Multilingual, and Multicultural Education |  |

Education - Other

| Teacher Education - Secondary Education | 32 |
| :--- | :--- |
| Teacher Education - Agriculture |  |
| Teacher Education - Art |  |
| Teacher Education - Business |  |
| Teacher Education - English/Language Arts |  |
| Teacher Education - Foreign Language |  |
| Teacher Education - Health |  |
| Teacher Education - Science |  |
| Teacher Education - Family and Consumer Sciences/Home Economics |  |
| Teacher Education - Technology Teacher Education/Industrial Arts |  |
| Teacher Education - Physical Education and Coaching |  |
| Teacation - Music |  |


| Teacher Education - Social Science |  |
| :--- | :--- |
| Teacher Education - Social Studies |  |
| Teacher Education - Technical Education |  |
| Teacher Education - Computer Science |  |
| Teacher Education - Biology |  |
| Teacher Education - Chemistry |  |
| Teacher Education - Drama and Dance |  |
| Teacher Education - French |  |
| Teacher Education - Geography |  |
| Teacher Education - Physics |  |
| Teacher Education - Spanish |  |
| Teacher Education - Speech |  |
| Terman |  |


| Teacher Education - Latin |  |
| :--- | :--- |
| Teacher Education - Psychology |  |
| Teacher Education - Earth Science |  |
| Teacher Education - English as a Second Language |  |
| Teacher Education - Bilingual, Multilingual, and Multicultural Education |  |
| Education - Curriculum and Instruction |  |
| Education - Social and Philosophical Foundations of Education |  |

Liberal Arts/Humanities

| Sociology |  |
| :--- | :--- |
| Visual and Performing Arts |  |
| History |  |
| Foreign Languages |  |

Family and C/86c27.15 629.98 0.7243 .56 ref68.664 629.26 0.723.seG 0.

| Atmospheric Sciences and Meteorology |  |
| :--- | :--- |
| Chemistry |  |
| Geological and Earth Sciences/Geosciences |  |
| Physics |  |
| Business/Business Administration/Accounting |  |
| Computer and Information Sciences |  |
| Other |  |
| Specify: |  |
| Section I f Program Completers |  |

## Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2012-13: 85

2011-12: 87

2010-11: 79

## Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics,

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

The Partnership for Transition to Teaching grant provides tuition for candidates who are enrolled in required MAT courses for up to $\$ 5000.00$ to cover actual costs of the total program. Recent college or university graduates, career changers, paraprofessionals, and Science,Technology,Engineering, and Mathematics (STEM) majors are specifically targeted to become middle level and secondary mathematics and science teachers through this funding opportunity. These new incentives to recruit STEM majors into the MAT program have been
of Education.

Provide any additional comments, exceptions and explanations below:
Academic year 2013-14

Is your program preparing teachers in mathematics in 2013-14?
Yes

How many prospective teachers did your program plan to add in mathematics in 201314?
programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (\$205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2012-13
Did your program prepare teachers in science in 2012-13?
Yes
How many prospective teachers did your program plan to add in science in 2012-13?

15

Did your program meet the goal for prospective teachers set in science in 2012-13?
Yes
Description of strategies used to achieve goal, if applicable:
1.Recruit persons holding ba
successful, and as a result has generated good formal and informal press for its reputation (e.g., word of mouth)
programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(\$205(a)(1)(A)(ii), §206(a))
Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2012-13
Did your program prepare teachers in special education in 2012-13?
No

Academic year 2014

Data not reported
Description of strategies used to achieve goal, if applicable:

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Yes
Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.
NA

Prospective general education teachers are prepared to provide instruction to students with disabilities.
Yes
Prospective general education teachers are prepared to provide instruction to limited English proficient students.
Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.
Yes
Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.
Yes
Describe your institution's most successful strategies in meeting the assurances listed above:

Each program has designed field-based assignments to ensure that all candidates (including those in online programs) have experiences in a variety of school settings and with: (1) students from at least two ethnic groups; (2) students with exceptionalities; and (3) students who are xace6(m)7(m)-3()atio inn4n/ i TJJETBTc( )-4 alemds withare

Candidates cannot move forward in the program until they have successfully completed these assignments.

## Section III Assessment Pass Rates

| Assessment code - Assessment name <br> Test Company <br> Group | Number <br> taking <br> tests | Avg. <br> scaled <br> score | Number <br> passing <br> tests | Pass <br> rate <br> (\%) |
| :--- | ---: | ---: | ---: | ---: |
| ETS0700 -AGRICULTURE | 2 |  |  |  |
| Educational Testing Service (ETS) |  |  |  |  |
| All program completers, 2012-13 |  |  |  |  |


| All program completers, 2010-11 |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- |
| ETS0132 -ART CONTENT TRAD CRITIC AESTHETICS |  |  |  |  |
| Educational Testing Service (ETS) |  |  |  |  |
| Other enrolled students |  |  |  |  |$\quad$ 1



Other enrolled students

ETS0044 -ENG LANG LI1COMPC304.730.302 g0.302 G[E)4(

| ETS0043 -ENG LANG LIT COMP PEDAGOGY Educational Testing Service (ETS) <br> All program completers, 2012-13 | 2 |  |
| :---: | :---: | :---: |
| ETS0043 -ENG LANG LIT COMP PEDAGOGY Educational Testing Service (ETS) <br> All program completers, 2011-12 | 5 |  |
| ETS0043 -ENG LANG LIT COMP PEDAGOGY <br> Educational Testing Service (ETS) <br> All program completers, 2010-11 | 7 |  |
| ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) Other enrolled students | 2 |  |
| ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) <br> All program completers, 2012-13 | 3 |  |
| ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) <br> All program completers, 2011-12 | 1 |  |
| ETS0856 -HEALTH AND PE CK Educational Testing Service (ETS) Other enrolled students | 4 |  |
| ETS0856-HEALTH AND PE CK Educational Testing Service (ETS) All program completers, 2012-13 | 2 |  |
| ETS0856-HEALTH AND PE CK | 1 |  |



ETS0063 -MATH PROOFS MODELS PROBLEMS PART 1
Educational Testing Service (ETS)
All program completers, 2012-13

| Other enrolled students |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) <br> All program completers, 2012-13 | 1 |  |  |  |
| ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) <br> All program completers, 2010-11 | 4 |  |  |  |
| ETS0065 -MATHEMATICS PEDAGOGY Educational Testing Service (ETS) Other enrolled students | 3 |  |  |  |
| ETS0065-MATHEMATICS PEDAGOGY Educational Testing Service (ETS) All program completers, 2012-13 | 1 |  |  |  |
| ETS0065 -MATHEMATICS PEDAGOGY Educational Testing Service (ETS) <br> All program completers, 2010-11 | 4 |  |  |  |
| ETS0146-MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 8 |  |  |  |
| ETS0146-MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) <br> All program completers, 2012-13 | 15 | 167 | 15 | 100 |
| ETS0146-MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) <br> All program completers, 2011-12 | 21 | 165 | 21 | 100 |

ETS0146

| ETS5144 -MIDDLE SCHOOL MULTI SUBJ SOCIAL STUDIES (CD) <br> Educational Testing Service (ETS) <br> Other enrolled students | 25 | 144 | 16 | 64 |
| :---: | :---: | :---: | :---: | :---: |
| ETS5144-MIDDLE SCHOOL MULTI SUBJ SOCIAL <br> STUDIES (CD) <br> Educational Testing Service (ETS) <br> All program completers, 2012-13 | 2 |  |  |  |


| ETS0092 -PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) <br> All program completers, 2011-12 | 1 |  |
| :---: | :---: | :---: |
| ETS0092 -PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) <br> All program completers, 2010-11 | 3 |  |
| ETS0095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) Other enrolled students | 5 |  |
| ETS0095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) <br> All program completers, 2012-13 | 1 |  |
| ETS0481-PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students | 4 |  |
| ETS0481-PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) <br> All program completers, 2012-13 | 3 |  |
| ETS0481-PHYSICAL SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) <br> All program completers, 2011-12 | 4 |  |
| ETS0483-PHYSICAL SCIENCE PEDAGOGY Educational Testing Service (ETS) Other enrolled students | 1 |  |
| ETS0483-PHYSICAL SCIENCE PEDAGOGY | 3 |  |

Educational Testing Service (ETS)
All program completers, 2012-13

Educational Testing Service (ETS)
All program completers, 2012-

All program completers, 2012-13


| ETS0640 -THEATRE |  | 1 |  |  |
| :--- | :--- | :--- | :--- | :--- |
| Educational Testing Service (ETS) <br> Other enrolled students |  |  |  |  |
| ETS0841 -WORLD LANGUAGE PEDAGOGY | 1 |  |  |  |
| Educational Testing Service (ETS) <br> All program completers, 2012-13 |  |  |  |  |

## Section III Summary Pass Rates

| Group | Number <br> taking <br> tests | Number <br> passing <br> tests | Pass <br> rate <br> $(\%)$ |
| :---: | ---: | ---: | ---: |
| All program completers, 2012-13 | 84 | 84 | 100 |
| All program completers, 2011-12 | 86 | 86 | 100 |
| All program completers, 2010-11 | 79 | 79 | 100 |

## Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes
If yes, please specify the organization(s) that approved or accredited your program:
State
NCATE
Higher Learning Commission/North Central Association
Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)? No

## Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that $y-4(t)$. eacher

- teach students who are limited English proficient effectively Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

The field experiences for the Master of Arts in Teaching program are designed to give candidates a variety of opportunities to observe and engage in teaching experiences so that all are well-prepared to be successful in all settings and with all student populations. Experiences are tracked to ensure that all candidates have worked with English language learners, multiple ethnicities, and students with exceptionalities. Through these field experiences, candidates have the opportunity to put into practice their textbook knowledge in authentic settings with the guidance of supervisors, mentors, and university faculty. Candidates also take a class titled Pedagogy for Diverse Student Populations to prepare them for working with students with exceptionalities.

Does your program prepare special education teachers to:

- teach students with disabilities effectively

No

- participate as a member of individualized education program teams No
- teach students who are limited English proficient effectively No

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

The Master of Arts in Teaching Program does not prepare Special Education teachers.

## Section VII Contextual Information

