



University of Arkansas Pine Bluff
Traditional Report AY 2022-23
Arkansas



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

106412

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

1200 N. University Drive

School of Education-Mail Slot 4986

CITY

Pine Bluff

STATE

Arkansas



ZIP

71601

SALUTATION

Mrs.



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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. [\(\\$205\(a\)\(C\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	UG	
13.1301	Teacher Education - Agriculture	Both	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	Both	
13.1303	Teacher Education - Business	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1321	Teacher Education - Computer Science	PG	
13.1305	Teacher Education - English/Language Arts	Both	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Both	
13.1307	Teacher Education - Health	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.1314	Teacher Education - Physical Education and Coaching	Both	
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

Program Requirements

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the undergraduate level?

- Yes
 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. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text" value="School of Education Portfolio 2022 / edTPA 2023"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.7

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.7

4. Please provide any additional information about the information provided above:

The state requires a minimum GPA of 2.70 for undergraduate admission and exit; therefore, we, the Educator Preparation Program Provider at the University of Arkansas at Pine Bluff, require what the state of Arkansas requires which is a 2.7 Grade point Average.

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the postgraduate level?

- Yes
 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 postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify: edTPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

4. Please provide any additional information about the information provided above:

The Master of Arts in Teaching Program is the specific initial teacher certification program at the Postgraduate level. When teacher candidates enter the program without a license to teach, they are required to take their content knowledge praxis exam in their area after the first twelve (12) hours. They will then be issued an Arkansas Provisional Licensure. They are required to complete internship one and internship two before they are recommended for a Standard Arkansas Teacher License. The Master of Arts in Teaching Program is the specific initial teacher certification program at the postgraduate level. Also, when teacher candidates enter the program without a license to teach, they are required to complete two required undergraduate courses: the six (6) hour student teaching practicum in their area and the six (6) hour student teaching clinical before they are recommended for a Standard Arkansas Teacher Licensure. The two six (6) hour courses have now been revamped to one twelve (12) hour course, EDUC 4V12 Student Teaching Clinical.

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2022-23. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

150

Number of clock hours required for student teaching

450

Are there programs in which candidates are the teacher of record?

- Yes
- No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	<input type="text"/>
Years required of teaching as the teacher of record in a classroom	<input type="text"/>

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	<input type="text" value="6"/>
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	<input type="text" value="0"/>
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	<input type="text" value="12"/>
Number of students in supervised clinical experience during this academic year	<input type="text" value="12"/>

Please provide any additional information about or descriptions of the supervised clinical experiences:

Supervised clinical experiences are those experiences where student teachers are supervised by the site coordinator from the school of education, as well as, by faculty from the content areas while they are out in the public schools. Educator Preparation Program Student Teachers are also enrolled in the course EDUC 4 V12 Student Teaching Clinical for one semester and spend fifteen (15) weeks in the classroom with a supervised mentor. This course provides professional development by the UAPB clinical faculty, Mr. Erick James, DESE, Dr. Celeste Alexander, ARESC, Mr. Mike Walker, ARESC, Mr. Bill Shelly, ARESC, and Public School Classroom Mentors/Cooperating Teachers. This course also requires the candidates to come back to the university campus weekly for additional specific and required training such as Arkansas Teacher Excellence and Support System (TESS), Code of Ethics, Child Maltreatment training, Arkansas State Teaching Standards, and Common Core Standards. The EPP Student Teachers are placed with licensed Mentor/Cooperating Teachers within the EPP partnership school districts who also supervise them as they matriculate through the fifteen-week (15) internship.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2022-23 Total	
Total Number of Individuals Enrolled	79
Subset of Program Completers	12

Gender	Total Enrolled	Subset of Program Completers
Male	20	1
Female	59	11
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	69	12
Hispanic/Latino of any race	1	0
Native Hawaiian or Other Pacific Islander	0	0
White	5	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	4	0
No Race/Ethnicity Reported	0	0

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2022-23.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

What are CIP Codes?

No teachers prepared in academic year 2022-23

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="0"/>

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	5
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text" value="0"/>
13.1337	Teacher Education - Earth Science	<input type="text" value="0"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="0"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[What are CIP Codes?](#)

Does this teacher preparation provider grant degrees upon completion of its programs?

- Yes
 No

No teachers prepared in academic year 2022-23

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="0"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="5"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="0"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="0"/>
13.1301	Teacher Education - Agriculture	<input type="text" value="0"/>
13.1302	Teacher Education - Art	<input type="text" value="1"/>
13.1303	Teacher Education - Business	<input type="text" value="0"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="2"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - General Science	2
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify: <input data-bbox="289 1732 1258 1774" type="text"/>	0
01	Agriculture	0
03	Natural Resources and Conservation	0
05	Area, Ethnic, Cultural, and Gender Studies	0

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	0
11	Computer and Information Sciences	0
12	Personal and Culinary Services	0
14	Engineering	0
16	Foreign Languages, Literatures, and Linguistics	0
19	Family and Consumer Sciences/Human Sciences	0
21	Technology Education/Industrial Arts	0
22	Legal Professions and Studies	0
23	English Language/Literature	0
24	Liberal Arts/Humanities	0
25	Library Science	0
26	Biological and Biomedical Sciences	0
27	Mathematics and Statistics	0
30	Multi/Interdisciplinary Studies	0
38	Philosophy and Religious Studies	0
40	Physical Sciences	0
41	Science Technologies/Technicians	0
42	Psychology	0
44	Public Administration and Social Service Professions	0
45	Social Sciences	0
46	Construction	0
47	Mechanic and Repair Technologies	0
50	Visual and Performing Arts	0
51	Health Professions and Related Clinical Sciences	0
52	Business/Management/Marketing	0

CIP Code	Academic Major	Number Prepared
54	History	<input type="text" value="0"/>
99	Other Specify: <input type="text"/>	<input type="text" value="0"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- Yes
 No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- Yes
 No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- Yes
 No
 Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- Yes
 No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes
 No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- Yes
 No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- Yes
 No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

The assurances listed above are embedded in our conceptual framework and addressed (standards) by specialty area subject matter. The University of Arkansas at Pine Bluff School of Education Educator Preparation Provider (EPP) teacher candidates are required to complete the following online IDEAS courses: Child Maltreatment 2 hours, Gatekeepers: Youth Teenage Suicide Prevention 3 hours, Parental Involvement 2.5 hours, Human Trafficking 2 hours, Family and Community Engagement 2 hours, and Dyslexia Awareness 2 hours that are required by the Arkansas Department of Education's Division of Elementary and Secondary Education (DESE) for Arkansas teachers. EPP teacher candidates are required to watch and discuss the Child Maltreatment and Code of Ethics PowerPoint/Videos. They are also prepared to write lesson plans using the Charlotte Danielson Model and be taught to use the Teacher Excellence and Support Systems (TESS) evaluations. UA Pine Bluff Teacher Candidates are also taught how to

use the Arkansas Teacher and ELA Common Core State Standards as part of the requirements during Internships while completing their degrees. The effective lesson plans that are written emphasize reaching and meeting the needs of all learners; teacher education majors have to address what they plan to do to get each student in the classroom, especially P-12 students with exceptionalities/disabilities. The Teacher Education Methods course syllabi demonstrate how teacher education majors are being prepared to teach all majors to work with students with disabilities in grades P-12 using a variety of strategies that integrate the use of technology, etc. Foundations and Development of American Education is one of the first courses required of teacher candidates who have chosen education as a major. In this course, the faculty and teacher candidates discuss diversity, which includes an overview of the Special Education Law and specifically lists and discusses the categories of P-12 students that teacher candidates will consist of and have to teach in a general education Class (SLD, ED, INTELLECTUALLY DISABLED, GT, ADHD, OTHER HEALTH IMPAIRMENTS, VISUAL AND AUDITORY IMPAIRED, ETC.). Best practice tips are also provided to teacher candidates on how to work with special needs students. Moreover, in Foundations and Development of American Education, faculty and teacher candidates discuss the following six critical principles of Special Education: (1.) Zero Reject, (2.) Non-Discriminatory education, (3.) Free appropriate education, (4.) Least Restrictive Environment, (5.) Procedural Due Process, (6.) IEP In the course Classroom Behavior Management, teacher candidates are taught about students diagnosed with SLD, ADHD, and emotional disturbance and how to discipline them in an inclusive classroom setting. The term Manifestation Determination is introduced to them, which means that if the misbehavior is related to the disability, the punishment is limited and is usually for the duration of the crisis. Once the crisis ends, the student returns to the teacher's classroom until the next behavior episode occurs. Additionally, the Inclusion of students with disabilities is discussed. Many faculty members in the department have degrees in Special Education and Reading and have taught for many years. The one who teaches most of the Special Education Courses has served as a Special Education Liaison for the states and various public school districts. Special Education/Inclusion Training has been provided by UAPB employees, especially all faculty in the School of Education. The faculty then incorporates the training into courses.

Annual Goals: Mathematics

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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 teacher preparation 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\(a\)\(1\)\(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The University of Arkansas at Pine Bluff School (UAPB) of Education Educator Preparation Program Provider (EPP) has partnered with the School of Arts and Science to increase the number of STEM majors enrolled in teacher education. The School of Education EPP uses the Learning Plus Lab, where teacher candidates can practice and take Interactive Exams. Also, the EPP plans several PRAXIS Boot camps and Learning Tours each semester, including the summer months.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

The EPP has also been working with content faculty across the campus to ensure students are being prepared to pass the Praxis Exams from the content side and the EPP. The EPP added the SIMS School virtual simulations that helped students who were not allowed in the buildings to complete field experiences during the COVID-19 period to learn and observe different behaviors of the instructors. With COVID-19 behind us, EPP students are allowed back into public schools and getting an excellent experience. The students visit the same classroom at least three days a week. Students receive help with 240 Tutoring and professional development in Mathematics from the EPP's area partner, the Arkansas River Educational Service Cooperative (ARESC). In addition, the EPP has started Bootcamps, which gives the students excellent exposure to test preparation practices and test preparation materials and manipulatives. Bootcamps are designed and presented by professional experts in the areas needed for their major or tested regions. The EPP Bootcamps are offered two times per semester and two times in the summer. The School of Education Dean, faculty, and teacher education majors travel around Arkansas recruiting Mathematics majors, specifically in the Arkansas Delta. When on Learning Tours, they are allowed to

teach UAPB School History and Background lessons, which sparks the visitors' interest and helps with recruitment. The University of Arkansas at Pine Bluff School of Education Department of Curriculum and Instruction has increased enrollment by two students in Mathematics.

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

The EPP has engaged in several steps to improve overall performance in meeting the goal of increasing enrollment. The steps include enhancing partnerships with various school districts for recruitment, faculty-to-student mentoring, and hiring a matriculation team. The matriculation team is responsible for recruiting and retaining candidates throughout the program. Several retention activities have been implemented, such as creating teacher education organizations and the "commitment to teaching" ceremony.

6. Provide any additional comments, exceptions and explanations below:

N/A

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The goal for the 2023-2024 year is to increase the enrollment of students in the math content area by 1% with an 80% pass rate for all content exams.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The goal for the 2024/2025 year is to increase the enrollment of students in the math content area by 1% with an 80% pass rate for all content exams.

Annual Goals: Science

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The EPP plans to work with the secondary programs content faculty to prepare candidates to pass the Praxis Content Knowledge and prepare them to teach K-12 students effectively.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

Faculty and staff are assigned to mentor students to encourage them to participate in study sessions. Advising is centralized and focuses on assisting students as they matriculate through the EPP. Faculty have identified that teaching vocabulary across the science curriculum has also proven advantageous. It has also been noted that most of the questions missed on the PRAXIS are based on rhetoric; therefore, teacher candidates must build their vocabulary during mentoring and tutoring sessions. The EPP has also been working with content faculty across the campus to ensure students are being prepared to pass the Praxis Exams from the content side and the EPP. The EPP added the SIMS School virtual simulations that helped students who were not allowed in the buildings to complete field experiences during the COVID-19 period to learn and observe different behaviors of the instructors. Now, EPP students are allowed back into public schools and have excellent experiences. The students visit the same classroom at least three days a week. Students receive help with 240 Tutoring and professional development in Science from the EPP's area partner, the Arkansas River Educational Service Cooperative (ARESC). In addition, the EPP has started Bootcamps, which gives the students excellent exposure to test preparation practices and test preparation materials and manipulatives. Bootcamps are designed and presented by professional experts in the areas needed for their major or tested areas. The EPP Bootcamps are offered two times per semester and two times in the summer. When EPP teacher

candidates travel on learning tours, they become involved. Teacher candidates are allowed to write lesson plans and teach history lessons about the uniqueness of the University of Arkansas at Pine Bluff. This sparks the visitors' interest and helps with recruitment efforts. The University of Arkansas at Pine Bluff School of Education Department of Curriculum and Instruction has increased enrollment by two students in Science.

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

The EPP requires teacher candidates to participate in the Learning Plus Lab by taking an initial Interactive Exam followed by study sessions with 240 tutoring. This allows the teacher candidates to work on identified areas of need for three months before taking the Praxis exam.

6. Provide any additional comments, exceptions and explanations below:

Teaching students how to study and prepare for exams and ensuring their vocabulary is where it needs to be when answering and dissecting questions. Writing effectively will also help students pass the Science Content Knowledge Exam.

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The goal for the 2023-2024 year is to increase the enrollment of students in the science content areas by 1% with an 80% pass rate for all content exams.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The goal for the 2024-2025 year is to increase the enrollment of students in the science content areas by 1% with an 80% pass rate for all content exams.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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 teacher preparation 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\(a\)\(1\)\(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The goal for the 2022-2023 year is to increase the enrollment of students enrolled in special education by 1% with a 100% pass rate for the content exam (5354).

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

The EPP currently has one student who is scheduled to graduate in the Spring of 2025. Recruitment has been problematic since the pandemic and the need for more participation in on-campus activities. The EPP has been working with Educators Rising to recruit students interested in special education. The program has been classified as non-viable and must implement strategic recruitment strategies to increase viability.

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

The EPP has considered partnering with the local school districts to develop the paraprofessional-to-teacher pipeline in special education. The Department of Curriculum and Instruction plans to meet with districts to discuss options to sustain this program.

6. Provide any additional comments, exceptions and explanations below:

The EPP plans to develop professional development opportunities for paraprofessionals in local areas schools to expand recruitment activities with a focus on increasing the diversity of students enrolled in the program.

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The goal for the 2023-2024 year is to increase the enrollment of students enrolled in special education by 1% with a 100% pass rate for the content exam (5354).

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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 teacher preparation 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\(a\)\(1\)\(A\)\(i\)](#), [§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(S205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	5			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	5			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	5			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2022-23	5			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	5			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2022-23	5			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2020-21	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	5			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	5			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2021-22	2			
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	1			
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2022-23	1			
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2021-22	2			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2020-21	1			
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2020-21	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5511 -FUNDAMENTAL SUBJECTS Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) Other enrolled students	1			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5115 -MUSIC: INSTRUMENTAL AND GENERAL KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5115 -MUSIC: INSTRUMENTAL AND GENERAL KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5115 -MUSIC: INSTRUMENTAL AND GENERAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5116 -MUSIC: VOCAL AND GENERAL KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5116 -MUSIC: VOCAL AND GENERAL KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2020-21	3			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(S205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

THIS PAGE INCLUDES:

[>> Summary Pass Rates](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	11	5	45
All program completers, 2021-22	14	9	64
All program completers, 2020-21	13	8	62

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- Yes
- No

If yes, please specify the organization(s) that approved or accredited your program:

- State
- CAEP
- AAQEP
- Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. [\(§205\(a\)\(1\)\(F\)\)](#)

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes
 No

- d. use technology effectively to analyze data to improve teaching and learning

Yes
 No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

All University of Arkansas at Pine Bluff School of Education Educator Preparation Program Provider (EPP) teacher candidates/teacher education majors must take the Instructional Media and Technology course, an introductory survey of the theory and practices of utilizing technology to support instruction. This course is designed to acquaint the teacher education majors with guidelines and develop competencies in the selective evaluation and creation of specific media to facilitate learning. EPP teacher candidates are required to take Instructional Media & Technology to become efficient in integrating technology and to demonstrate proficiency in the use of computers and technology when preparing or enhancing lesson plans and other activities that require technology skills for development when making engaging learning games, such as Jeopardy, to spark the learner's interest and when doing research. The teacher education program requires all teacher education majors to complete an assessment course related to their focus area in which they are to complete an assessment of student learning in the required assignment, "Impact on Student Learning (Teacher Work Sample [TWS]) Project during their Field-Experience placement. The vision is that through this performance assessment, teacher candidates provide credible evidence of their ability to facilitate learning that impacts student progress. In this course, the majors demonstrate proficiency in collecting, analyzing, disaggregating, and using data to evaluate and assess student learning and achievement. Also, all EPP candidates have to demonstrate their understanding of lesson planning and incorporating technology in a manner that can be used to effectively support teaching and learning in an oral presentation mini-lesson assignment, "Teaching with Technology." The task is assigned in the General Methods class for secondary majors and the Science/Elementary Schools class for elementary majors. Technology is used to develop and present the School of Education electronic portfolio and video teaching throughout the professional semester during the practicum and clinical experiences. Portfolios are reviewed at different intervals: during

interviews for admission to the School of Education, during interviews for admission to the professional semester, and lastly, the student teachers will professionally present their portfolios as a culminating activity for the student teaching practicum in front of the School of Education Portfolio Committee and Admission, Retention, and Exit Committee, supervising clinical faculty, peers and teacher education majors. All the courses in the teacher education program are structured to design, integrate, and teach the principles and expectations required to meet the Arkansas Teaching Standards. Each course consists of a key assessment that ties into one of the components of the School of Education Conceptual Framework, which will later be reflected as part of the presentation of professional semester portfolios. This program requires the candidates to write a rationale and a reflection for each artifact in their portfolios. The portfolio is presented electronically as a culminating assignment through Live Text. Live Text and Black Board are forms of technology that our candidates use throughout their enrollment in all of the University of Arkansas at Pine Bluff Schools face-to-face courses and online courses, as well as as a source of data collection. Moving forward, the EPP will access all students using edTPA.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

The University of Arkansas at Pine Bluff School of Education Educator Preparation Program Provider (EPP) Department of Curriculum & Instruction has embedded throughout its program activities that prepare teacher education majors to teach P-12 students with disabilities in the following courses: Foundations and Development of American Education, Classroom and Behavioral Management, Psychology of Learning and Teaching, Cultural Diversity, Survey of the Exceptional Child, Human Growth and Development, Family Schools and Community, and Teaching Diverse Learners. It is also incorporated throughout all Methodology Courses taught in Elementary and Special Education programs. Examples of the first two mentioned courses follow: Foundations and Development of American Education is one of the first courses required of teacher candidates who have chosen education as a major. In this course, the faculty and teacher candidates discuss diversity, which includes an overview of the Special Education Law and specifically lists and discusses the categories of P-12 students that teacher candidates will consist of and have to teach in a general education class (SLD, ED, INTELLECTUAL DISABILITY, GT, ADHD, OTHER HEALTH IMPAIRMENTS, VISUAL AND AUDITORY IMPAIRED, eTC.). Best practice tips are also provided to teacher candidates on how to work with students with disabilities. Moreover, in Foundations and Development of American Education, the faculty and teacher candidates discuss the following six critical principles of Special Education: (1.) Zero Reject, (2.) Non-Discriminatory education, (3.) Free appropriate education, (4.) Least Restrictive Environment, (5.) Procedural Due Process, (6.) IEP. The course name will be changed from Foundations and Development of American Education to Introduction to Education. In the Classroom Behavior Management course, teacher candidates are taught about students diagnosed with SLD, ADHD, and Emotionally Disturbed/Behavior-disordered students and how to discipline them in an inclusive classroom. The term Manifestation Determination is introduced to them, which means that if the misbehavior is related to the disability, the punishment is limited and is usually for the duration of the crisis. Once the crisis ends, the student returns to the teacher's classroom until the next behavior episode occurs. Additionally, the Inclusion of students with disabilities is discussed. Many faculty members in the department have degrees in Special Education and Reading and have taught for many years. The instructor who teaches most of the Special Education Courses has served as a Special Education Liaison for the state of Arkansas and various public school districts. Special Education/Inclusion training has been provided to all UAPB employees, especially all the School of Education faculty. The faculty then integrates it into their courses.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Many faculty members who teach in the department have degrees in Special Education and Reading and have taught for many years. The one who teaches most of the Special Education Courses has served as a Special Education Liaison for the state of Arkansas and various public school districts. Special Education/Inclusion training has been covered by UAPB employees, especially all faculty in the School of Education. The School of Education Educator Preparation Program Department of Curriculum and Instruction and the Health, Physical Education and Recreation Department faculty embed strategies and skills to teach students with exceptionalities into their methods courses.

c. Effectively teach students who are limited English proficient.

Embedded in all Reading Courses, as well as, Children with Disabilities Courses.

2. Does your program prepare special education teachers?

- Yes
- No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

The University of Arkansas at Pine Bluff School of Education Educator Preparation Program Provider (EPP) Department of Curriculum & Instruction has embedded throughout its program activities that prepare teacher education majors to teach P-12 students with disabilities in the following courses: Foundations and Development of American Education, Classroom and Behavioral Management, Psychology of Learning and Teaching, Cultural Diversity, Survey of the Exceptional Child, Human Growth and Development, Family Schools and Community, and Teaching Diverse Learners. It is also incorporated throughout all Methodology Courses taught in Elementary and Special Education programs. Examples of the first two mentioned courses are as follows: The course, Foundations, and Development of American Education is one of the first courses required of teacher candidates who have chosen education as a major. In this course, the faculty and teacher candidates discuss diversity, which includes an overview of the Special Education Law and specifically lists and discusses the categories of K -12 students who teacher candidates will include and have to teach in a general education Class (LD, EBD, INTELLECTUAL DISABILITY, GT, ADHD, OTHER HEALTH IMPAIRMENTS, VISUAL AND AUDITORY IMPAIRED, ETC...). Best practices Tips are also provided to teacher candidates on how to work with special needs students. Moreover, in Foundations and Development of American Education, the faculty and teacher candidates discuss the following six critical principles of Special Education: (1.) Zero Reject, (2.) Non-Discriminatory education, (3.) Free appropriate education, (4.) Least Restrictive Environment, (5.) Procedural Due Process, (6.) IEP In the course, Classroom Behavior Management, teacher candidates are taught about LD students, ADHD students, and Emotionally Disturbed/Behavior-disordered students and how to discipline them in an inclusive classroom. The term Manifestation Determination is introduced to them, which simply means that if the misbehavior is related to the disability, the punishment is limited and is usually for the duration of the crisis. Once the crisis ends, the student returns to the teacher's classroom until the next behavior episode occurs. Additionally, the Inclusion of students with disabilities is discussed. Many faculty members in the department have degrees in Special Education and Reading and have taught for many years. The one who teaches most of the Special Education Courses has served as a Special Education Liaison for the states and various public school districts. Special Education/Inclusion Training has been provided by UAPB employees, especially all faculty in the School of Education. The faculty then integrates this information and skill into their courses.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Many of the faculty members who teach in the department have degrees in Special Education and Reading and have taught for many years. The faculty member who teaches most of the Special Education Courses has served as a Special Education Liaison for the states, as well as, for various public school districts in Arkansas. The faculty in the SOE participate in professional development regarding special education and inclusion and then integrate the skills into their courses.

c. Effectively teach students who are limited English proficient.

Embedded in Reading Courses and Children with Disabilities Courses.

Contextual Information

THIS PAGE INCLUDES:

>> [Contextual Information](#)

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The University of Arkansas at Pine Bluff School of Education Educator Preparation Program (EPP) has faculty trained in Arkansas Teacher Excellence and Support System (TESS) and Sample TESS Coaching Prompts. It uses the Charlotte Danielson Model to evaluate student teachers during their student teaching clinical. The program requires student teachers to be trained during their Professional Semester Seminars while enrolled in the class EDUC 4V12 Student Teaching Clinical on the following: Classroom Management Skills, how to use the Arkansas Teacher Excellence Support System (C-TESS), how to read the Scoring Guide that is used by the University of Arkansas at Pine Bluff School of Education university supervisors; what will be expected of them when they are observed while student teaching; and what will be expected of them from a school district when they become licensed teachers employed in the state of Arkansas. The student teachers must watch the Code of Ethics and Child Maltreatment PowerPoint presentations/videos and discuss various episodes in detail. Throughout their matriculations in the School of Education classes, they are also taught inclusion strategies that prepare them to work with exceptional children. In addition, the School of Education Educator Preparation Program (EPP) requires student teachers to become familiar with the Arkansas Teaching Standards/Council for the Association for Educator Preparation (CAEP) Standards and the Common Core Standards related to each major. They are also included in training by teacher education faculty on how to use and understand the C-TESS Teaching Prompts. The School of Education Educator Preparation Program Provider's Curriculum and Instructions Department has imbedded in the Teacher Education Methods Courses Syllabi how our EPP teacher candidates in all major areas are being prepared to work with special needs P-12 students in a variety of ways, as well as, using Technology, etc.; attached are syllabi and other documents that support the University of Arkansas at Pine Bluff School of Education EPP Report. The students were required to complete fifteen clock hours per methods course in the public school, giving young educators the life experiences needed. Attached is the Level II Rubric and Form required of each candidate when observing and participating in public schools.

Supporting Files

TESS Competencies/Prompts	
RDNG 2313 Fundamentals of Reading	
EDUC 4V12 Student Teaching Clinical	
EDUC 3306 Assessment Syllabus	
MLED 3301 Adolescent Development	
EDUC 3301 Human Growth & Development	
RDNG 4315 Methods of Teaching Reading	
SPED 2300 Survey of Exceptional Children	
SPED 3350 Methods and Materials of Teaching Learners with Disabilities	
SPED 4399 The Individualized Learner	
SPED 2320 Speech and Language Acquisition	

SPED 2353 Characteristics of Learners with Disabilities	
SPED 3352 Assessment in Special and Remedial Education	
SPED 4358 Exception Child in the Regular Classroom	
SPED 4364 Behavior Management	
EDUC 3309 Teaching Science in the Elementary School	
EDUC 2309 Utilization of Instructional Media and Technology	
EDUC3302 Psychology of Teaching and Learning	
Field Experience Form- Level I Course (10 clock hours)	
Level II Field Experience Portfolio Rubric	

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

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 *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Willie Mae Hobbs

TITLE:

Title II Coordinator

Certification of review of submission

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 *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF REVIEWER:

Kimberley Davis

TITLE:

Dean, School of Education