1.3.c Data and summaries of results on key assessments, including proficiencies identified in the unit's conceptual framework

The School of Education employs the use of "The Teacher As A Promoter of Academic Excellence" (TPAE) model as an overall theme throughout each educational program. This model has six components that are transcended and incorporated into each course. The six components are: Knowledge of Content; Professionalism; Technology; Diversity; Knowledge of Community and Global Issues; and Assessment.

TPAE Components	Course(s) and/or Assessment
Knowledge of Content	Praxis II Content Area
Professionalism	Foundations of Education
Technology	Instructional Media
Diversity	Education for Cultural Diversity Survey of Exceptional Children
Knowledge of Community and Global Issues	Education for Cultural Diversity Survey of Exceptional Children
Assessment	Assessing Young Children/Middle/Secondary Learners Behavioral Management

- Knowledge of Content – The teacher candidate models competencies (central concepts and tools of inquiry) in the required general education core and the specialization core (content area) and designs learning experiences that exhibit the types of performances needed to link disciplines with other subjects.
    - The assessment that measures the minimum standard will be the Praxis II Content Area exams which are designated by Arkansas Department of Education along with the minimum passing score for each exam. However, the exam asks a questions about where each individual has taken their course work from which does not mean that each person has been admitted to the School of Education and/or been admitted to the University of Arkansas at Pine Bluff.

Content Area (Praxis Exam Number)	UAPB Total Number of Who Passed State Score	UAPB Total Number Who Took Exam	Percent Passed State Score
Early Childhood (0022)	58	73	79.5%
Middle Level (0146)	17	41	41.5%
Health and Physical Education (0856)	20	31	64.5%
Physical Education (0092)	27	32	84.5%
Coaching (0091)	9	35	25.7%
Art (0131)		5	
Art (0132)		7	
Art (0133)		8	
Agriculture (0700)		0	
Business (0100 or 0101)	4	5 (8 total not reported by ETS due to low numbers)	80.0%

Content Area (Praxis Exam Number)	UAPB Total Number of Who Passed State Score	UAPB Total Number Who Took Exam	Percent Passed State Score
English (0041)	4	22	18.2%
English (0042)	2	5 (9 total not reported by ETS due to low numbers)	40.0%
English (0043)	5	7 (12 total not reported by ETS due to low numbers)	71.4%
Family and Consumer Science (0120 or 0121)		0	
Life/Earth Science (0234)		0	
Life/Earth Science (0235)	16	22	73.0%
Life/Earth Science (0571)	5	14 (18 total not reported by ETS due to low numbers)	35.7%
Math (0061)	0	8 (14 total not reported by ETS due to low numbers)	0.0%
Math (0063)		6	
Math (0065)		5	
Music (0111)	14	26	54.0%
Music (0112)	16	22	73.0%
Music (0013)	14	26	40.0%
Physical/Earth Science (0481)		5	
Physical/Earth Science (0483)		2	
Physical/Earth Science (0571)	5	14 (18 total not reported by ETS due to low numbers)	35.7%
Social Studies (0081)	1	6 (13 total not reported by ETS due to low numbers)	16.7%
Social Studies (0082)	4	5 (9 total not reported by ETS due to low numbers)	80.0%

ETS does not report statistics for exam with lower that 5 from an institution per yearly reporting. The organization only states how many took the exam for the given year.

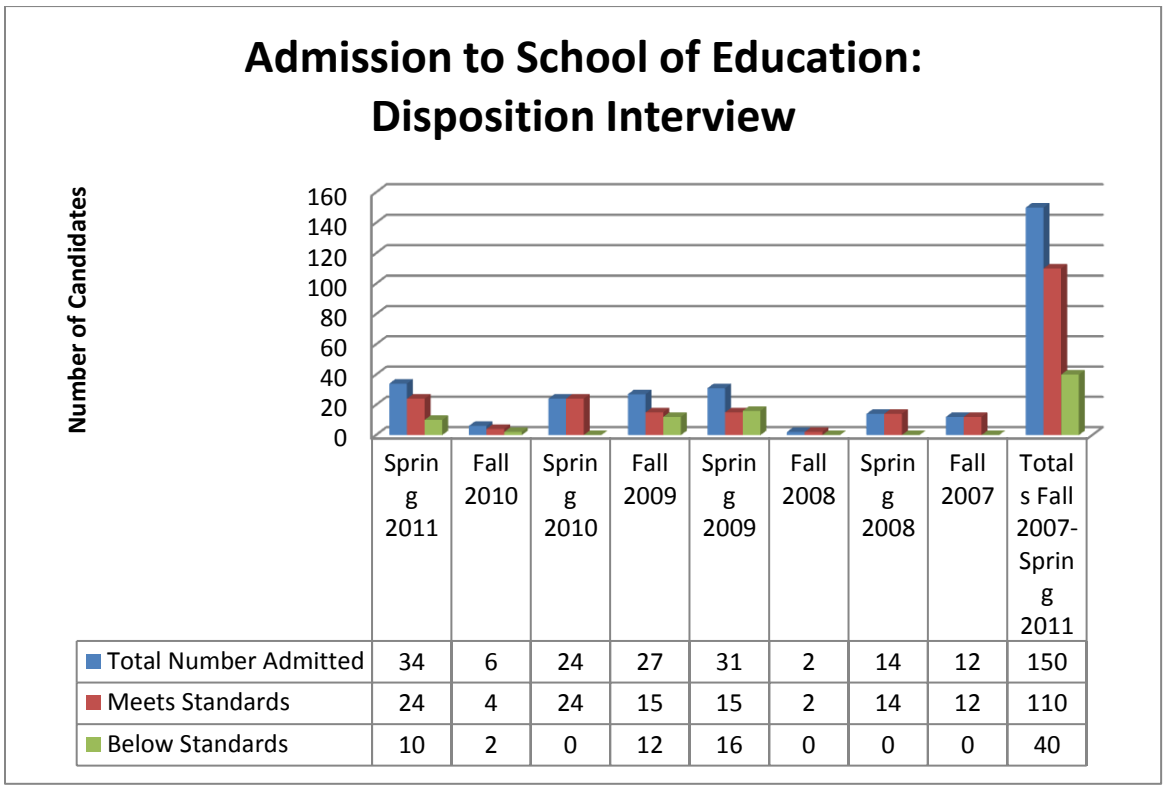
- Professionalism – The teacher candidate is a life-long learner who uses reflective practice, as well as federal, state and local statutes, policies and laws, to plan developmentally effective curriculum that incorporates research-based teaching strategies and promotes classroom environments that are conducive to learning.
    - Professionalism will begin in the Foundations of Education courses. In this course, each student develops an understanding of the profession to include legal issues and legislation that has impacted the education system and field work experiences that will assist in the development of the student as a future educator. The Foundations in

Education course will have many students, however, only the ones who will become our new educators will succeed in the course. This is a non-restricted course.

Foundations in Education

Academic Year	Total Number in Courses	Exceeds Expectations	Meets Expectations	Below Expectations
2010-2011	90	33	46	13
2009-2010	82	56	23	3
Fall 2008	79	44	28	7
Totals	251	133	97	23

- Dispositions of the students are measured throughout the program. The School of Education will measure each candidate's disposition through the Admission, Exit, and Retention Committee. The first series of disposition assessment begins with the Admission to the School of Education in terms of interview and faculty recommendation. The second series of disposition assessments are in the Admission to Professional Semester which is administered by the Admission, Exit, and Retention Committee. At the application for Professional Semester, each candidate must submit faculty member's statements about the candidate's disposition. Each candidate is interviewed to and measured with the School of Education disposition rubric.

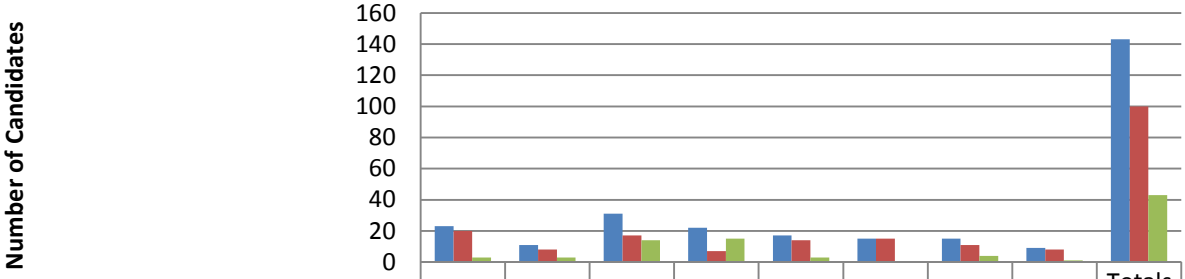


	Spring 2011	Fall 2010	Spring 2010	Fall 2009	Spring 2009	Fall 2008	Spring 2008	Fall 2007	Totals Fall 2007-Spring 2011
Total Number Admitted	34	6	24	27	31	2	14	12	150
Meets Standards	24	4	24	15	15	2	14	12	110
Below Standards	10	2	0	12	16	0	0	0	40

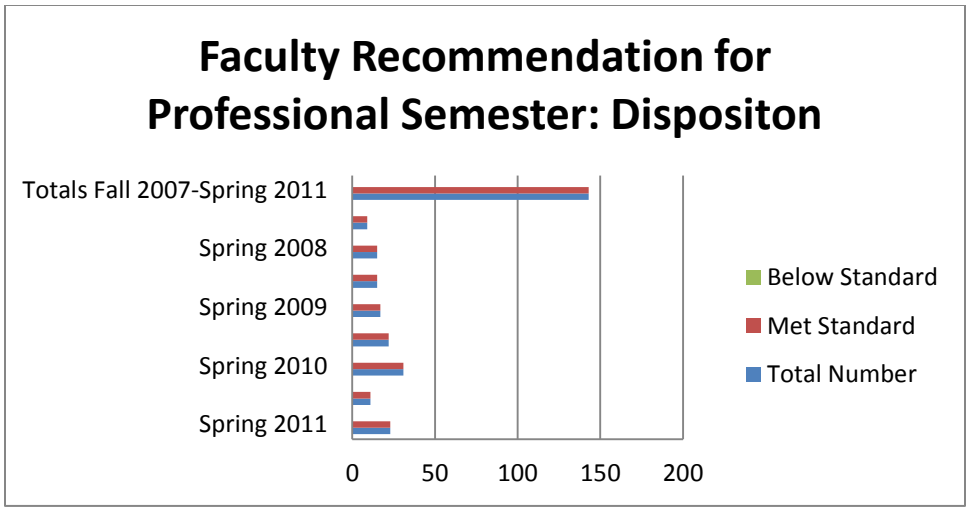
Admission to School of Education: Faculty Recommendation

	Spring 2011	Fall 2010	Spring 2010	Fall 2009	Spring 2009	Fall 2008	Spring 2008	Fall 2007	Totals Fall 2007-Spri...
Total Number Admitted	34	6	24	27	31	2	14	12	150
Meets Standards	34	6	24	27	31	2	14	12	150
Below Standards	0	0	0	0	0	0	0	0	0

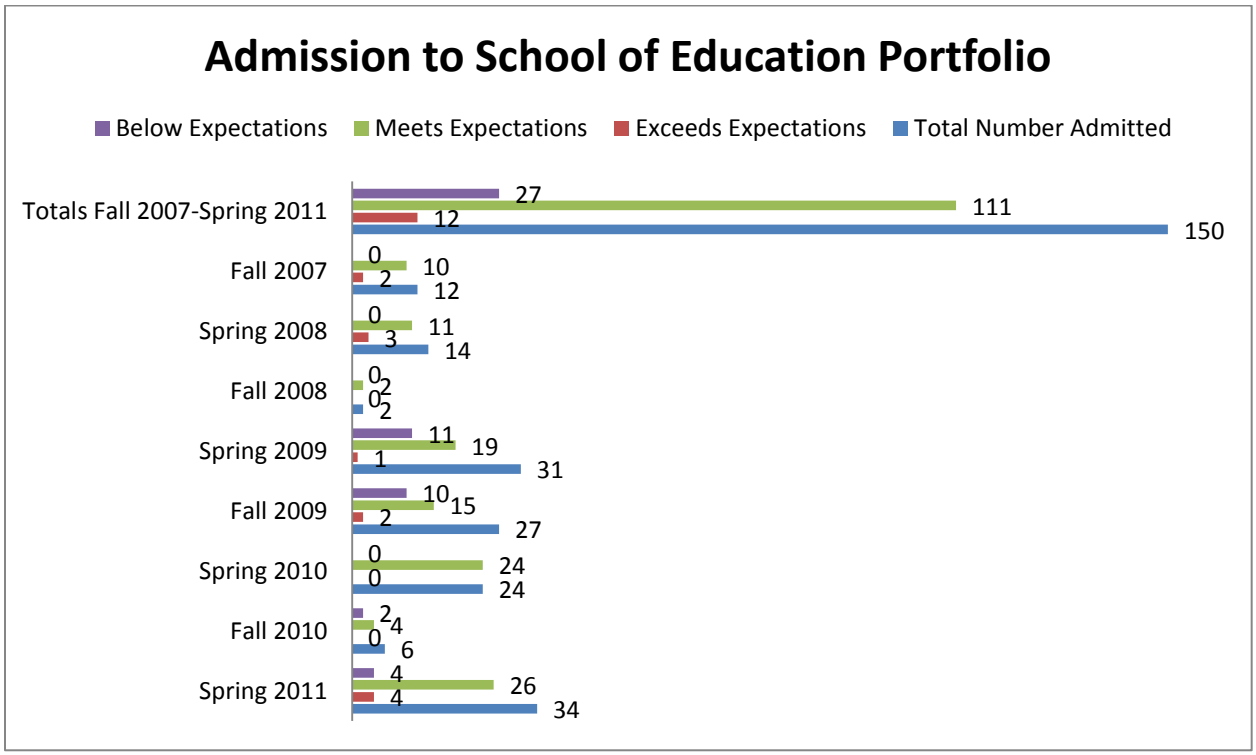
Admission to Professional Semester: Disposition Interview

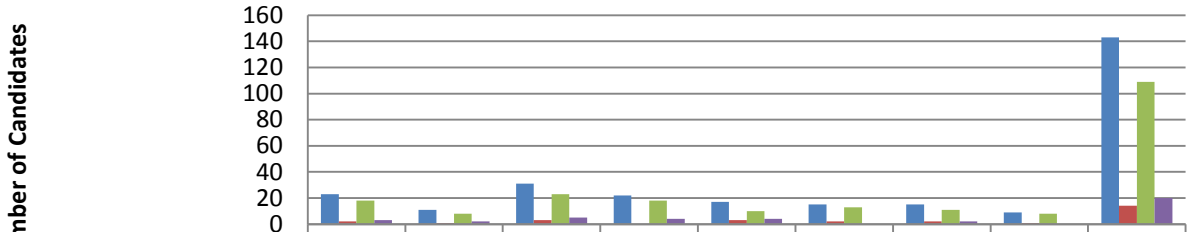


	Spring 2011	Fall 2010	Spring 2010	Fall 2009	Spring 2009	Fall 2008	Spring 2008	Fall 2007	Totals Fall 2007-Spring 2011
Total Number Admitted	23	11	31	22	17	15	15	9	143
Number Admitted Unconditionally	20	8	17	7	14	15	11	8	100
Number Admitted Conditionally	3	3	14	15	3	0	4	1	43

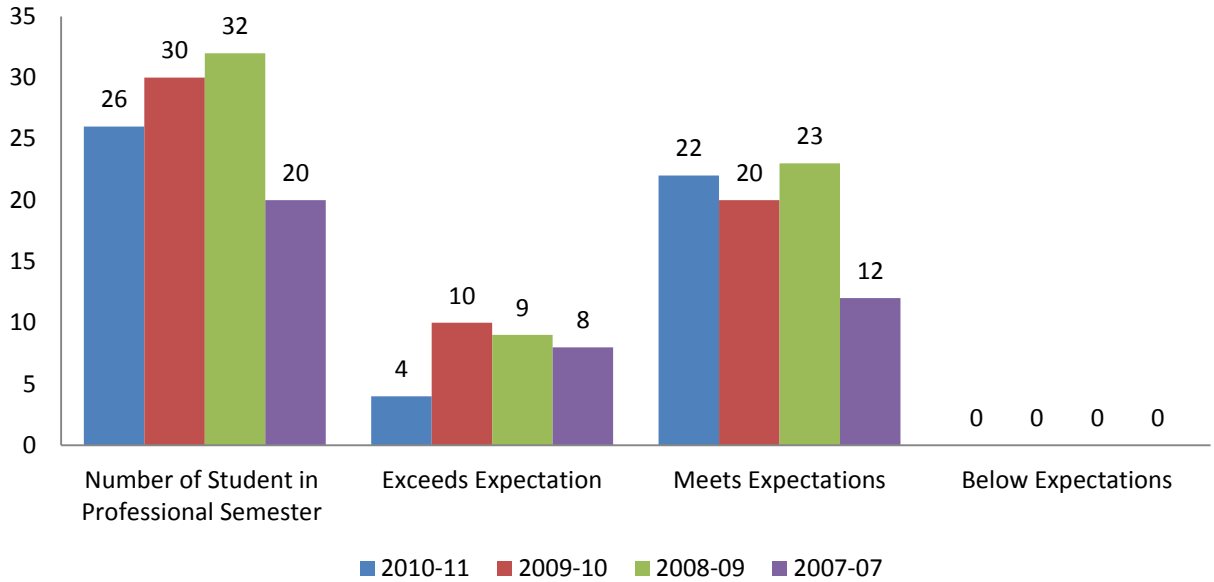


- Portfolio of the students were started in the Foundations of Education course and elaborated throughout their educational program. At each stage of the Admission, Exit, and Retention Committee, each student must submit as well as present their Professional Portfolio to the committee. The Admission to School of Education will be a basic or just a shell model that will grow as one grows in the program. The Admission to Professional Semester will be almost a final version of their Portfolio. All components will be developed without the Professional Semester experiences. The last stage is the Exit from the School of Education – completion of their Professional Semester. This is the final version that is presented to the Dean of Education, Director of Field Experiences and other key administrators and faculty at the university.





	Spring 2011	Fall 2010	Spring 2010	Fall 2009	Spring 2009	Fall 2008	Spring 2008	Fall 2007	Totals Fall 2007-Spring 2011
Total Number Admitted	23	11	31	22	17	15	15	9	143
Exceeds Expectations	2	1	3	0	3	2	2	1	14
Meets Expectations	18	8	23	18	10	13	11	8	109
Below Expectations	3	2	5	4	4	0	2	0	20



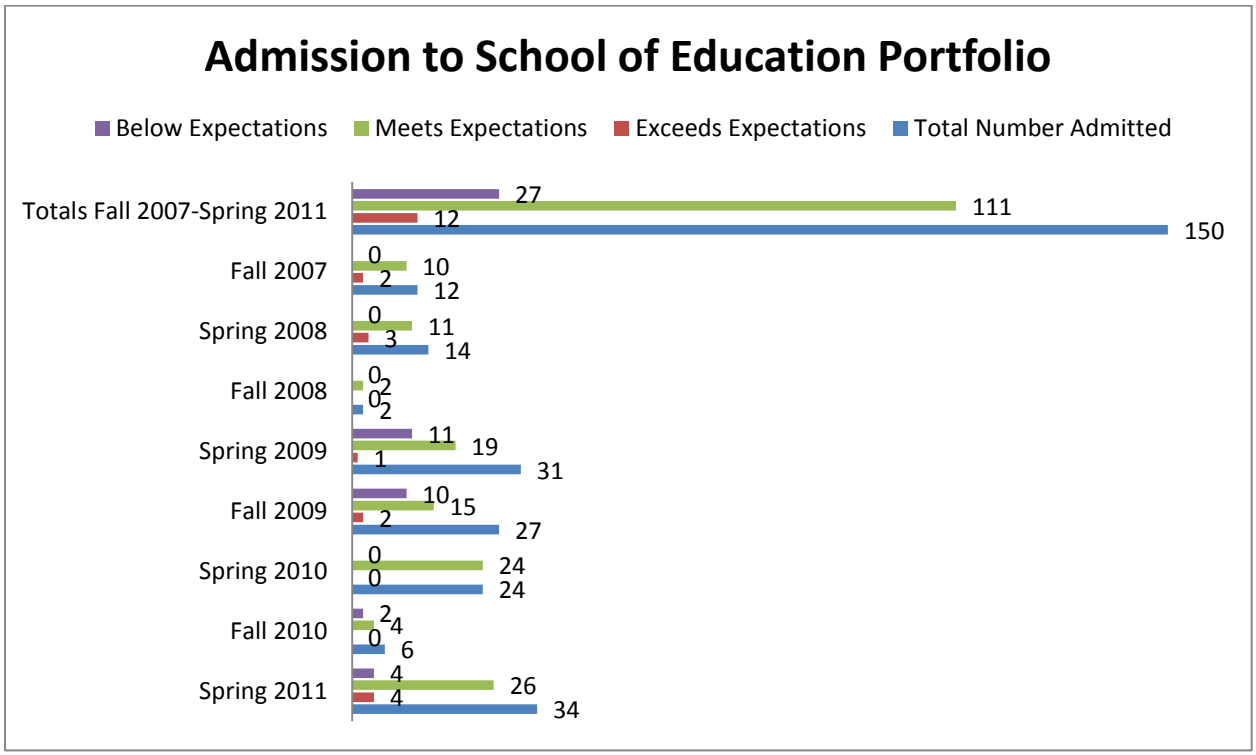
- Technology – The teacher candidate demonstrates technical proficiencies, informational literacy, and technological skills and competencies for assessment, instruction, communication, collaboration, and research.
    - Each student in the School of Education must take and pass with a "C" or better in the Instructional Media and Technology course. This is a non-restricted course which does allow for others to take the course. During this course, each student will develop a

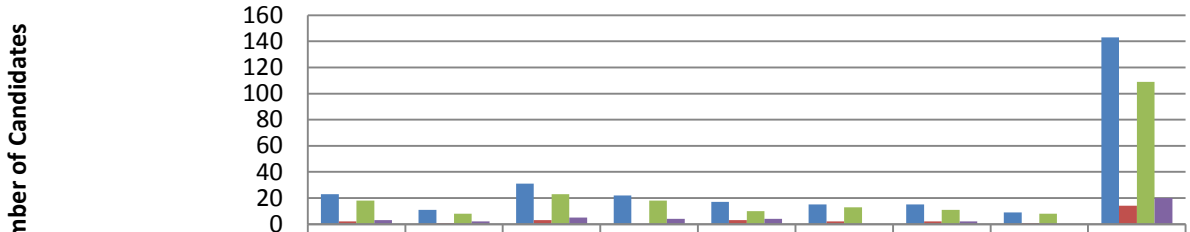
variety of technological skills and assignments/projects that will demonstrate their proficiency with a variety of media and technology for the classroom.

Instructional Media and Technology

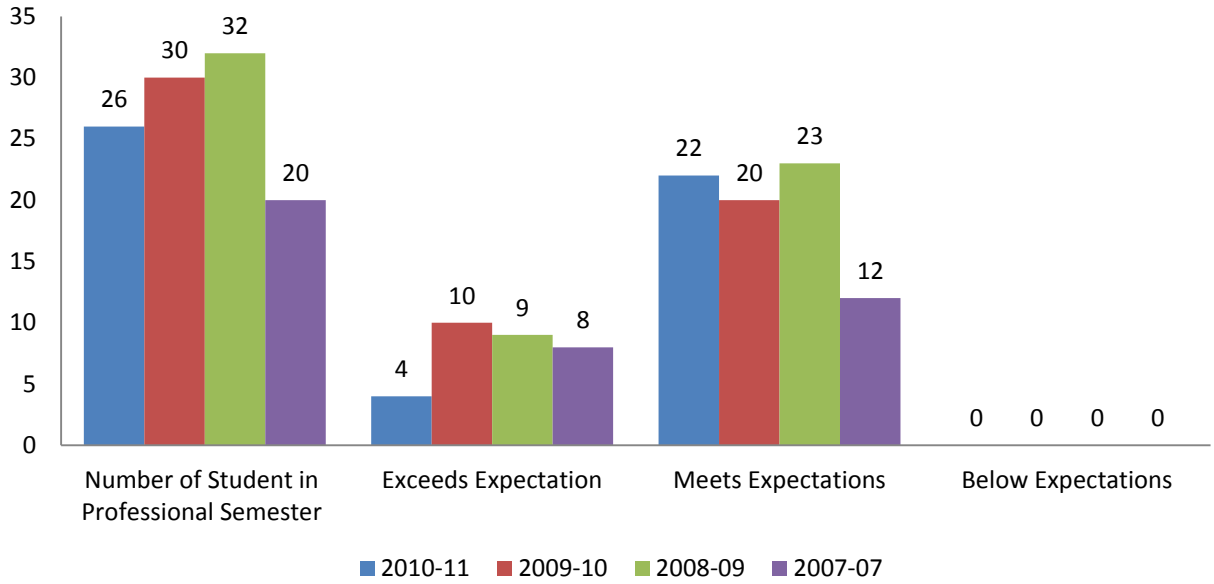
Academic Year	Total Number in Courses	Exceeds Expectations	Meets Expectations	Below Expectations
2010-2011	44	1	37	6
2009-2010	56	5	41	10
2008-2009	57	11	36	10
Totals	157	17	114	26

- Portfolio – Each student creates and maintains a Portfolio in the virtual format. As indicated in the Professional section of the TPAE model, the portfolio has to be presented to the Admission, Exit, and Retention Committee, Dean of Education (or designee), and Field Experience Director at each stage. The charts are also above in the Professional section.





	Spring 2011	Fall 2010	Spring 2010	Fall 2009	Spring 2009	Fall 2008	Spring 2008	Fall 2007	Totals Fall 2007-Spring 2011
Total Number Admitted	23	11	31	22	17	15	15	9	143
Exceeds Expectations	2	1	3	0	3	2	2	1	14
Meets Expectations	18	8	23	18	10	13	11	8	109
Below Expectations	3	2	5	4	4	0	2	0	20



- Diversity – The teacher candidate develops and promotes cultural responsibility and responsive curricula and practices that create and support equity and inclusiveness as an integral part of the classroom and society.
    - Diversity is experience in many different ways and has to be presented for each student to gain an understanding and develop an awareness of the importance of societal differences at home, local, state, national, and world. There are two specific courses

that will change individual's awareness of diversity. These two courses are Education for Cultural Diversity and Survey of the Exceptional Child. Both of these courses are non-restricted and can have any student enrolled in the courses but will begin to see a decrease in the number of students since these courses are taken after the Foundations of Education course. Each student will develop a better knowledge, understanding, and awareness of different cultures and social contexts in the world. Also, each will have to demonstrate their knowledge, understanding and awareness of cultures through field work experiences and reflective papers.

Education for Cultural Diversity

Academic Year	Total Number in Courses	Exceeds Expectations	Meets Expectations	Below Expectations
2010-2011	38	25	8	5
2009-2010	70	18	41	11
Fall 2008	20	2	17	1
Totals	128	45	66	17

Survey of Exceptional Children

Academic Year	Total Number in Courses	Exceeds Expectations	Meets Expectations	Below Expectations
2010-2011	72	14	46	12
2009-2010	33	10	20	3
2008-2009	39	12	24	3
Totals	144	36	90	18

- Knowledge of Community and Global Issues – The teacher candidate demonstrates knowledge of community systems and their relationships to the larger society as they foster relationships with schools, colleagues, parents, and agencies to support student learning and well being.
    - Being knowledgeable of local, state, national, and global issues is an important concept that future educators must have an understanding, knowledge and ability to demonstrate. The School of Education has placed an importance on this issue and uses cooperative learning to demonstrate this component. This is discussed and assignments, projects, and field work experiences are used to master the understanding and knowledge as well as to give each student a hands-on learning experience. The Survey of Exceptional Children and Education for Cultural Diversity courses are used to demonstrate each student's Knowledge of Community and Global Issues. These two courses are non-restricted; however, the School of Education has seen the number of students in these courses is smaller than the Foundations of Education course.

Education for Cultural Diversity

Academic Year	Total Number in Courses	Exceeds Expectations	Meets Expectations	Below Expectations
2010-2011	38	25	8	5

2009-2010	70	18	41	11
Fall 2008	20	2	17	1
Totals	128	45	66	17

Survey of Exceptional Children

Academic Year	Total Number in Courses	Exceeds Expectations	Meets Expectations	Below Expectations
2010-2011	72	14	46	12
2009-2010	33	10	20	3
2008-2009	39	12	24	3
Totals	144	36	90	18

- Assessment – The teacher candidate constructs and uses a variety of developmentally appropriate measures such as observation, paper-and-pencil test, and performance-based assessments to assess student learning and development.
    - The School of Education has placed an importance on the future educators to employ many different types of assessments within their future careers. But, the School of Education feels that assessment has to work directly with behavioral management to really be effective in the future. The Assessing Young Children or Assessing Middle/Secondary Learners course will develop a variety of assessment strategies for the future educators. Each student will have an understanding of developing different assessments as well as some experiences with giving assessments. The Behavioral Management course will assist in the development of fair and appropriate assessments for all school children. It will also assist in the understanding of the community as well as utilize a variety of global issues. The courses in Assessing and Behavioral Management are restricted to only the students who are admitted to the School of Education.

Assessing Young Children and Middle/Secondary Learners

Academic Year	Total Number in Courses	Exceeds Expectations	Meets Expectations	Below Expectations
2010-2011	3	2	1	0
2009-2010	13	7	6	0
Fall 2008	24	7	16	1
Totals	40	16	23	1

Behavioral Management

Academic Year	Total Number in Courses	Exceeds Expectations	Meets Expectations	Below Expectations
2010-2011	19	16	2	1
2009-2010	23	16	6	1
Fall 2008	38	22	15	1
Totals	80	54	23	3