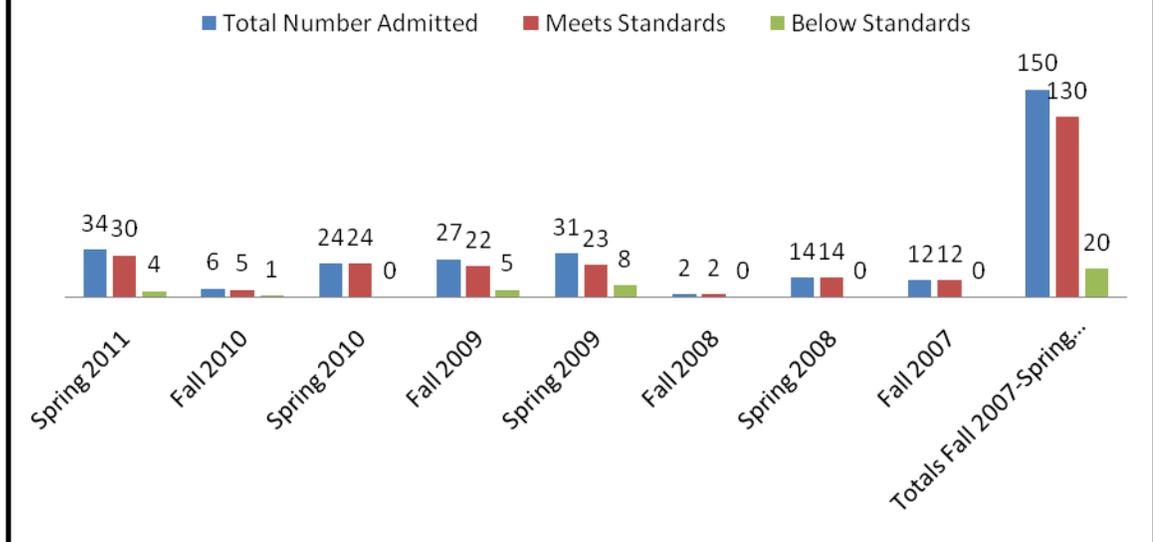


**Table 2: Undergraduate Admission Criteria:
Exit University College**



Disposition Assessments. Candidates understand the University's and unit's missions that emphasize the importance of providing diverse learning opportunities for diverse populations, for promoting fairness, and preparing learning environments that encourage all students to learn. The unit has key assessments in its admission criteria to assess the professional behaviors, or dispositions of its candidates. There are two disposition assessments for all candidates seeking initial licensure through its traditional program, Disposition Assessment I and Disposition Assessment II. All of the candidates whose dispositions were assessed in their foundation's classes from fall 2007-spring 2011 either met or exceeded acceptable standards of behaviors (Table 3).

Assessment criteria for Disposition Assessment I (Figure 1) are covered in the foundations classes, EDUC 1300 (middle and secondary level majors) or ECE 1201 (early childhood majors). Candidates learn about professional attitudes, values and beliefs, do case studies and perform role plays to determine which behaviors are the dispositions that the unit's candidates must exhibit when interacting with their students and colleagues during field experience activities in their assigned schools and when interacting with their students' families and communities during school-related extracurricular activities such as in parent conferences, parent-student meetings, and school sports' activities.

Figure 1: DISPOSITION ASSESSMENT I (UNDERGRADUATE)
Faculty Evaluation of Student Dispositions
University of Arkansas at Pine Bluff
School of Education

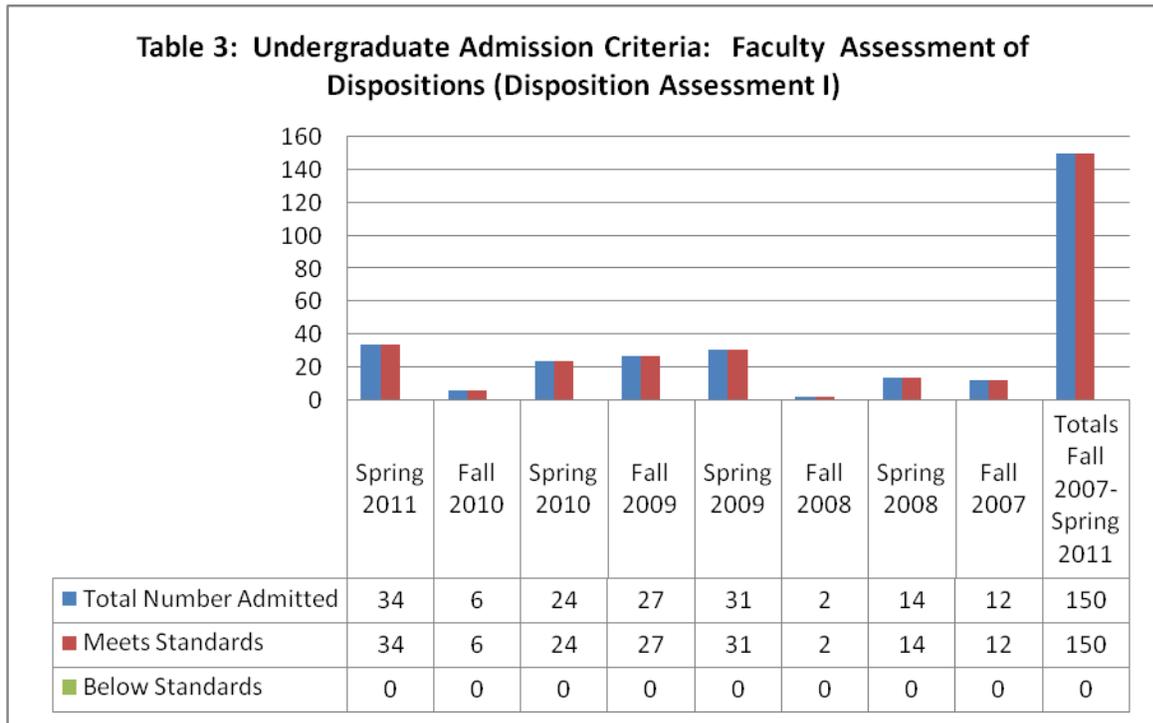
Name _____ Has this candidate been admitted to the SOE? Y N

As part of the teacher preparation program in the School of Education, candidates are expected to develop and demonstrate a variety of dispositions (professional attitudes, actions, values and beliefs), both verbally and non-verbally, as they interact with teachers, students, families, colleagues, and communities. These dispositions contribute to good teaching and are aligned with the conceptual framework. Candidates know they will be evaluated on their dispositions in their class work, field work, and daily behavior.

This survey will give faculty in the SOE an opportunity to determine what progress each student in one of the foundation classes has made toward acquiring acceptable professional dispositions. Each item in the survey is aligned with one or more elements of the conceptual framework. After evaluating a student in the various dispositional areas, the faculty examiner should develop a plan to deal with any deficiencies noted for the particular student. This data and plan should be submitted to the student’s advisor.

Dispositional Statement	Exceeds Expectations/ Standards	Meets Expectations/ Standards	Does not Meet Expectations Standard
The student values punctuality and good attendance.			
The student is always prepared for class and field experience.			
The student meets or exceeds standards on assignments.			
The student exhibits appropriate ethical and professional behavior and recognizes the importance of being fair to others .			
The student seeks guidance and supervision when it is needed and appropriate.			
The student works cooperatively with colleagues and maintains a cordial relationship with everyone .			
The student is willing to try new things when appropriate.			
The student understands the value of periodic and strategic measurement to help their future students progress/learn.			
The student advocates/fosters respect for people with different backgrounds and abilities .			
The student advocates respect for all people irrespective of gender, sexual orientation, or physical ability .			
The student speaks and acts in ways that engenders warmth and affirmation.			
The student is open-minded and respectful of the opinions of others .			
The student welcomes the use and advancement of technology in education.			
The student actively seeks to know about and recommend use of various community and global			

Instructor's Name: _____ Class/ Section: _____



Disposition Assessment II (Table 4), the admission to the unit interview, has questions for each of the professional dispositions expressed in the unit's conceptual framework (Figure 2). From fall 2007-spring 2011, 150 candidates were interviewed. Of these, 110 or 73% met expectations/standards. (The other category of our rubric is exceeded expectations. None of the candidates "exceeded expectations.") Candidates admitted fall 2008 (2) and spring 2010 (24) all met expectations. In all the semesters under review, most candidates met expectations during their interviews: spring 2009 15/31 (48%), fall 2009 15/27 (59%), spring 2010 24/24 (100%), fall 2010 4/6 (66%), and spring 2011 24/34 (70%).

Figure 2: Disposition Assessment II: Admission to the Unit Interview (Undergraduate)

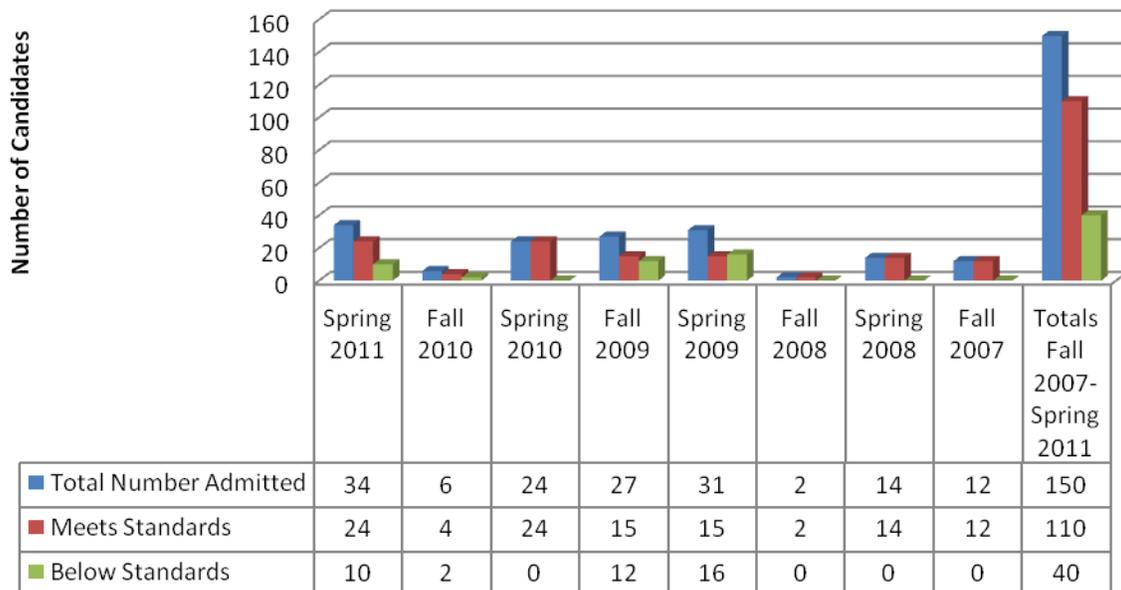
University of Arkansas at Pine Bluff
 School of Education
 Admission to School of Education

Questions

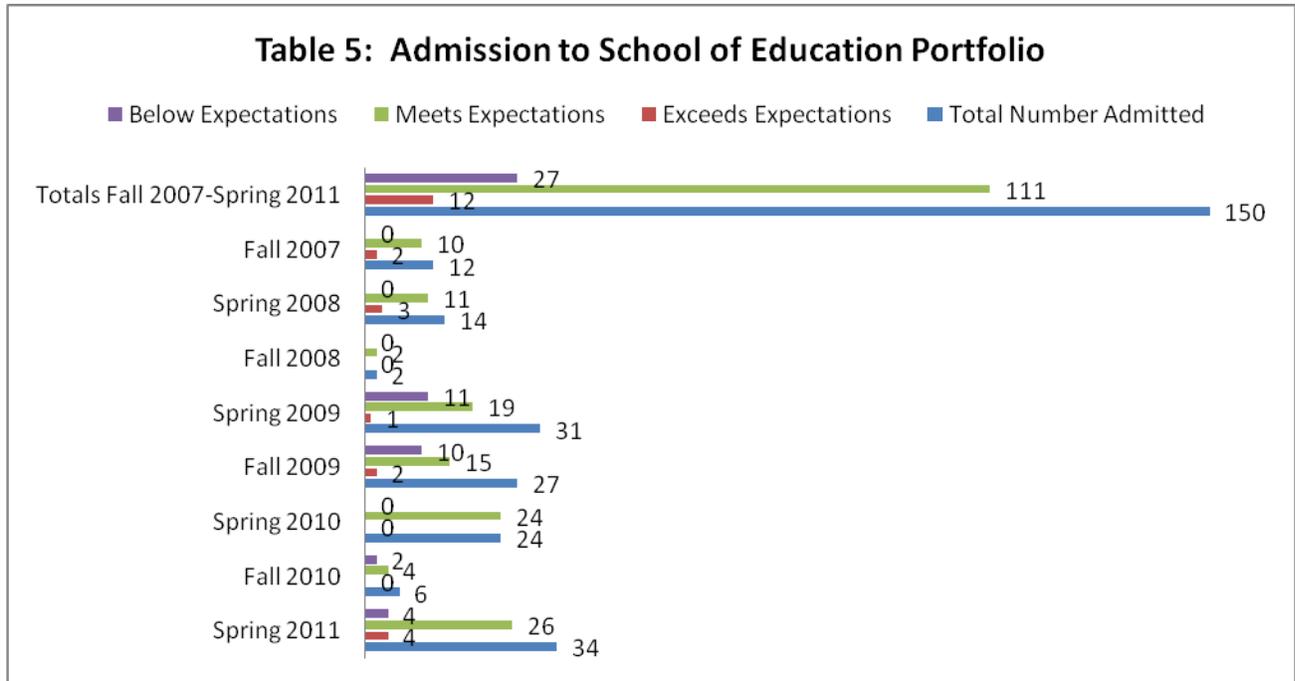
(Asked by Admission, Retention, and Exit Committee of Applicants to School of Education)

1. Tell us some things about yourself that would point to why you want to be a teacher.
2. Share information related to your background, including work experience. This information should include what you consider to be ethical behaviors and professional behaviors. (*Professionalism*)
3. What is your philosophy of education? (*Professionalism*)
4. Why did you select teaching as your career choice? (*Professionalism, Knowledge of Community and Global Issues*)
5. How would you use assessment and technology with your discipline and grade levels you will teach? (*Professionalism, Technology*)
6. Describe your feeling related to working with ethnic or racial groups that are different from your own. (*Diversity, Knowledge of Community and Global Issues*)
7. What do you consider to be your strengths and weaknesses? (*Professionalism, Assessment*)
8. In your opinion, what is the greatest problem in public school education? What is the greatest strength about public school education? (*Professionalism, Assessment*)
9. Describe the major components of the conceptual framework (TPAE Model). (*Assessment, Professionalism*)
10. What is the most important thing that you have learned from your educational courses?

Table 4: Admission to School of Education Interview: Disposition Assessment II (Undergraduate)



Admission Portfolio. Candidates complete an entry level portfolio that contains a minimum of three items: resume, philosophy of education paper and autobiography. There are three (3) assessment criteria for each of those items. The resume is assessed on its format, educational experiences, and work experiences. The philosophy of education paper is assessed on its clarity of its content, personal beliefs about students and learning, and discussion of professional dispositions. The autobiography is assessed on the writer’s presentation of his/her values, beliefs and educational activities. Candidate performance on the Entry-Level Portfolio (Table 5) went the full range of the assessment rubric. From fall 2007-spring 2011, 111 or 74% of those submitting their portfolios “met expectations,” 12 or 8% exceeded expectations, and 27 or 18% failed to meet expectations.

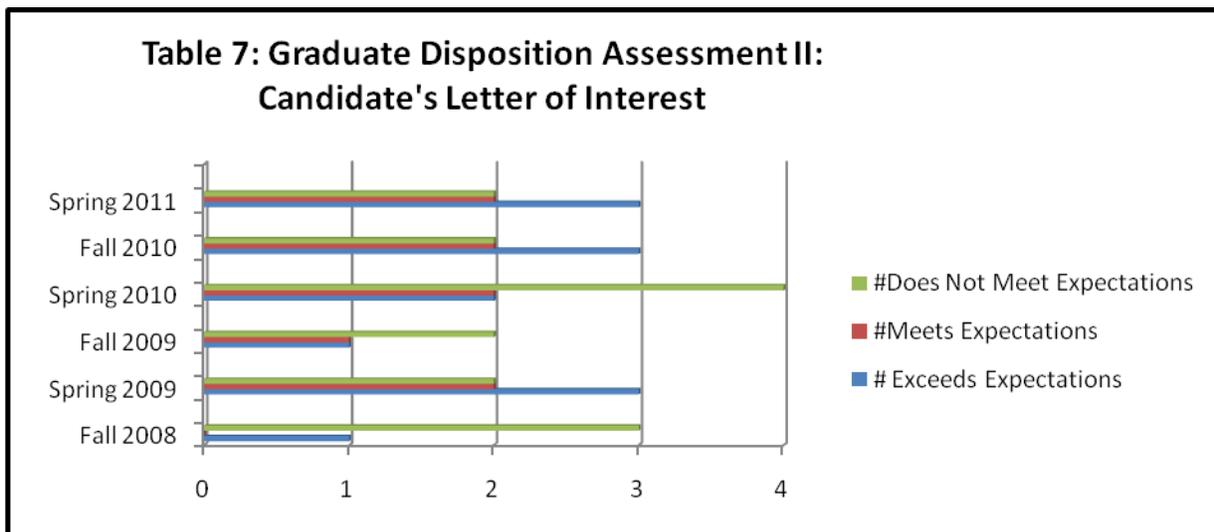
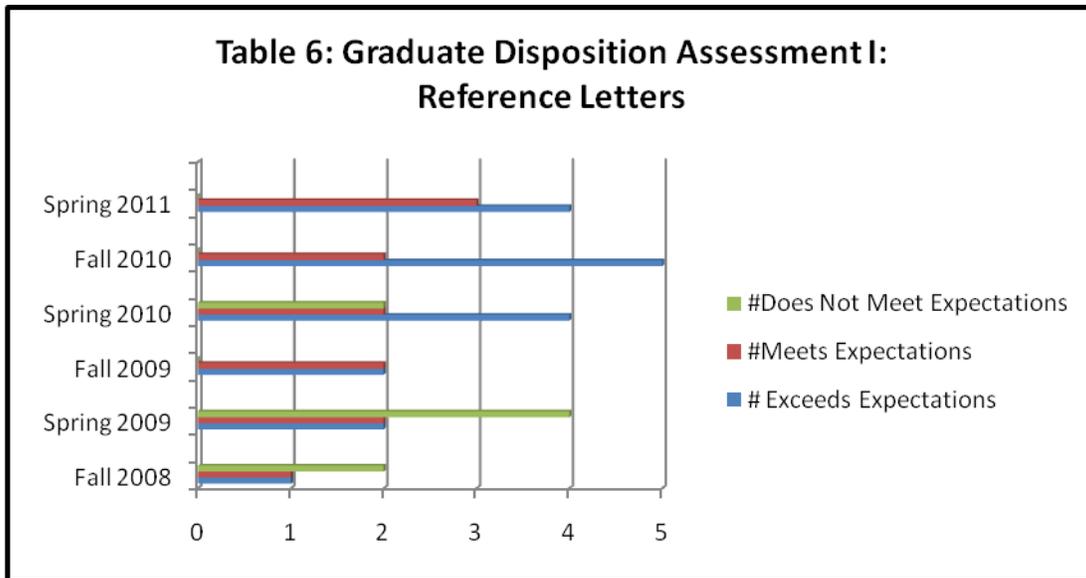


Graduate Admission Criteria

At the graduate level, the following admission assessments are used: a baccalaureate degree; a formal application; resume; reference letters (Disposition Assessment I); minimum 3.0 grade point average; completion of recommended undergraduate prerequisites; admission to a degree program by a department; a letter of interest stating candidate’s philosophy of education, educational experiences with P-12 students, and reason for selecting particular degree (Disposition Assessment II), and an admission interview (Disposition Assessment III). Of these admission criteria, the key assessments for graduate candidates are the disposition assessments because applicants applying for admission to the University are admitted to the University if they have a baccalaureate degree from a regionally accredited four-year higher education institution, a 3.0 grade point average and a completed application. After being admitted to the University, applicants come to the unit to seek admission to a graduate degree program. For this reason, the unit collects data on those who are admitted to one of the unit’s degree programs.

Candidates demonstrate classroom behaviors consistent with fairness and the belief that all students can learn. Disposition Assessment I, II and III for graduate degree candidates

address these standards. Candidate dispositions are assessed from the reference letters received, the admission interview and admission documents (resume and letter of interest). Graduate candidates are assessed through an admission interview where they discuss their philosophies of education, experiences with pre-school through grade twelve students, and reasons for pursuing a graduate degree in education. Graduate candidates also submit a resume and a letter of interest where they detail their philosophies of education, educational experiences relating to preschool through grade twelve students, and their reason for pursuing the master's degree in education.



Graduate Disposition Assessment III: Admission Interviews

In fall 2008 (Table 8), five (5) candidates were interviewed for admission to the unit's graduate programs. Most of their responses to the three (3) questions exceeded expectations (Figure 2). To exceed expectations for the philosophy question, a candidate had to provide an excellent discussion that included candidate's desire to be fair to all students and to have high expectations for all students; 4/5 or 80% of the respondents did. To exceed expectations for experiences with P-12 students, candidate had to discuss developmentally appropriate educational experiences with P-12 students in an educational setting; 3/5 or 60% did. Finally, to exceed expectations with the selection of degree question, candidates had to discuss educational goals; and 3/5 or 60% did.

Figure 2: Disposition Assessment II—Admission to SOE Graduate Programs Interview

**University of Arkansas at Pine Bluff
School of Education Graduate Programs**

ADMISSION INTERVIEW FORM

Name of Student _____

Degree Program _____

List of Admission Materials on File:

Admission Materials Needed:

Information Explained: Graduate Status, Admission to Degree Candidacy, Praxis Series, Admission to the School of Education, Admission to the Professional Semester, Student Teaching, SOE Graduate Comprehensive Examination, Application for Graduation

Questions Asked by Student:

Interview Questions:

Applicant's Answer	Exceeds Expectations	Meets	Does Not Meet
Philosophy of education?	_____	_____	_____
Experiences with preschool-grade twelve students?	_____	_____	_____
Reason for selecting this degree?	_____	_____	_____

Signatures:

Student _____ Date

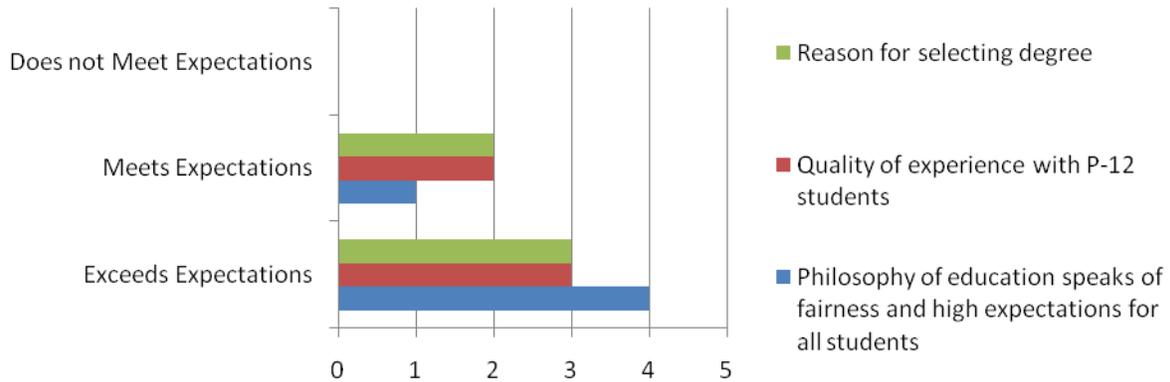
SOE Faculty/Administrator _____ Date

SOE Faculty/Administrator _____ Date

SOE Faculty/Administrator _____ Date

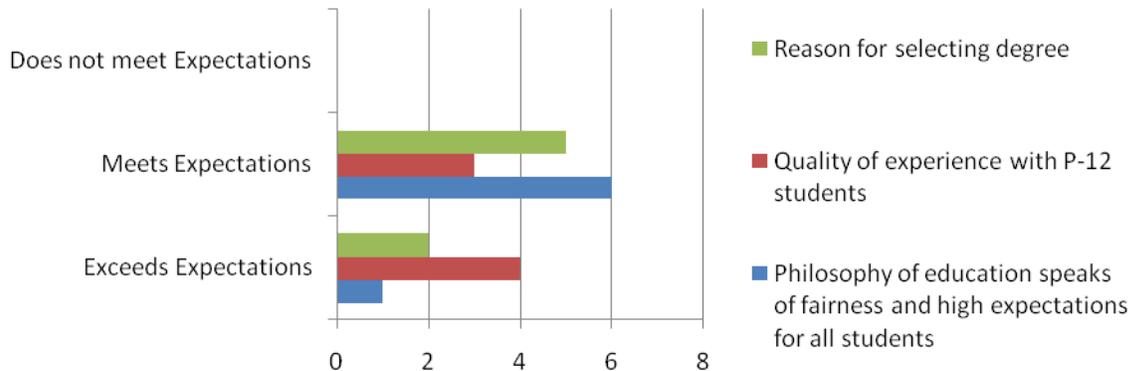
SOE Graduate Coordinator _____ Date

**Table 8: Disposition Assessment III :
Graduate Admission Interview Fall 2008**

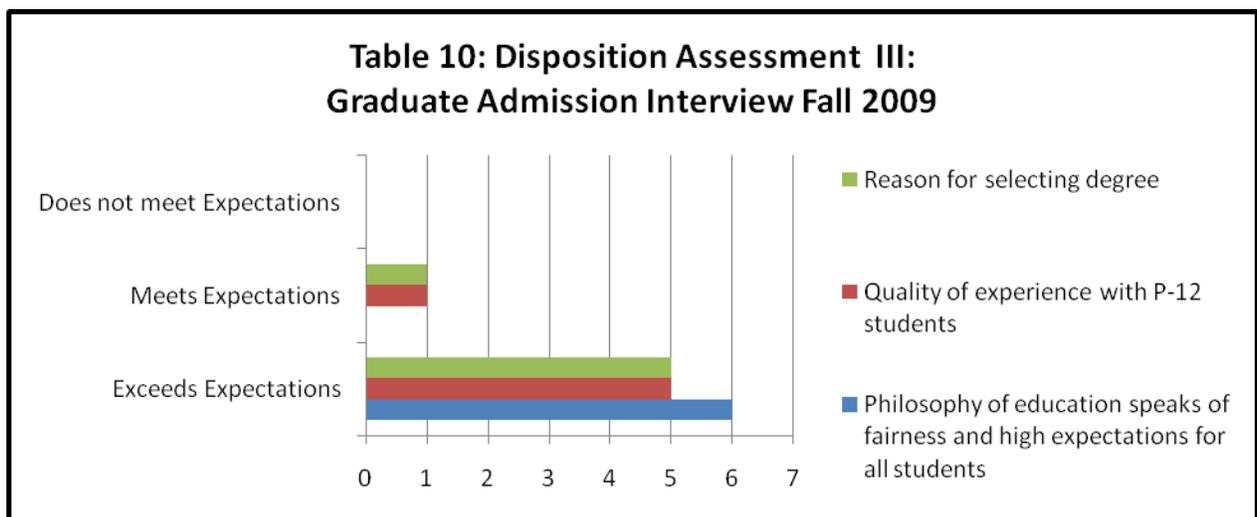


In spring 2009 (Table 9), seven (7) candidates were interviewed for admission to the unit's graduate programs. Most of their responses to the three (3) questions met expectations. To exceed expectations for the philosophy question, a candidate's response had to provide an excellent discussion that included candidate's desire to be fair to all students and to have high expectations for all students; 1/7 or 14% of the respondents did. To exceed expectations for experiences with P-12 students, candidate had to discuss developmentally appropriate educational experiences with P-12 students in an educational setting; 4/7 or 57% did. Finally to exceed expectations with the selection of degree question, candidate had to discuss educational goals; and 2/7 or 29% did.

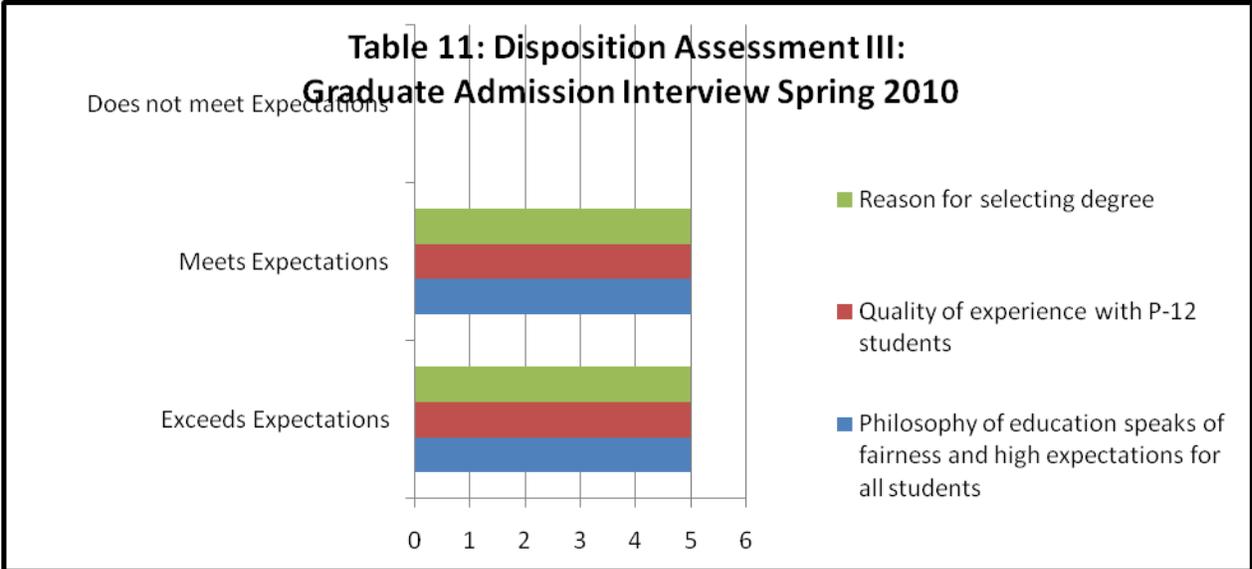
**Table 9: Disposition Assessment III:
Graduate Admission Interview Spring 2009**



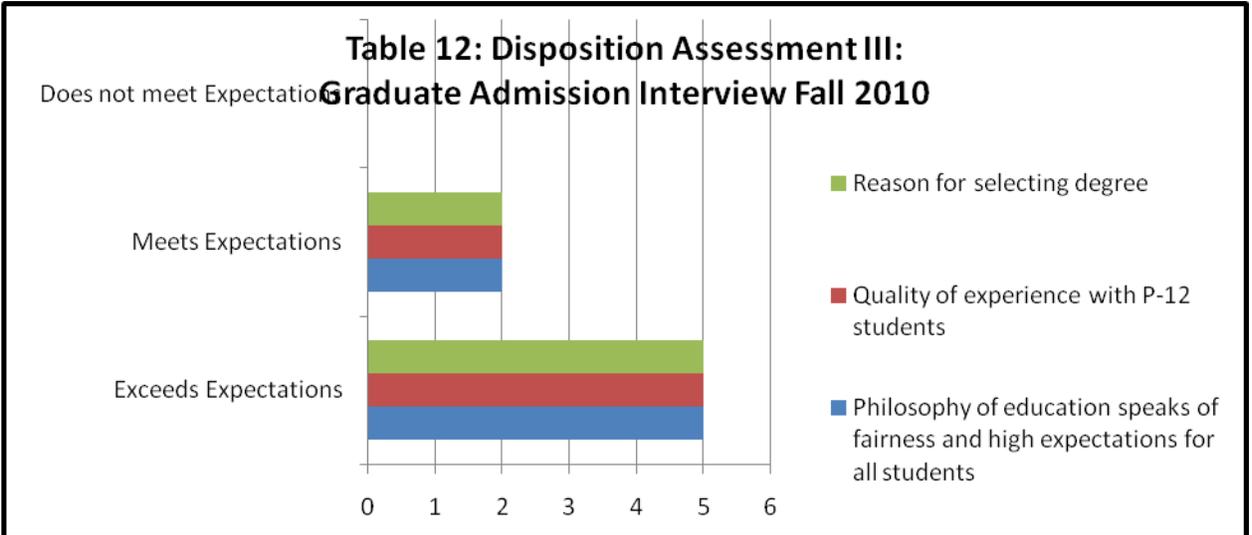
In fall 2009 (Table 10), six (6) candidates were interviewed for admission to the unit's graduate programs. Most of their responses to the three (3) questions exceeded expectations. To exceed expectations for the philosophy question, a candidate's response had to provide an excellent discussion that included candidate's desire to be fair to all students and to have high expectations for all students; 6/6 or 100% of the respondents did. To exceed expectations for experiences with P-12 students, candidate had to discuss developmentally appropriate educational experiences with P-12 students in an educational setting; 5/6 or 83% did. Finally to exceed expectations with the selection of degree question, candidate had to discuss educational goals; and 5/6 or 83% did.



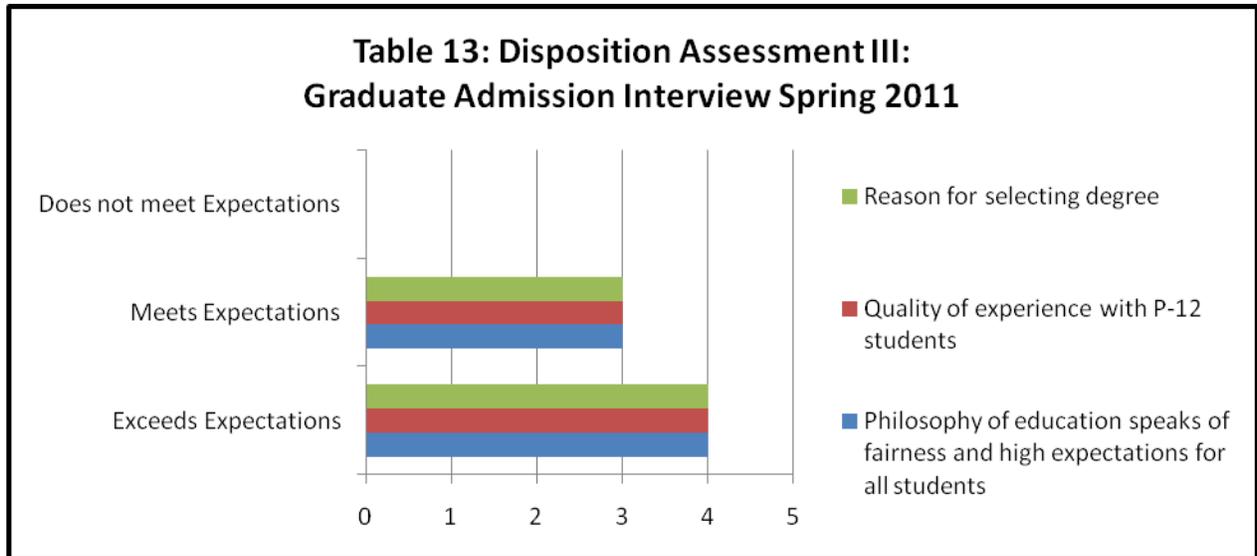
In spring 2010 (Table 11), ten (10) candidates were interviewed for admission to the unit's graduate programs. Most of their responses to the three (3) questions exceeded expectations. To exceed expectations for the philosophy question, a candidate's response had to provide an excellent discussion that included candidate's desire to be fair to all students and to have high expectations for all students; 5/10 or 50% of the respondents did. To exceed expectations for experiences with P-12 students, candidate had to discuss developmentally appropriate educational experiences with P-12 students in an educational setting; 5/10 or 50% did. Finally to exceed expectations with the selection of degree question, candidate had to discuss educational goals; and 5/10 or 50% did.



In fall 2010 (Table 12), seven (7) candidates were interviewed for admission to the unit’s graduate programs. Their responses to the three (3) questions equally met and exceeded expectations. To exceed expectations for the philosophy question, a candidate’s response had to provide an excellent discussion that included candidate’s desire to be fair to all students and to have high expectations for all students; 5/7 or 71% of the respondents did. To exceed expectations for experiences with P-12 students, candidate had to discuss developmentally appropriate educational experiences with P-12 students in an educational setting; 5/7 or 71% did. Finally to exceed expectations with the selection of degree question, candidate had to discuss educational goals; and 5/7 or 71% did.



In spring 2011 (Table 13), seven (7) candidates were interviewed for admission to the unit's graduate programs. Most of their responses to the three (3) questions exceeded expectations. To exceed expectations for the philosophy question, a candidate's response had to provide an excellent discussion that included candidate's desire to be fair to all students and to have high expectations for all students; 4/7 or 53% of the respondents did. To exceed expectations for experiences with P-12 students, candidate had to discuss developmentally appropriate educational experiences with P-12 students in an educational setting; 4/7 or 53% did. Finally to exceed expectations with the selection of degree question, candidate had to discuss educational goals; and 4/7 or 53% did.



In fall 2011 (Table 14), seven (7) candidates were interviewed for admission to the unit's graduate programs. Most of their responses to the three (3) questions exceeded expectations. To exceed expectations for the philosophy question, a candidate's response had to provide an excellent discussion that included candidate's desire to be fair to all students and to have high expectations for all students; 4/7 or 53% of the respondents did. To exceed expectations for experiences with P-12 students, candidate had to discuss developmentally appropriate educational experiences with P-12 students in an educational setting; 4/7 or 53% did. Finally to exceed expectations with the selection of degree question, candidate had to discuss educational goals; and 4/7 or 53% did.

**Table 14: Disposition Assessment III:
Graduate Admission Interview Fall 2011**

