*NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION*

# CONTINUING ACCREDITATION REPORT

# SCHOOL OF EDUCATION


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## I. Overview and Conceptual Framework

The University of Arkansas Pine Bluff (UAPB) is located in the northern part of the city of Pine Bluff in Southeast Arkansas. The city has a population of 63,000 and is the county seat of Jefferson County. The area is commonly known as the Delta. The University of Arkansas at Pine Bluff has served Southeast Arkansas and the state for approximately one hundred and thirty-one years. A historically black state supported land grant institution, it was created in the spring of 1873 by an Act of the General Assembly as a branch of Arkansas Industrial University (now the University of Arkansas). Originally known as Branch Normal College, the school opened on September 27, 1875, with an enrollment of seven (7) students, three (3) from Jefferson County and four (4) from Drew County.

In 1929, the school expanded into a standard four-year degree-granting institution and in 1933 was certified as a standard four-year college. Two years later, in 1935, a building program provided eight residences for instructors and a gymnasium, and in 1938 another building program afforded two more dormitories and a library.
On July 1, 1972, a merger rejoined the two oldest public higher educational institutions in the state: Arkansas Agricultural, Mechanical and Normal College was merged into the University of Arkansas System. Arkansas AM&N College was renamed the University of Arkansas Pine Bluff.

### I.2 Mission of the University of Arkansas at Pine Bluff

One of the most important aspects of the historical mission of Agricultural, Mechanical and Normal College was established by the Legislative Act of 1873 that created the College. The Act stipulated that the institution was being established for the convenience and well-being of the "poorer classes." The second statutory provision relating to the mission of the College was the Land Grant Act of 1890, which made the Morrill Act of 1862 applicable in every respect to Agricultural, Mechanical and Normal College.
While the University of Arkansas at Pine Bluff will continue to maintain a special sensitiveness to the needs, aspirations, problems and opportunities of its historic constituents, it shall expand its mission with a high degree of excellence and with a sense of constantly improving quality. The new social context that is emerging as a result of integration requires that this mission be expanded, extended and enriched so as to become consonant with the needs and demands of a more culturally heterogeneous student clientele - a clientele differing academically, socially, racially, ethnically and culturally.

### I.3 Overview of the Professional Education Unit

The mission of the School of Education is to offer quality programs leading to licensure and careers in professional education. In addition to training teachers and human service professionals to meet the educational challenge of an ever changing society, the School of Education provides opportunities for students to study in a multi-ethnic and diverse

university setting, thereby encouraging responsible, productive citizens. The unit fulfills its mission through teaching, research, and public service to the immediate service area, the state of Arkansas and the nation.

University Leadership Changes

Since the last NCATE visit in 2005, several changes have occurred at the University. In June 2011, Dr. Calvin Johnson retired as Dean of the School of Education. Dr. Fredda D. Carroll, Professor in the department of Curriculum and Instruction, was appointed Interim Dean of the School of Education on July 1, 2011. In August 2011, Dr. Brenda Martin, Associate Professor, assumed duties as NCATE Coordinator and Licensure Officer; she recommends all eligible candidates to the Arkansas Department of Education, Division of Teacher Quality for licensure. Dr. Lawrence A. Davis, Jr, Chancellor at UAPB will retire after 19 years of service in May 2012. Dr. Calvin Johnson, former Dean of the School of Education, will become interim Chancellor of the University on May 29, 2012.

The Dean of the School of Education serves as the head of the unit. It is the goal of the School of Education to provide for the education, social, intellectual and career needs of its students. The teacher education program is administratively housed in the School of Education located on the campus in Dawson-Hicks Hall. The 50,000 square foot facility houses classrooms, the Learning Plus Laboratory and multimedia laboratories, conference rooms, faculty offices and the Rosemarie Word Resource Center.

The professional education unit (School of Education) includes two departments: Curriculum and Instruction and Health, Physical Education and Recreation. The unit offers undergraduate degrees in early childhood education, middle level (language arts and social studies), middle level (mathematics and science), and secondary art, agriculture sciences and technology, business technology, English, human sciences, music, mathematics, life/earth science, physical/earth science, social studies, and physical education and recreation. In addition to educator preparation programs, other programs (degrees) offered by the unit include Rehabilitation Counseling Services and Parks and Community Recreation. The Master of Education in Early Childhood education including advanced degrees in secondary education (mathematics, science, English, social studies, physical education) and early childhood education are also offered in the unit. The Master of Arts in Teaching degree has been offered since 2008. The Teacher Education Committee of the School of Education has provided a forum for regular input from the university community on unit operations. All programs are represented and have membership in the School of Education Teacher Education Committee, a university-wide interdisciplinary committee that reviews, analyzes, and provides input on all aspects of the Teacher Education Program. This group meets monthly and is composed of representatives from Arts and Sciences, Business and Management, Education, Agriculture, Fisheries and Human Sciences, and University College.

I.4 Conceptual Framework Summary

Throughout the University community and P-12 partnership schools, the unit works diligently to communicate the conceptual framework, *The Teacher as a Promoter of Academic Excellence (TPAE)*. This framework is the cornerstone of the unit and it is reviewed each year to ensure that we have a shared vision and direction for preparing candidates to work effectively in P-12 schools. Since the last NCATE visit, colors within the model changed and the element(s) *Social, Cultural and Human Diversities* was changed to *Diversity; Community and Global Awareness* was changed to *Knowledge of Community and Global Issues*; and the elements *Professional Growth* and *Professional Education* were changed to *Professionalism*.

**1. 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.

**2. 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.

**3. 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.

**4. 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.

**5. 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.

**6. Technology**

The teacher candidate demonstrates technical proficiencies, informational literacy, and technological skills and competencies for assessment, instruction, communication, collaboration, and research

**I.5 Exhibits**

**I. Unit Standards**

**1. Standard 1. Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.**

1.1 What do candidate assessment data tell the unit about candidates' meeting professional, state, and institutional standards and their impact on P-12 student learning? For programs not nationally/state reviewed, summarize data from key assessments and discuss these results.

The unit is committed to the preparation of teacher candidates (initial and advanced) who know and understand the content they plan to teach. This commitment is reflected through quality programs of study that are driven by the conceptual framework and are broadly aligned with state and national standards. Based upon structured courses of study, candidates become proficient in content knowledge, pedagogy, and the professional knowledge skills, and dispositions needed for classroom success. The conceptual framework delineates the candidates' outcomes and proficiencies in the assessment of candidates' knowledge of content in the areas of professionalism; knowledge of community and global issues; technology; assessment; knowledge of content and diversity. These components lead to the greatest impact on P-12 students' learning, student performance outcomes and teacher effectiveness, which is the goal of teacher education. Additionally, the unit's programs provide opportunities for candidates to study in multi-ethnic and diverse settings that lead to licensure and careers in professional education. All candidates receive in-depth preparation in programs that meet the Specialized Professional Association (SPA), institutional, state and national standards for their teaching area. Moreover, all candidates approved for initial licensure meet the Arkansas teacher licensing standards.

Teacher education candidates are required to meet rigorous criteria at various decision points to progress through the program. A minimum grade point average of 2.75 is required to enter and exit the program. Additionally, candidates are required to make a grade of "C" or better in all professional courses. A major content assessment in the unit is the PRAXIS II content area exam; candidates are required to earn a passing score on the Praxis II content area exams prior to admission to the professional semester (Student Teaching). The pass rate on all portions of the PRAXIS II for program completers from the unit is eighty percent. Data indicate that teacher education candidates have a 100 % passage rate on content examinations. Coursework across the teacher education program provides candidates with multiple opportunities to develop and refine

their knowledge of the subject matter they are preparing to teach. Evidence of candidates' content knowledge is provided from a variety of sources including GPA, PRAXIS I and II scores, performance evaluations, and candidate work from various courses, and field experiences. Content knowledge is also assessed in the student teacher evaluation instrument which is administered throughout the professional semester.

The unit offers quality programs that meet professional, state, and institutional standards for content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. The unit has nationally recognized programs in Early Childhood (initial and advanced), Middle Level, Math, and Social Studies. Music and Art are nationally accredited through the National Association of Schools of Music (NASM) and the National Association of Schools of Art and Design (NASAD) respectively. The Human Sciences degree program is accredited through the American Association of Family and Consumer Sciences. The remaining programs Life Earth Science Education, Business Technology, Physical Earth Life Science Education, Mathematics Education, English Education, Social Studies Education, Agriculture Sciences and Technology Education, and Health and Physical Education are reporting to the state as state only programs due to low enrollment.

In addition to knowledge of content and pedagogical skills, another critical aspect of the teaching and learning process is disposition. Teacher attitude has a significant impact on student learning and student success. The Unit has as its mission to offer quality programs, train teachers, provide multi-ethnic and diverse learning opportunities, and to encourage responsible, productive global citizens. This mission is operationalized through its conceptual framework that forms the basis for the Unit's professional dispositions. Candidates' professional dispositions (professional attitudes, values, and beliefs) are assessed throughout their degree programs both formally and informally to determine the verbal and non-verbal behaviors that candidates will use to interact with colleagues, students, families and communities. Formal assessments of dispositions occur at four major transition points: entry, mid-level, exit and follow-up.

Candidates are familiar with expected dispositions. Undergraduate candidates are introduced to the concept professional dispositions in pre-admission to the unit educational foundation courses. These candidates are assessed formally through self-assessments and writing assignments (resume, autobiography, and philosophy paper), and informally through discussions, where they indicate attitudes, values and beliefs about elements of the unit's conceptual framework. 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.

Candidates demonstrate classroom behaviors consistent with fairness and the belief that all students can learn. *Disposition Assessment I* for graduate degree candidates addresses this standard. From their admission interview and admission documents (resume and letter of interest, their professional dispositions are revealed. *Disposition Assessment II* for

undergraduate candidates has several entry level assessments that are used to assess their dispositions: entry interview, candidate self-assessments, candidate entry portfolio, and Level I and II field experience assessments. The Admission, Retention and Exit Committee (AREC) conducts a formal interview with each candidate who applies for admission to the unit. *Disposition Assessment II* has similar assessments: a formal interview by the AREC, student teacher self-assessments, cooperating teacher assessments, and the university supervisor assessments. Candidates' professional attitudes, values, and beliefs are also assessed through a self-assessment survey and an entry level portfolio.

The final formal assessment for undergraduate students, *Disposition Assessment III*, is done by both the cooperating teacher and the university supervisor for student teachers. The student teacher completes this process with the exit assessments: the Exit Interview (the candidate's self-assessment and assessment of the degree program) and the final professional portfolio. These final assessments require candidates to reflect upon their work with students, families, colleagues, and communities

1.2.a Standard on which the unit is moving to the target level

The School of Education identified Standard 1 as the standard on which the unit should work toward meeting the "Target" level of performance. The unit selected this standard because we believe that any work undertaken on this standard would lead to the greatest impact on P-12 student learning, the ultimate goal of teacher education. UAPB, the only predominantly black land grant university in the state, has a dual mission of educating those persons referred to as culturally, economically and socially disadvantaged, as well as students of other socio-economic levels and providing research, international programs and public service. The institution's location in the Arkansas Delta, and the institution's mission and rich history of service to the community, provides an excellent opportunity for the School of Education to continue its tradition of graduating highly qualified teachers for the state and nation's schools. The School of Education has the charge of preparing teacher candidates with in-depth training, knowledge and experiences that will ensure the community a source of highly trained and dedicated teachers who have a special sensitivity to diversity and at risk youth.

Currently, the unit is performing at target level in several areas of the standard--content knowledge, pedagogy, and professional dispositions. The following activities have positively impacted candidate performance and program quality.

- the high percentage of minority teachers for teaching positions in Jefferson County and the state of Arkansas.
- expanded and new partnerships with P-12 schools in the state
- Graduate Science and Mathematics Enrichment Program (Purpose: increase number of STEM teachers in Arkansas Delta)
- collaboration with National Board Certified Teachers and establishment of University as National Board Teacher Certification Support Site
- ETS sponsored Praxis workshops for unit (including Arts and Science) faculty members
- Pathwise Training, that is training in planning, classroom environment, teaching and professionalism, for unit (including Arts and Science) faculty members

- specialized training (4-6 weeks in length) for three unit faculty members at the ETS Princeton, New Jersey site
- increased number of program completers due to improved Praxis I performance
- enhanced attention to professional dispositions of candidates
- enhanced use of technology for data management

The unit is planning to increase/enhance its activities as it moves toward attaining/sustaining target level performance in Standard 1. In August 2011, the University's chancellor convened a meeting of all University deans and chairs, the president of the area two-year college, superintendents of the four Jefferson County (Pine Bluff, Dollarway, Watson Chapel, and White Hall) school districts, and all of the chief administrators of the city's private and parochial schools. The critical issue was the low academic performances of Jefferson County P-12 students, and particularly, the continuation of the economic and racial achievement gap among segments of their student populations. These school districts are the major recipients of the unit's teacher candidates for all levels of field experience, including the unit's student teachers and Master of Arts in Teaching teachers. These school districts also supply the unit with the majority of its applicants. The unit's task becomes to assist these districts with specialized training designed specifically for their needs and to provide summer "bridge" programs and/or year-round academic opportunities for their students. The University currently has summer programs in these areas that the unit can model and build upon to increase the number of, as well as the academic performance of, P-12 student participants.

A timeline has been created for maximum effectiveness.

- Summer 2012 — Establish a steering committee; conduct a "needs" survey; target specific content areas; gather baseline data
- Fall 2012 — Provide professional development for unit faculty; plan for additional professional development and P-12 student assistance
- Spring 2013 — Provide professional development for partnership district educators; plan for additional professional development and P-12 student assistance for summer 2013

**1.3 Exhibits**

**2. Standard 2. The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.**

2.1 How does the unit use its assessment system to improve candidate performances, program quality and unit operations?

The School of Education at the University of Arkansas at Pine Bluff (the unit) has a comprehensive assessment system that reflects institutional standards, the conceptual framework,

and state and national standards. This system is used to collect, analyze, and evaluate qualifying and performance data on each undergraduate and graduate candidate. In addition, program and unit operations are assessed as a part of an on-going system of assessment and evaluation that yields data-driven decisions for undergraduate and graduate candidates as well as for faculty, program and unit improvement. The assessment system is enhanced by academic advisement for undergraduate and graduate candidates and unit and university strategic planning. The evidence documented in this section will verify that the unit meets the criteria specified in NCATE Standard 2: Assessment System and Unit Evaluation. Major evaluation measures are in place to assess the qualifications and proficiencies of candidates during various transition points: admission, mid-level, exit and follow-up assessments. The unit has evaluation measures to assess its candidate and unit operations, including its faculty and programs that yield data that indicate the overall performance of the unit.

The system is regularly evaluated by the professional community. The unit, with input from the professional community, designed its assessment framework according to the requirements of the Arkansas Standards of Licensure for Beginning Teachers in order to enhance candidate, faculty, program and unit performances with data-driven decisions. This synergistic effort for the development of the assessment system was facilitated by the efforts of the following groups: the School of Education Assessment Team; the Portfolio Committee; Admission, Retention and Exit Committee (AREC); and the University-wide Assessment Team. The AREC has a major role in the unit's assessment system. This committee consists of representatives from undergraduate and graduate faculty, the coordinator of field experiences, department chairs within the unit and public school teachers and administrators who evaluate and make decisions concerning candidate admission, retention and exit data.

The unit also has two community-based groups--the School of Education Advisory Board (SOE-AB) and the School of Education Steering Committee (SOE-SC). The SOE-AB is a group of business, school and community partners who support the unit in all aspects of the unit's operations, including the delivery of campus and field experiences. The SOE-SC is made up of educators from the university and its P-12 partners who support the unit's and the university's educational policies.

The foundation for the unit's assessment system is its conceptual framework, The Teacher as Promoter of Academic Excellence (TPAE), provides the basis for all of the unit's courses and assessments and presents the knowledge, skills and dispositions in which undergraduate and graduate candidates must demonstrate mastery. To demonstrate mastery of the standards-based concepts of each degree program and the sub-components of the conceptual framework, undergraduate and graduate candidates complete such assessments as course examinations, papers, portfolios, journals, debates, field experiences, Power Point presentations and other such assessments utilizing technology. Additionally, all of the syllabi, instructional strategies, assessments, program operations and unit operations are aligned with the unit's conceptual framework. The unit uses Microsoft Excel and Survey Monkey, and Live Text for the candidate's portfolio, to enhance the operation of the unit's assessment system and help to assure that the unit's undergraduate and graduate candidates meet the standards and are promoters of academic excellence in content knowledge, assessment, technology, professionalism, community and global awareness, and diversity.

The unit's assessment system provides regular, comprehensive information on candidates, programs, and the unit. Data are collected from applicants, candidates, graduates, and faculty and disaggregated for use for all candidate, program and unit decisions. Candidate assessment data are systematically collected, compiled, aggregated, summarized and analyzed. Faculty members, including the unit's assessment team, collect and summarize assessment data according to an established schedule. This team is also responsible for the submission of data to the Office of Academic Assessment which is made up of a coordinator, a research associate, and a secretary. Additionally, the SOE has a part-time NCATE data manager who is responsible for data collection, entry, and analysis. The Admissions, Retention, and Exit Committee (AREC) serves as the clearinghouse for all evaluations related to admission criteria and acceptance. This committee consists of both University faculty and representatives from the local school districts and educational cooperative. One of its charges is to monitor the assessment procedures and ensure that reliable, consistent, stable, and valid data are collected, analyzed, and evaluated fairly according to the standards of the University's and unit's mission and conceptual framework. Formal challenges, complaints, and resolutions are documented and maintained in the Office of the Dean.

The unit has a long history of using data for unit, program and candidate improvements. Two committees—the School of Education Assessment Committee and the Admission, Retention and Exit Committee (AREC)—meet regularly to collect and evaluate data. Once the AREC does this, it sends reports to the SOE Assessment Team to assist with the unit's annual reports. The academic assessment research associate collects much of the data, aggregating it and preparing summary reports. This data is also submitted to the SOE Assessment Team. Once the SOE Assessment Team analyzes and evaluates the data, it sends its summary report to the Office of University Academic Assessment where the summary report is included in the University's annual assessment report. Each unit at the University participates in an annual seminar where data results, interventions, changes and improvements are presented.

The unit's assessment system is maintained using information technology. The School of Education Assessment Database has been updated through the use of Microsoft Excel and Survey Monkey. Data collected from 2008 to the current school year are accessible in the School of Education Assessment Database and analyzed using Microsoft Excel and Survey Monkey. Additionally, other offices within the University support the unit's assessment system. These include the Office of Planning and Institutional Research and the Student Counseling, Assessment, and Development Center. The Office of Planning and Institutional Research collects data pertaining to the unit from the University's information system (Datatel) which contains current and historical information about student majors, standardized test scores, GPAs, demographics, faculty and course data, etc. Datatel is supported by Enterprise Resource Planning (ERP) which integrates/manages the University's data from internal and external sources. The University also uses the interface Entrinsik Informer as a reporting tool. The Student Counseling, Assessment, and Development Center proctors the required candidate assessments from external sources, the Rising Junior (CAAP) and the Praxis Series, and distributes data results from these measures. The unit uses this data during advisement sessions to assist candidates with placement in the proper courses.

2.2 Please respond to 2.2a if this is the standard on which the unit is moving to the **target level.** If it is **not** the standard on which you are moving to the target level, respond to 2.2b.

2.2.a Standard on which the unit is moving to the target level

- Describe areas of the standard at which the unit is currently performing at the target level.
- Summarize activities and their impact on candidate performance and program quality that have led to target level performance'
- Discuss plans and timelines for obtaining and/or sustaining target level performances as articulated in the rubrics of unit Standard 2.

2.2b Continuous Improvement

- Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.

The unit made significant changes to courses, programs and the unit in response to data gathered from the assessment system: entry level, mid-level, exit level, and follow-up assessments. Data from Praxis Series testing indicate that students needed more information about the unit and Praxis test criteria in order to foster greater knowledge about program retention and exit procedures and improve performance on Praxis tests.

The unit experienced an increase in the candidates' performances on Praxis I (admission requirement), Praxis II (mid-level requirement) and Praxis III (follow-up requirement). Additional admission activities were developed from 2008-2011 to address low performances on the Praxis test include establishing a series of Praxis I workshops and tutoring sessions and emphasis in foundation courses and the newly formed Teacher Education Club on Praxis testing and unit retention/exit procedures. Entry level and mid-level activities include an emphasis in selected courses on problem-based learning (using case studies), alignment of the curriculum to Praxis II test criteria, an annual Teacher Quality and Retention Summer Institute that focused on Praxis I and II Praxis preparation and teaching skills such as classroom management, assessment, and instructional strategies.

Also, a program change in developmental mathematics from a three-hour course to a four-hour course (MATH 1415 Introduction to Algebra) improved the performances of students in College Algebra and Praxis I-mathematics. Program changes were also made in the undergraduate and graduate level science education programs to comply with state licensure requirements. Biology education was changed to life/earth science and chemistry education became physical/earth science. This change also led to the addition of Earth Science II to the undergraduate degree plan and Earth Science I and II (as prerequisites) and Advanced Earth Science to the graduate degree plan. These changes improved candidate's performances on the science Praxis II tests.

Other factors that led to this increase include greater support and usage of the Learning Plus Laboratory for Praxis Series preparation, course alignment to Praxis Series and the unit's conceptual framework, and better implementation of key assessments within the unit's core

courses. These improvements led to an increase in the number of program completers and graduates . All assessment tools have been continuously modified in order to improve the specificity and validity of the data reviewed. One of the major outcomes of the unit's assessment system has been the seamless reduction of total hours for degree completion. Previously, most of the programs had degree completion requirements ranging from 124 to 138 hours. Currently, as guided by Arkansas Act 747 (HB 1772) of 2011, all degree completion requirements range from 120 to 126. This was achieved with little impact to the overall quality and competency of the unit's programs because these changes were made not only to comply with state licensure mandates, but also to better align with specialized professional associations (SPA) standards and the unit's conceptual framework.

One goal of the unit was to increase the number of undergraduate degrees conferred by 10% annually ***(School of Education Strategic Plan, 2011-2015)***. From 2005-2008, 59 students graduated from the unit's undergraduate programs and 34 from the graduate programs. During the next three year period, 2008-2011, 84 students graduated from the undergraduate programs, while 41 graduated from the graduate programs. This was an increase of 25 undergraduate program completers during the three-year period and an increase of 7 graduate program completers during the same period. The number of degrees conferred for the 2008-2011 school terms increased by 42% over the 2005-2008 school terms for the undergraduate students and by 20% for the graduate students. The entry and mid-level activities that were added during the 2008-2011 supported these increases.

One follow-up activity that was developed during this period includes a support center for teachers who desire to become National Board certified. This led to the addition of two elective courses on the graduate early childhood education degree plan, National Board Teaching Strategies I and National Board Teaching Strategies II.

- Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 2.

The unit uses its assessment system to make data-driven decisions for unit, program, and candidate program improvements. Upon analysis and evaluation of the aggregated data, needs are discussed in unit, departmental, and specialized committee meetings. Suggestions for program, candidate or unit changes are then sent to the respective departmental curriculum committee for further discussion and for proposal preparation for needed changes. Program changes are voted on by the faculty in the submitting department. Program changes that are approved at the departmental level are sent to one of two University standing committees—the Teacher Education Committee. This is the unit's governance committee that approves policies and proposals relating to the unit's undergraduate and graduate programs. The University's Graduate Council approves proposals relating to all of its graduate programs. Then, proposals approved by either of those two committees are sent to the dean for approval, to the Faculty and Staff Senate, the vice-chancellor of academic affairs, and to the chancellor for final approval of the change.

The unit must also respond to changes made by state legislature, Arkansas Teacher Quality, and the Arkansas Department of Higher Education (ADHE). The Arkansas Licensure

Taskforce (from the ADHE), has proposed to convert levels of initial licensure from P-4, 4-8 and 7-12 to K-6, 4-8 and 7-12. In addition to preparing new degree programs in elementary education (grades K-6) and middle level (grades 4-8), the unit's curriculum committee is planning for undergraduate certificate programs in early childhood and middle level education and a graduate certificate program in special education. Graduate degrees in educational leadership and evaluation have also been planned.

3. **Standard 3. The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.**

3.1 How does the unit work with the school partners to deliver field experiences and clinical practice to enable candidates to develop the knowledge, skills, and professional dispositions to help all students learn?

The unit works with its partnership districts to design, implement and evaluate the unit's field experiences and clinical practice so that teacher candidates, university supervisors, cooperating teachers, building administrators, and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help P-12 students learn. Field-based experiences and clinical practice in the unit are an integral and important part of the preparation of candidates. All student teachers during their Level III experiences previously have completed Level I field experiences (observation) and Level II (observation and participation). This system of different levels of participation during the field experience activities allows candidates to activate their knowledge of theory, content, and developmentally appropriate skills in P-12 classroom settings in a manner that demonstrates their professional behaviors. The effectiveness of the unit's field-based program lies in the cooperative relationships among P-12 school personnel, administrators, university supervisors, and teacher candidates.

The unit and P-12 partners have formal partnership agreements (memoranda of understanding) which stipulate the conditions under which candidates are placed in the classrooms and the responsibilities of participating school districts regarding the University responsibilities. The teacher preparation program creates an opportunity to develop effective working relationships and collaborative efforts with our P-12 school counterparts. P-12 partnership teachers, administrators, and the unit's faculty share in the teaching of the methods courses. Superintendents, principals, other public school administrators from the unit's partnership districts and administrators from a community organization that assists exceptional learners, have served on unit committees, boards, and have taught classes in the unit.

The unit's field experience program is based upon the unit's conceptual framework: the Teacher as a Promoter of Academic Excellence (TPAE). Initial candidates, and advanced candidates seeking initial licensure, who master the concepts embodied in the conceptual framework are committed to teaching and are willing to utilize sound instructional approaches, organize and manage the classrooms, and select materials and resources as professional

educators. Candidates preparing to enter the professional semester can access all information concerning student teaching terminology, assessment forms, evaluation and other information that pertains to field experiences and clinical practices in the unit's Field Experience Handbook, Student Teacher Handbook and Resource File on field experience evaluations.

The unit's field experiences and clinical practice are sequenced so that candidates are involved in a variety of activities throughout their professional program. Course specific field experiences and clinical practice are content driven with the appropriate accountability, diversity, and assessments built into each activity. Unit faculty conduct workshops during clinical practice on such topics as diversity, Common Core Standards, technology, assessment, lesson planning, and using hands-on mathematics and science materials. These field experiences and clinical practice help to enrich the knowledge, skills, and dispositions of teacher candidates. To assist teacher candidates in becoming teachers, the unit's Coordinator of Field Experiences and Admission, Retention, and Exit committee members work collaboratively to find field experience placement sites that are designed to maintain relevance and adherence to professional, state, national, and institutional standards.

Prior to the professional semester (student teaching), candidates participate in different levels of field experiences in P-12 classroom settings. Level I field experiences include ten (10) hours of observation in each of the freshman and sophomore level foundation courses. The coordinator of field experiences assigns each class to a particular school within one of the partnership districts. During Level I field experiences, candidates observe different aspects of the school community and environment. Some of the Level I activities include looking at their assigned school's website to become acquainted with the school's history, administration, size, grade levels, community description and student demographics of the student population. When observing in the classroom, candidates observe both student and teacher behaviors, checking on the level of student participation, the methods teachers use to keep students on task, and the number of times that teachers call on males and females during a lesson. Level I field experience activities also include having candidates drawing classroom arrangements, detailing the placement of media, learning centers, and student desks. One method candidates use to learn more about teacher and student behaviors is to interview them. Candidates might ask teachers to describe a typical day or strategies they use to involve families in the classroom. Candidates might try to learn more about students at that age level by interviewing a sampling of students to determine what they do for recreation, such as what are their favorite books, television shows and shopping areas.

Level II field experience observation activities are similar, but Level II also requires participation activities. Candidates complete fifteen (15) hours of Level II field experiences for each of their methods classes. Field experience assignments for this level are course specific. Level II candidates are particularly interested in how a teacher makes the classroom a productive learning community by making it a fair and safe place for all students to learn. They observe how teachers interact with students and how they build rapport with their students. They observe how families or students would know they were welcome in a particular class. Safety issues include checking on accommodations for students with special needs, room arrangements, and placement of equipment. Level II candidates are also concerned with the placement of media and learning material in the classroom, that is, whether learning materials are at eye-level for

students and whether the amount of room decorations are too distracting for the students in that classroom. Level II candidates also grade papers, design bulletin boards, develop student handouts, and do individual and small group tutoring.

Level III field experiences are referred to as the professional semester or student teaching. This twelve week experience is divided into two different placements, one for the first half of a candidate's licensure area and the second placement for the second half of a candidate's licensure area. Candidates are placed in a school district that is generally different from the one where they completed most of their Levels I and II field experiences to assure that they have a diverse experience. Fall semester student teachers begin the school year at the same time that their cooperating teachers begin so they can participate in the district's staff development and the cooperating teacher's beginning of the school year activities. Spring semester student teachers also start immediately following New Year's Day and participate in the return to school activities that their cooperating teachers plan to engage their students in the learning environment after their winter break. During the student teaching practicum, student teachers return to the unit for professional development activities. One new professional development activity added by the state was the requirement that all candidates participate in a Child Maltreatment workshop before they could graduate. Previously, the unit had conducted professional development in the Arkansas Code of Ethics that included a section on recognizing all forms of child maltreatment.

The unit assessment system includes a comprehensive system for assessing and evaluating initial and advanced candidate's progress in the program at four transition points: entry level, mid-level, exit and follow-up. Details of the unit assessment system are included in the Field Experience Handbook. Candidates are assessed at each of these levels and on each element of the conceptual framework: (1) assessment; (2) knowledge of content; (3) diversities; (4) knowledge of community and global issues; and (5) professionalism which includes teacher expectations, research, commitment to teaching, and knowledge of ethical conduct and professional dispositions; and (6) technology which includes knowing how to select and utilize appropriate instructional media and technology, utilize trouble shooting techniques to solve basic problems related to using computer hardware and software applications, design student activities that integrate computing of a variety of grouping strategies and diverse student populations.

Various assessment tools are used to evaluate candidate's progress throughout the course of study, specifically, the interviews, conferences, portfolios, course work and examinations, field experiences, clinical practice, and the Praxis Series. Progress during Levels I and II field experiences is monitored by the cooperating teacher and university professor of the class in which the candidate is enrolled. Cooperating teachers, during Levels I-II field experiences, evaluate candidates on assessment forms that document their visits and level of participation as they complete assigned hours. During Level III field experiences (student teaching), the candidates are assessed by the cooperating teacher's evaluation, the university supervisor's evaluation, and student teacher's self-evaluations. Candidates must also submit the capstone event, the professional Live Text portfolio. Each semester, student teachers present their final portfolio to an audience of other student teachers, unit faculty and staff, and the Admission, Retention and Exit Committee members. The university supervisor completes evaluation forms during each observation. The candidate's self-evaluations occur at the end of the second and fourth

week of each assignment. At the conclusion, the unit's Admission, Retention and Exit Committee interviews candidates and grants approval for exiting the program. It is the responsibility of the unit's licensure officer to provide all recommendations for licensure.

3.2 Please respond to 3.2a if this is the standard on which the unit is moving to the **target level.** If it is **not** the standard on which you are moving to the target level, respond to 3.2b.

3.2a Standard on which the unit is moving to the target level

- Describe areas of the standard at which the unit is currently performing at the target level.
- Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
- Discuss plans and timelines for obtaining and/or sustaining target level performance as articulated in the rubrics of unit Standard 3.

3.2b Continuous Improvement

- Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
- Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 3.

The unit provides candidates at all levels of field experience (Levels I-III) whose professional dispositions indicate mastery of the content knowledge in their fields, awareness of promoting fairness and setting high expectations for all student learners, knowledge of developmentally appropriate teaching and assessment strategies, knowledge of community and global issues, and use of technology is appropriate for the level of field experience in which they are enrolled. Because of this preparation prior to the beginning of all levels of field experiences, candidate data on field experiences activities indicate a high level of proficiency of candidates at all levels.

The unit provides multiple opportunities for improvements in candidate performance and program quality. To sustain and enhance the Level III field experience (student teaching), candidates now begin each semester of field experience at the same time that the partnership district begins, so they can participate in the opening activities of a school site. The unit also uses the School of Arts and Science, the Arkansas River Educational Service Cooperative, and the Thurgood Marshall Institute to provide professional activities for candidates that enhance program offerings and improve candidate performances. The School of Arts and Science provides professional development activities involving technology such as the use of "clickers" for immediate assessments and data collection, the use of virtual laboratory activities, and the use of manipulates and other hands-on materials to improve the mathematics and science abilities of P-12 students. One series of activities that have proven beneficial to students, especially for the passing of Praxis I, is the increase in the number of hours that the Learning Plus Lab is open and the addition of graduate assistants in the laboratory to assist in one-on-one tutoring. The unit also sponsors a series of Praxis I and II workshops, a Thurgood Marshall Institute, and a Pathwise Workshop for unit faculty.

The Arkansas River Education Service Cooperative offers sessions in literacy and mathematics during the student teachers' clinical practice.

The unit's program quality has been enhanced by our graduate assistants who are either mathematics education or science education majors. These candidates bring a wealth of experience with them including classroom teaching experience, years of literacy tutoring in rural areas, and experiences from corporate America. Currently, they assist with science and mathematics labs, tutoring, and classroom presentations on Praxis concepts and test criteria.

Also, the unit has many activities that assist candidates, especially the student teachers, improve their professional behaviors. The unit recognizes the value of professional development for its candidates. Candidates attend school board meetings and observe parent-teacher conferences and other meetings required of their cooperating teachers. During the annual teacher fair, candidates dress professionally, bring their resumes, and interview with public school administrators from districts across the state and region. Other professional activities are experienced at professional conferences. Candidates receive many hours of professional development at two conferences that are held each year—the Arkansas Education Association and the University's Mary E. Benjamin's Conference on Educational Access. Additionally, at the Educational Access Conference, candidates are able to enhance their skills by organizing workshops and presenting in a formal educational setting.

### 3.3 Exhibits

4. **Standard 4. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help ass students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.**

4.1 How does the unit prepare candidates to work effectively with all students, including individuals of different ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and/or geographical area?

Respect for cultural diversity and global awareness is critical to the School of Education conceptual framework; demonstration of diversity proficiencies into instruction and planning is a major emphasis for all teacher candidates. The unit is committed to continuous improvement in strengthening its efforts to foster respect for diversity which underlies the unit's work with candidates preparing to teach. Diversity is defined by differences among groups of people or individuals. As candidates matriculate through the teacher education program, they are expected to gain an understanding of differences in students' culture, family structures, race, class, gender, language, exceptionalities, sexual orientation, and/or socioeconomic factors can affect student learning and achievement.

In the fall 2011, the unit reviewed and updated its diversity proficiencies to better guide faculty in developing appropriate learning experiences for our candidates. Ten specific proficiencies were improved to further enhance the candidate's knowledge, skills, and dispositions related to diversity. The proficiencies are embedded in courses throughout the teacher education curriculum As our candidates are presented with experiences in the classroom, they begin to develop a basics for understanding and validating the importance and significance of each individual they will teach.

Candidates gain much experience through the classroom instruction. Course syllabi are designed to reflect diversity. Diversity is included in candidate's assignments, course objectives, and assessments. Undergraduate candidates are required to take EDUC 3235 Education for Cultural Diversity; Advance degree candidates have an elective GEDU 5335 Teaching the Culturally Different Child. Additionally, the following courses are required for undergraduate candidates: EDUC 1300 Foundations and Development of American Education; RDNG 2314 Emergent Literacy; EDUC 4600 Student Teaching Clinical; EDUC 3302 Psychology of Learning and Teaching, and EDUC 3303 Classroom and Behavioral Management. In addition to classroom instruction, candidates are placed in P-12 schools which provide multiple opportunities (Field Experience I, II and Student Teaching) for candidates to develop knowledge, skills and dispositions to work with diverse student populations

The unit has a committee that is charged with the review and renewal of the unit's efforts to address issues of diversity; recruitment, and retention Candidates gain knowledge, skills and dispositions for teaching and learning regarding children with exceptionalities. The diversity emphasis is highlighted in the "Exceptional "education courses. Exceptionalities are addressed across the curriculum. However, a more refined focus and emphasis is placed upon exceptionality in the following courses which are required for all teacher candidates: SPED 2300 Survey of the Exceptional Child; SPED 3350 Methods and Materials for Teaching the Mildly Disabled; SPED 4358 Exceptional Child in the Regular Classroom, and SPED 4359 Speech and Language Development.

The unit encourages and supports candidates' interaction in classroom settings on campus, in partnership schools, and at statewide conferences/meetings with University and/or school faculty from diverse ethnic, racial, and gender groups. Candidates are exposed to a wide range of ethnic, language and religious differences that assist in their understanding and communication with the diverse cultures they experience through having been taught by a faculty with myriad of cultural and international backgrounds and experiences. Teacher candidates have the opportunity to interact with both male and female faculty from at least two ethnic racial groups.

Faculty members provide instruction for candidates in core classes, graduate classes, and supervision in partnership schools. Many faculty members are certified in the discipline where they teach and have experience teaching in schools with large minority populations, or they have experience working with students with special needs. In addition, the professional education unit faculty is well versed concerning the data generated by the Arkansas Department of Education Data Center concerning the minority population of students in the unit's partnership schools

including specific programs for students with special needs. The faculty is cognizant of the critical need to prepare teacher candidates to educate students with special needs and students from diverse cultural, language, and ethnic backgrounds. Therefore, faculty responsible for method courses stress strategies needed for teaching students from diverse backgrounds, English Language Learners and students with exceptionalities.

Faculty diversity is increased or maintained through the good faith efforts of the unit. In personnel searches for faculty positions, the unit has made sustained efforts to increase or maintain a diverse faculty. Current policies and practices for recruiting and or maintaining diverse faculty are actively enforced. In personnel searches for faculty, the unit has sought applications and resumes from minority candidates per the University's affirmative action policy. Affirmative action guidelines are applied in the hiring process of all faculty positions. Faculty positions are advertised in the Chronicle of Higher Education, the Arkansas Democrat Gazette, the Pine Bluff Commercial, and on the UAPB Web site. The University's Affirmative Action Officer reviews position descriptions to ensure compliance in an effort to enhance recruitment of minority candidates for faculty openings. The unit strives to create an environment to attract and retain a diverse faculty.

Additionally, the administration and faculty have engaged in a number of ways to retain or recruit diverse faculty. Several faculty members and the dean attended the American Association of Colleges and Teachers Conference (AACTE) in Chicago in February 2012 and participated in a recruitment fair organized by the Holmes Scholars Group (organization of diverse minorities completing the doctoral program) to identify potential candidates. Through Title III and other unit funding, opportunities have been provided for new and current faculty to travel to professional conferences which contributes toward their advancement for promotion and tenure.

Candidates interact and work together with candidates from diverse ethnic, racial, gender, and economic groups. The University of Arkansas at Pine Bluff is a historically Black university; the student population is predominantly African-American. The minority population is Caucasian. There have been many opportunities for candidates to interact and gain knowledge from their fellow classmates whose culture and experiences are different. Candidates are members of Kappa Delta Pi and Arkansas Student Education Association. Through their membership association, they are encouraged to participate and work on service learning projects in school settings.

Several candidates have attended professional meetings where they were able to interact with a diverse group of candidates from various public and private 4-year institutions throughout Arkansas. Embedded in specific course content, the candidates are provided opportunities to engage in interactive discussions and share personal stories and reflections about diversity and their culture

In addition to a university setting which actively values diversity, the teacher education program seeks to develop an understanding of how candidates differ in their approaches to learning. The Center for Disability Services and Veterans Affairs assists faculty in providing academic modifications and accommodations for candidates with disabilities enrolled in the

teacher education program. Universal implementation of these strategies supports the needs of diverse learners within the unit.

The unit is in full accord with the spirit set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 which mandates that higher education institutions offer reasonable accommodations to students who have physical or mental impairments which substantially limit one or more major life activity. Accommodations and services may range from extended time on exams and/or course work, priority registration, textbooks in alternative format (i.e. Braille, e-text, textbooks on tape), exams in a distraction free environment, note-taker services, and proctored exams.

Candidates' diversity is increased or maintained through the good faith efforts of the unit. The unit continuously makes sustained efforts to recruit and maintain diverse initial and advanced candidates in the teacher education program. The SOE's administrators and faculty work closely with the Office of Recruitment and Retention in recruiting students from high schools in Arkansas. Faculty members have set up display tables at several education fairs coordinated by the Office of Recruitment and Retention.

Field experiences or clinical practice occur in settings with students from diverse, racial, gender, socioeconomic, and exceptional groups. The teacher education program at the University of Arkansas at Pine Bluff is designed to integrate practice with methodology by partnering with thirty public schools in six (6) school districts in Southeast Arkansas and one center for students with specific disabilities These school districts provide real life settings for candidate's completing clinical and field experiences in initial and advanced teacher education programs. Candidates enrolled in the unit receive substantive field experiences in partnership schools with children from diverse groups. The unit also have partnership agreements with rural areas throughout the state. Candidates enrolled in the core courses are required to observe and participate with students in placements with diverse populations. The unit provides excellent opportunities for candidates to work with diverse P-12 students.

4.2 Please respond to 4.2a if this is the standard on which the unit is moving to the **target level.** If it is **not** the standard on which you are moving to the target level, respond to 4.2.b.

4.2a Standard on which the unit is moving to the target level

- Describe areas of the standard at which the unit is currently performing at the target level.
- Summarize activities and their impact on candidate performance and program quality that have led to target level performances.
- Discuss plans and timelines for obtaining and/or sustaining target level performance as articulated in the rubrics of unit Standard 4.

4.2b Continuous Improvement

- Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.

- Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 4.

**4.3 Exhibits**

5. **Standard 5. Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.**

5.1 How does the unit ensure that its professional education faculty contributes to the preparation of effective educators through scholarship, service, teaching, collaboration and assessment of their performance?

Unit faculty have in-depth knowledge of the conceptual framework and this knowledge is reflected in course syllabi, teaching, and course requirements for candidates. They understand and communicate to initial and advanced candidates the importance of the framework and professional dispositions and foundations for the School of Education.

All professional education faculty exhibit intellectual vitality and demonstrate sensitivity to students' disposition. Faculty knowledge of content is evidenced by the large number of faculty holding the terminal degree, faculty-developed course syllabi, and student assessments of course and instructor. Teaching by the professional education faculty reflects the proficiencies outlined in professional, state, and institutional standards; incorporates appropriate performance assessments; and integrates diversity and technology throughout coursework, field experiences, and clinical practices. Most faculty teach at the undergraduate level and several members have graduate faculty status that allows them to teach graduate courses.

Professional education faculty have a thorough understanding of the content they teach. Professional education faculty value candidates' learning and assess candidate performance. Their teaching encourages candidates' development of reflection, critical thinking, problem solving, and professional dispositions. They assess their own effectiveness as teachers, including the positive effects they have on candidates' learning and performance.

The unit is careful in selecting clinical faculty (cooperating teachers) who has an in-depth understanding of their content, integrate knowledge and offer best practice in teaching for our candidates. The School of Education ensures the competence of P-12 clinical faculty in several ways. To host a student teacher or teacher candidate, clinical faculty must meet the following criteria: (a) be fully licensed in their discipline (b) have evidence of outstanding teaching for a minimum of three years (c) demonstrate outstanding instructional skills and classroom management competencies and (d) be willing to provide opportunities for the teacher candidate to develop skills needed to assume full responsibility for classroom instruction or other professional roles in schools. In the MAT program, the school district administration, clinical faculty and the MAT program coordinator work closely with the candidates to ensure that all requirements for the program are coordinated and fulfilled.

There are four evaluations utilized to assess the faculty performance review. Student evaluations are done every semester. Peer evaluations are conducted by the departmental faculty peer review committee fall and spring semesters. The Chairperson also conducts evaluations of each faculty member. Faculty members complete a Faculty Development Plan to assess their strengths, weaknesses and goals for the academic year. The chairperson reviews the faculty member's plan of accomplishments and goals as well as self-identified strengths and weaknesses for the academic year. Additionally, the chairperson discusses the results of all reviews from all levels-student, self, peer and chair.

Each faculty member receives a peer evaluation from members of the departmental peer review committee. The visits to classrooms are unannounced and occur during the fall and spring semesters. The completed evaluation forms are submitted to the departmental chairperson at the end of each semester.

Candidates complete surveys in every course regarding the performances of the faculty and the grading process of the class. This survey is administered every fall and spring semester. The chairperson completes individual evaluations of all faculty members in the fall and spring semester. Each faculty is invited to meet with the chairperson at the end of each semester to discuss their overall performance.

Unit faculty is committed to preparing competent, caring teachers of academic excellence. They demonstrate the importance of candidate learning by reflecting on unit performance in class activities, outside assignments, projects, and assessments throughout each semester. Office hours are scheduled so that candidates can meet with advisors and course instructors to ensure that they are making satisfactory progress throughout their programs of study.

The university and unit expect faculty members to continue their professional growth and scholarly activity throughout their professional career. In turn, faculty shares their expertise with colleagues on campus and throughout the P-12 partnership community. Some of the programs that faculty continue to be involved include: the Minority Teacher Scholars Program, Thurgood Marshall Project, Special Olympics, Delta Literacy Project, Arkansas Early Childhood Work Group, National Board Certification Site, Reading First Teacher Education Network, and the Arkansas River Education Service Cooperative. A faculty member has been appointed to a state-wide initiative of the governor's office to close the achievement gap; another member is working with a state-wide panel on implementing Common Core Standards. A graduate faculty member is co-investigator on a STEM grant and serves as coordinator of graduate assistants assigned to the project.

Unit faculty holds memberships in local, state, and national organizations such as the Arkansas Association of Colleges of Teacher Education, National Association for the Education of Young Children, Association for Childhood Education International, National Association of Multicultural Education, Arkansas Health Physical Education and Recreation-one faculty member serves on the Board, Phi Delta Kappa, Kappa Delta Pi, NCATE Program Reviewer, Journal of Career and Technical Education Editorial Board, and NCATE Board of Examiners.

Other collaborations occur through work in P-12 schools and across the university community through the teacher education committee, and the school of education advisory committee where programs and policy issues are discussed with constituents.

The Division of Academic Affairs' Center for Teaching, Learning, and Advising provides campus wide support for faculty and programs interested in developing and improving instruction and assessment strategies. In addition, they provide faculty training and support in preparing courses for on-line presentation via Blackboard technology. The Academic Affairs Division also schedules annual Faculty/Staff seminars that address issues in education. *The Mary E. Benjamin Educational Access Conference* is held each year and is attended by faculty, state education leaders, students, and teachers from around the state. The conference theme this year was *Problem-Based Learning* and included a session prepared and facilitated by student teachers and faculty from the unit.

Faculty in the unit is provided resources for professional development through funding provided by university department budgets. Additional travel funding to attend and present at professional meetings is provided by Title III.

Please respond to 5.2a if this is the standard on which the unit is moving to the **target level**. If it is **not** the standard on which you are moving to the target level, respond to 5.2b. Continuous Improvement

- Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 5.

Each semester, the unit participates in a university wide assessment meeting to discuss program and student achievement. Faculty uses results of these assessments to make adjustments to instruction so that candidates are successful in acquiring the knowledge, skills, and professional dispositions for good teaching. In an effort to assist candidates into the program, a series of workshops have been developed to prepare them with the PRAXIS I exam. Several sessions in the area(s) of mathematics, writing, and reading are scheduled to begin summer 2012. In addition, the *Introduction to the School of Education* and *Foundations of American Education* faculty will hold several class sessions in the Learning Plus Laboratory to acquaint students with the software available to enhance their studies and skills with the PRAXIS I exam. At least two sections of the required course, *Testing Seminar* will be offered each semester for in-depth preparation for the exam.

In an effort to offer more on-line classes and reach more candidates in our service area, additional faculty will enroll in Blackboard training classes offered through the Center for Teaching, Learning, and Advising. Faculty will continue professional development and collaborative activities with partnership schools to align programs with Common Core Standards. A faculty member serves on the state planning committee for Common Core and will coordinate unit activities with partnership schools to assist with closing the achievement gap of students in our service area. Technical assistance will be offered to unit faculty, students, and P-12 teachers to increase understanding and implementation of Common Core Standards.

The partnership with the Arkansas River Education Service Co-Op has been expanded to focus on literacy in the service area. A coordinator from the unit has been identified and a series of programs to improve literacy skills of children and families in the service area have been planned. Unit faculty will continue to write proposals to Title III for professional development opportunities and funds for travel to regional and national conferences.

**5.2 Exhibits**

6. **Standard 6. The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.**

6.1 How do the unit's governance system and resources contribute to adequately preparing candidates to meet professional, stat, and institutional standards?

Governance of the School of Education is performed by a clearly articulated structure that results in collaboration with the unit and University faculty members with students and P-12 partners on program design, implementation, and evaluation. The Dean serves as head of the unit and reports to the Vice Chancellor for Academic Affairs who reports to the Chancellor. The Dean also provides leadership for all teacher preparation for secondary education programs. The Teacher Education Committee functions as an advisory committee to the Dean and as the governing body for the Teacher Education program. The Teacher Education Committee recommends policy, evaluates and reviews programs in terms of accreditation requirements, examines state and national trends and standards in the field of education and recommends curricula for all teacher education programs. In addition to the Teacher Education Committee, other committees that provide support for the unit are; tenure and promotion, recruitment and retention, assessment and portfolio committees.

The unit ensures that teacher education candidates have access to student services such as advising and counseling from the time of their entry into the University to the attainment of their educational goals. All freshmen, with 30 or fewer semester credit hours, are assigned an advisor from the Department of Basic Academic Services (BAS) in University College. Advisors are assigned according to students' academic major and provide registration advisement and course placement as well as ongoing advising and counseling. In addition, BAS and University College provide new student orientation and first year seminar courses that assist students in making a successful transition to the University and to the higher educational culture.
Advisors track students' progress and make referrals to other campus resources for tutorial enhancement services, when needed. Upper-class students are provided services through the INSPIRE Student Support Services Program, Academic Skills and Developmental Services Computerized Reading Laboratory, the V.J. Coleman Writing Center; the Learning Plus Laboratory, the mathematics tutorial laboratory (Caine-Gilleland Hall); the academic computer center, John Brown Watson Memorial Library; and tutorials provided by faculty in the various academic departments.

The School of Education recruits, admits, and provides accessibility for candidates who demonstrate potential for professional success in the field of education and encourages

application and matriculation of students from diverse backgrounds across the state and the nation. The admission of students from under-represented groups include people of color, different races, religious and national origins, persons with disabilities, Vietnam Veterans, and women. The unit is committed to the overall policy of the University to serve all qualified students regardless of economic or social status. The recruitment activities target high school graduates, junior college transfers, and non-traditional students. The unit has participated in high school college fairs to recruit potential teacher candidates. The School of Education Strategic Plan for 2011-2015 reflects a recruitment goal to increase teacher candidates by 5% annually. Teacher education club meetings for education majors, PRAXIS workshops for teacher candidates and faculty, increased number of scholarships, alignment of curriculum, and extended hours of operations for lab services are a few examples of the unit's commitment to the increased admission and retention of teacher candidates.

The School of Education clearly defines the exit requirements that a student must meet to successfully complete the program while concomitantly meeting state licensure requirements. Students must maintain a cumulative grade point average of 2.75 or better, have satisfactory passing scores on both the PRAXIS I and PRAXIS II exams, complete all university degree and course requirements, and complete a police background check. Academic calendars are prepared annually by Admissions and Academic Records for approval by the Vice Chancellor for Academic Affairs. Upon approval, the calendar is presented to the Deans and Directors Council for adoption. The calendars are included in the course schedule booklet, University catalog, Freshman Orientation packets, and Faculty/Staff Seminar packets. Academic calendars are also incorporated into the master calendar of activities prepared by the Office of Student Involvement and Leadership.

Academic calendars, catalogs, unit publications, policies and other unit advertising can be downloaded from UAPB's website and departmental homepages. Application instructions are also available online. Detailed information is provided to prospective and current candidates during annual college fairs held at high schools and junior colleges, conferences with prospective students and high school counselors, as well as during follow-up campus visits.
Approximately two-thirds of the University's budget is received from the educational and general revenues appropriated by the State. Tuition continues to account for approximately one-third of the total E&G revenues and the remaining appropriations are received from a small percentage of miscellaneous sources. The unit budget showed fluctuations for the past five years with the 2010-2011 budget of $1,836,369.00.
The Dean of the School of Education is expected to carry a teaching load between three to six semester hours. The teaching load may be reduced if, in the judgment of the administration, the Dean may be better utilized by the University for other assignments for a given period of time. In the case of field work or laboratory work, the teaching load may be reduced to a level commensurate with the extra duty. Department chairpersons/unit coordinators are expected to carry a teaching load three to six semester hours per semester. The department chairpersons are expected to teach one summer session. The teaching load may be reduced to permit a department chairperson to carry on research or institutional studies, upon recommendation of the Dean and approval by the administration. In the case of field work, laboratory work, or teaching graduate courses, the teaching load may be reduced to a level commensurate with the extra duty.

Members of the faculty with no administrative responsibility except their own teaching and class work, as well as committee assignments, are expected to teach 12 semester hours. Related instructional activities (supervision, research, graduate teaching, etc.) shall be taken into consideration in computing the teaching load for faculty as designated by the university. The teaching load may be reduced to permit individual staff members to carry on research or institutional studies which are approved by the administration. The faculty member shall maintain course syllabi, outlines and lists of textbooks used in his/her course, and see that grades, reports, outlines or syllabi, other duties and activities are carried out in keeping with institutional policy. Faculty teaching graduate courses shall have their teaching load adjusted according to the policy for teaching graduate course work. Faculty teaching Distant Learning/Online Courses shall have their teaching loads adjusted according to department/university policy.
The faculty shall spend some time in office hours (these shall be posted – at least ten hours per/week unless a reduction is permitted by the department chairperson), with student advisory service, public meetings, contact with public schools and university programs, faculty publications and studies, research, and committee assignments.

Campus instructional and research laboratories are equipped with high-tech, scientific equipment to support the academic program being offered. All students housed on campus have Internet access in their dormitory rooms. The Educational Media and Technology Center, located in rooms 114 and 115 of Dawson-Hicks Hall, provide teacher candidates technological resources to enhance learning experiences for preparing to teach in a digital world. The center is adjacent to the Word Instructional Resource Center; therefore, it helps to provide total educational resources critical to the preparation of teacher candidates. Room 114 is designated as the production area for student learning while room 115 serves as an instructional classroom and open lab for student use. The Technology Center has recently received the following new computer equipment with the assistance of Title III funds to help the School of Education (SOE) meet its goals and objectives for student learning:

1. Virtual server space to house network integrated software educational packages and other educational learning and instructional software for the SOE,
2. Thirty-six student desktop computers:
    a. Twenty-eight for room 115
    b. Eight for room 114
3. One instructor's computer station with dual monitor for usage with the Robotel Computer Management System,
4. Upgraded Robotel Computer Management System, and
5. Two monochrome laser printers (one for each room).

In addition, Title III assisted in purchasing several software applications for students and faculty use for teaching and learning. Other computer technology and equipment, including TV-DVD/VCR, overhead projectors, digital cameras and camcorders, are also available to students and faculty in the Educational Technology Center. The Learning Plus Lab, located in room 122 of Dawson-Hicks Hall, has twenty computers and a new software program, also provided through Title III funding, to assist students in preparation of PRAXIS I and II. Title III additionally furnished the lab with study guides and needed printing. The Distance Learning

Lab, located in room 124 of Dawson-Hicks Hall, has ten new computers to upgrade the number of student computers in the lab to nineteen.

The STEM program provided an e-Interwrite Board for the auditorium in room 106 and room 112 of Dawson-Hicks Hall. An upgraded computer system was additionally provided for the older rear-projection Smartboard located in room 112, and some older computers are available for student and faculty use in rooms 336 and 357 of Dawson-Hicks Hall.

Adult Education is located in room 107 of Dawson-Hicks Hall with ten computers and one laser printer for student/faculty teaching and learning. Internet and network connectivity are available to students and faculty in all labs and classrooms with computers. Wireless connectivity is also available to students who use their own personal computers in the classrooms or lounge areas of Dawson-Hicks Hall.

The University of Arkansas at Pine Bluff library system is composed of the John Brown Watson Memorial Library (main campus facility), the Addiction Studies Resource Center (Walker Research Center), the Aquaculture/Fisheries Research and Educational Library (Woodard Hall), the Word Instructional Resource Center (WIRC - Dawson-Hicks Hall), the North Little Rock Site, and the Bell Learning Resources Center (Caldwell Hall). Twenty-three full and part-time professionals and paraprofessionals provide service to patrons within this system. The main library is open 97 hours per/week, Sunday through Saturday, with extended hours during mid-terms and finals. This library system and its partnerships with other regional and state library facilities are well established to support candidates from the School of Education and their resource needs to meet established standards.

The main library is housed in a physical facility with 39,200 square feet of floor space, and including floor space from satellites, provides for approximately 400 patrons. The volume equivalence is 362,653 holdings with 187,107 print volumes and 175,547 microform. Additionally, the main library houses a Special Collections Department that includes University, Arkansas, and Pine Bluff/Jefferson County specific information, a Vertical File and a Career File useful to education candidates, University annuals, and books by or about Arkansans. The main library and WIRC also house other special collections that include the African American collection, the Langston Hughes Collection, and a Juvenile Collection with award-winning literature: Caldecott, Charlie Mae Simon, Coretta Scott King, and Newberry winners.

The library system hosts thirty online databases with access to more than 100,000 full-text journals and newspaper articles, many peer-reviewed and accessible from any computer on campus or at a distance with an ID and password or through IP authentication. An excess of 450 cross-content print and retrospective journals are available in bound volumes or on microfilm. The Online Public Access Catalog (OPAC) accesses all print holdings in the main library and satellites and is accessible through the Internet as well as the University's and satellite web sites.

The library maintains a membership in AMIGOS Library Services and thus obtains access to OCLC's WorldCat, the international computer-based cooperative cataloging system, with more than 500 bibliographic databases. The library employs Voyager, the same integrated library system used by the Library of Congress, and the OPAC accesses all print holdings in the

main library and satellites and is also accessible through the Internet and the University's web site.

A newly awarded grant from Bank of America (Fall 2009) was used to upgrade computer access for students with disabilities. Through a special legislative appropriation, the library also received $75,000 for upgrades in equipment and its collection. Title III funding is provided annually with the amount ranging from $55,000 to $160,000 for library holdings, new equipment and software, and staff development.

To support the undergraduate and graduate programs within the School of Education, the Word Instructional Resource Center (WIRC) in Dawson-Hicks Hall offers specialized research material in print and online resources and an online curriculum portal that provides P-12 lesson plans and varied instructional modalities for the in-service success of graduates. Additionally, resources are available to help pre-service students develop the skills needed to identify, select, and evaluate materials they will use in classroom instruction. Four computers, one printer, and a copier are available to students in the WIRC for online research and other educational use. Full-time library support staff members are available to assist students and faculty. The Word Center is open Monday-Friday from 8:00AM-5:00PM. The librarian for the center will work evenings with advance requests.

The Bell Learning Resources Center (BLRC) in Caldwell Hall houses educational related non-print materials and equipment for curricular use by University faculty and students. The BLRC provides a computer lab with twenty one computers for mentoring and training faculty to integrate instructional technology into the classroom. BLRC also provides graphic design services, a faculty production lab, video and DVD production services, photography services and other equipment including laptop computers, portable screens, television sets, headphones, adaptor cords, slide viewers, photo and digital cameras, white boards, 35mm slide, overhead, and LCD projectors, tape players, video and DVD players.

To ensure that technology remains at the forefront of collection building, the library staff now includes a Computer Support Technician who works closely with the University's Technology and Computing Services Departments. A new print system, Pharos, is also in place with expansion plans for library satellites to eliminate the previous availability of free printing to students. The cost savings from the absence of free printing will allow a budget shift to address the increased demand for databases and e-book access identified from survey results.

Long-term library system plans include more publicity concerning e-book acquisitions followed by continued real-time Information Literacy workshops and point-of-need training sessions on how to optimally use the OPAC, subscription databases, portals, and e-books. Additional long-term plans include the library's partnership with the university's Computer Science Program to develop instructional technologies on research methods that may be uploaded onto the library's web page, thereby offering accessibility of instruction to end-users 24/7.

Through Title III funding, the library recently acquired a library discovery system, PRIMO, that will allow availability of research resources from one platform and thus streamline

the research procedure. Additionally, the discovery system will allow the end-user to 'discover' other searchable resources and will represent a shift from library-focused searching to end-user focused searching.

Departmental budgets, grants from foundations, state and federal government funding and other external funding are allocated for resources and programs. As a result, the University of Arkansas at Pine Bluff and the School of Education feel confident that these resources, including information technology resources, will prepare candidates to meet the professional, state, and institutional standards.

The Center for Teaching, Learning, and Advising (CTLA), designed to promote excellence in teaching at the University of Arkansas at Pine Bluff, has provided professional development activities including workshops, seminars, technical assistance and training sessions to develop and enhance instructional skills. A major thrust of the center has been to expand and coordinate distance education at the University. The CTLA has assisted the faculty in the development and use of online and instructional technology and provided technical online support for faculty and students with the ultimate goal of increasing teacher and student success.

The CTLA has additionally assisted in increasing the retention and graduation rates of UAPB students through teaching enhancement activities including 55 online courses during Spring 2011 where a total of 1,136 students were enrolled. On a continuous basis, the CTLA staff assists faculty in the development and use of online instruction technology, and in the training of Blackboard release 9 assisted by a certified Blackboard trainer. Distance learning services are offered through a variety of programs and units. Online courses are provided to over 1000 students to access academic offerings at their convenience. Student who take classes thorough distance learning represent Chicot County, Lee County, Pulaski County, and Lonoke County.

The Distance Learning Lab located in Dawson-Hicks Hall, room 124, has ten new computers which increases the number of student computers in the lab to nineteen. Internet and network connectivity is available to students and faculty in all labs and classrooms with computers. Students using their own personal computers in the classrooms or lounge areas of Dawson-Hicks Hall also have access to wireless connection. Technology services for the unit are closely tied to the University's Technical Services Department that was transformed through the 1998 comprehensive Campus Neighborhood Master Plan which resulted in the existing capacity to transmit voice, data, and video over a single converged IP network.
UAPB's cable television channel, which reaches approximately 35,000 viewers in the Pine Bluff community, provides the public with information and entertainment from sporting events to discussions on health care issues, to presentations on resources available on campus and in the community. UAPB-TV 24 and KUAP 89.7 are providing unique programming to the Delta. UAPB-TV 24 and KUAP 89.7 reach listeners and viewers globally via the Internet. Unit events are often publicized on channel 24 for the community to view. The Mary E. Benjamin Conference on Educational Access, the Literacy Conference, and the Minority Initiative Sub-Recipient Conference were recently broadcasted to keep community stakeholder informed about the unit.

The Educational Media and Technology Center located in Dawson-Hicks Hall, rooms 114 and 115, provides teacher candidates technological resources to enhance learning experiences while preparing them to teach in a digital world. The center is adjacent to the Word Instructional Resource Center and therefore provides total educational resources critical to the preparation of the teacher candidates. Room 114 is considered the production area for student learning while room 115 serves as an instructional classroom and open lab for student use. With the assistance of Title III funds, the School of Education meets its goals and objectives for student learning through the Technology Center that recently received virtual server space to house network integrated software of several software applications and packages for student and faculty use for teaching and learning; thirty-six student desktop computers (twenty-eight for room 115 and eight for room 114); one instructor's computer (teacher station) with dual monitor for usage with the Robotel Computer Management System; upgraded Robotel Computer Management System; and two monochrome laser printers (one for each room).

6.2 Please respond to 6.2a if this is the standard on which the unit is moving to the **target level.** If it is **not** the standard on which you are moving to the target level, respond to 6.2b.

6.2a Standard on which the unit is moving to the target level

- Describe areas of the standard at which the unit is currently performing at the target level.
- Summarize activities and their impact on candidate performance and program quality that have led to target level performance.
- Discuss plans and timelines for obtaining and/or sustaining target level performance as articulated in the rubrics of unit Standard 6.

6.2b Continuous Improvement

- Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
- Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 6.

Standard Six – Continuous Improvement - Briefly summarize the most significant changes related to Standard 6 that has led to continuous improvement.

Since the 2005 accreditation review, the following have been considered major accomplishments for Standard Six:

- Approximately thirty-five students participated in a one-week institute in preparation to take the PRAXIS I test as a result of enhanced Learning Plus activities and services with funding from a Title III grant. This institute was jointly sponsored by the Thurgood Marshall Scholarship Fund.
- The unit received a $1,000 grant from the Arkansas Department of Education to sponsor retention/recruitment activities.

- The unit sponsored a week-long Teacher Quality and Retention Summer Institute, June 7-13, 2009 in collaboration with the Thurgood Marshall Scholarship Fund.
- The Learning Plus Laboratory received funding from Title III in the amount of $43,000 to replace twenty outdated computers.
- The School of Education sponsored a grant from the Arkansas Department of Education "Educational Renewal Zone" that provided for collaboration with P-12 schools and the partnership provided for collaboration and professional development for faculty.
- The unit increased the total scholarship dollars which assisted teacher candidates with resources to enroll in school and remain in school.
- The School reviewed, revised and aligned its courses related to content knowledge needed for candidates to successfully pass the PRAXIS II test.
- The unit developed a national Board Support Center on the UAPB campus in collaboration with the Arkansas Education Association, the Arkansas Department of Education, and the National Board Institute to provide assistance to teachers who desire to become National Board certified. Initial funding of $7,000 was received from the Educational Renewal Zone High School Redesign Project.
- The School of Education increased the overall dollars available to candidates for scholarships during 2009-2010 for a total award of $144,204.

## 6.3 Exhibits

**Appendix A**

Diversity of Professional Education Faculty
Standard 4, Element b
School Year 2008-09

| | Prof. Ed. Faculty Who Teach Only in Initial Programs n (%) | Prof. Ed. Faculty Who Teach Only in Advanced Programs n (%) | Prof. Ed. Faculty Who Teach in Both Initial & Advanced Programs n (%) | All Faculty in the Institution n (%) |
|---|---|---|---|---|
| **Hispanic/Latino of any race** | 1 (0.9%) | 0 (0%) | 0 (0%) | 1 (0.9%) |
| **American Indian or Alaska Native** | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| **Asian** | 7 (6.4%) | 0 (0%) | 1 (0.9%) | 8 (7.3%) |
| **Black or African American** | 48 (44%) | 4 (3.7%) | 18 (16.5%) | 70 (64.2%) |
| **Native Hawaiian or Other Pacific Islander** | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| **White** | 13 (11.9%) | 0 (0%) | 4 (3.7%) | 17 (15.6) |
| **Two or more races** | 0 (0%) | 0 (0%) | 1 (0.9%) | 1 (0.9%) |
| **Race/Ethnicity Unknown** | 8 (7.3%) | 0 (0%) | 4 (3.7%) | 12 (11%) |
| **TOTAL** | **77 (70.6%)** | **4 (3.7%)** | **28 (25.7%)** | **109 (100%)** |
| **Male** | 48 (44%) | 4 (3.7%) | 18 (16.5%) | 70 (64.2%) |
| **Female** | 29 (26.6%) | 0 (0%) | 10 (9.2%) | 39 (35.8%) |
| **TOTAL** | **77 (70.6%)** | **4 (3.7%)** | **28 (25.7%)** | **109 (100%)** |

Diversity of Professional Education Faculty
Standard 4, Element b
School Year 2009-10

| | Prof. Ed. Faculty Who Teach Only in Initial Programs n (%) | Prof. Ed. Faculty Who Teach Only in Advanced Programs n (%) | Prof. Ed. Faculty Who Teach in Both Initial & Advanced Programs n (%) | All Faculty in the Institution n (%) |
|---|---|---|---|---|
| **Hispanic/Latino of any race** | 1 (0.9%) | 0 (0%) | 0 (0%) | 1 (0.9%) |
| **American Indian or Alaska Native** | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| **Asian** | 6 (5.6%) | 0 (0%) | 2 (1.9%) | 8 (7.5%) |
| **Black or African American** | 48 (44.9%) | 2 (1.9%) | 19 (17.8%) | 69 (64.5%) |
| **Native Hawaiian or Other Pacific Islander** | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| **White** | 15 (14%) | 0 (0%) | 2 (1.9%) | 17 (15.9%) |
| **Two or more races** | 1 (0.9%) | 0 (0%) | 1 (0.9%) | 2 (1.9%) |
| **Race/Ethnicity Unknown** | 7 (6.5%) | 0 (0%) | 3 (2.8%) | 10 (9.3%) |
| **TOTAL** | **78 ((72.9%)** | **2 (1.9%)** | **27 (25.2%)** | **107 (100%)** |
| **Male** | 50 (46.7%) | 2 (1.9%) | 17 (15.9%) | 69 (64.5%) |
| **Female** | 28 (26.2%) | 0 (0%) | 10 (9.3%) | 38 (35.5%) |
| **TOTAL** | **78 (72.9%)** | **2 (1.9%)** | **27 (25.2%)** | **107 (100%)** |

Diversity of Professional Education Faculty
Standard 4, Element b
School Year 2010-11

| | Prof. Ed. Faculty Who Teach Only in Initial Programs n (%) | Prof. Ed. Faculty Who Teach Only in Advanced Programs n (%) | Prof. Ed. Faculty Who Teach in Both Initial & Advanced Programs n (%) | All Faculty in the Institution n (%) |
|---|---|---|---|---|
| **Hispanic/Latino of any race** | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| **American Indian or Alaska Native** | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| **Asian** | 10 (9.6%) | 0 (0%) | 1 (1%) | 11 (10.6%) |
| **Black or African American** | 48 (46.2) | 2 (1.9%) | 19 (18.3%) | 69 (66.3%) |
| **Native Hawaiian or Other Pacific Islander** | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| **White** | 12 (11.5%) | 0 (0%) | 3 (2.9%) | 15 (14.4%) |
| **Two or more races** | 0 (0%) | 0 (0%) | 1 (1%) | 1 (1%) |
| **Race/Ethnicity Unknown** | 5 (4.8%) | 0 (0%) | 3 (2.9%) | 8 (7.7%) |
| **TOTAL** | **75 (72.1%)** | **2 (1.9%)** | **27 (26%)** | **104 (100%)** |
| **Male** | 45 (43.3%) | 2 (1.9%) | 17 (16.3%) | 64 (61.5%) |
| **Female** | 30 (28.8%) | 0 (0%) | 10 (9.6%) | 40 (38.5%) |
| **TOTAL** | **75 (72.1%)** | **2 (1.9%)** | **27 (26%)** | **104 (100%)** |

**Appendix B**
**Diversity of Candidates in Professional Education**

| 2008-2009 | Candidates in Initial Teacher Preparation Programs n(%) | | Candidates in Advanced Preparation Programs n(%) | | All students in the institution n (%) | | Diversity of geographical area served by institution % |
|---|---|---|---|---|---|---|---|
| Hispanic/Latino of any race | 0 | 0 | 0 | 0 | 12 | 0.34% | (944) 1.8% |
| For individuals who are non-Hispanic/Latino only | | | | | | | |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 1 | 0.03% | (110) 0.2% |
| Asian | 0 | 0 | 0 | 0 | 14 | 0.40% | (391) 0.8% |
| Black or African American | 48 | 85% | 11 | 100% | 3356 | 95.20% | (36219) 70.8% |
| Native Hawaiian or other Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 | 0% |
| White | 8 | 15% | 0 | 0 | 135 | 3.82% | (12759) 24.9% |
| Two or more races | 0 | 0 | 0 | 0 | 1 | 0.03% | (719) 1.4% |
| Race/Ethnicity Unknown | 0 | 0 | 0 | 0 | 1 | 0.03% | N/A |
| Total | 56 | 100% | 11 | 100% | 3525 | 100% | (51,142) 100% |
| Male | 12 | 21% | 3 | 27% | 1467 | 41.62% | |
| Female | 44 | 79% | 8 | 73% | 2058 | 58.38% | |
| Total | 56 | 100% | 11 | 100% | 3525 | 100% | |

| 2009-2010 | Candidates in Initial Teacher Preparation Programs n(%) | | Candidates in Advanced Preparation Programs n(%) | | All students in the institution n (%) | | Diversity of geographical area served by institution % |
|---|---|---|---|---|---|---|---|
| Hispanic/Latino of any race | 0 | 0 | 0 | 0 | 19 | 0.50% | (148)1.17% |
| For individuals who are non-Hispanic/Latino only | | | | | | | |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 3 | 0.08% | (16) 0.13% |
| Asian | 0 | 0 | 0 | 0 | 20 | 0.52% | (101) 0.8% |
| Black or African American | 60 | 83 | 11 | 85% | 3603 | 95% | (8626) 68.4% |
| Native Hawaiian or other Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 | (5) 0.04% |
| White | 12 | 17% | 2 | 15% | 165 | 4.35% | (3607) 28.6% |
| Two or more races | 0 | 0 | 0 | 0 | 2 | 0.05% | (108) 0.86% |
| Race/Ethnicity Unknown | 0 | 0 | 0 | 0 | 7 | 0.18% | N/A |
| Total | 72 | 100% | 13 | 100% | 3792 | 100% | 12,611(100%) |
| Male | 18 | 25% | 3 | 23% | 1578 | 41.6% | (6477) 51.36% |
| Female | 54 | 75% | 10 | 77% | 2214 | 58% | (6134) 48.64% |
| Total | 72 | 100% | 13 | 100% | 3792 | 100% | (12,611) 100% |

| 2010-2011 | Candidates in Initial Teacher Preparation Programs n(%) | | Candidates in Advanced Preparation Programs n(%) | | All students in the institution n (%) | | Diversity of geographical area served by institution % |
|---|---|---|---|---|---|---|---|
| Hispanic/Latino of any race | 0 | 0 | 0 | 0 | 22 | 0.64% | 1.5% |
| For individuals who are non-Hispanic/Latino only | | | | | | | |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 4 | 0.116% | (90) .02% |
| Asian | 0 | 0 | 0 | 0 | 17 | 0.48% | .6% |
| Black or African American | 34 | 78 | 12 | 86% | 3249 | 94.7% | 75.6% |
| Native Hawaiian or other Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 | (4) |
| White | 12 | 22% | 2 | 14% | 128 | 3.7% | 21.8% |
| Two or more races | 0 | 0 | 0 | 0 | 2 | 0.05% | 1.1% |
| Race/Ethnicity Unknown | 0 | 0 | 0 | 0 | 6 | 0.175 | .07% |
| Total | 46 | 100% | 14 | 100% | 3428 | 100% | 100% |
| Male | 16 | 35% | 2 | 14% | 1494 | 43.58% | (24,006) 48% |
| Female | 30 | 65% | 12 | 86% | 1934 | 56.42% | (26,033) 52% |
| Total | 46 | 100% | 14 | 100% | 3428 | 100% | (50,039) 100% |

## Appendix C
## Diversity of P-12 Students in Clinical Sites for Initial Teacher Preparation and Advanced Preparation Programs

### Dollarway Schools 2008-2009

| Name of School | Hispanic/ Latino | American Indian or Alaska Native | Asian | Black or African American | Native Hawaiian Or Pacific Islander | White | Two or More Races | Race/ Ethnicity Unknown | Students Receiving Free/Reduced Lunch | English Language Learners | Students With Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Dollarway School District** | | | | | | | | | **92.6% Total for District** | | |
| **James Matthews Elementary** | 3 | 0 | 0 | 210 | 0 | 20 | 0 | | | 0 | 11 |
| **Townsend Park North Elem** | 0 | 0 | 0 | 200 | 0 | 23 | 0 | 0 | | 0 | 16 |
| **Townsend Park South Elem** | 0 | 0 | 0 | 199 | 0 | 18 | 0 | 0 | | 0 | 14 |
| **Dollarway Middle Currently Robert F Moorhead** | 2 | 0 | 0 | 344 | 0 | 18 | 0 | 0 | | 0 | 67 |
| **Dollarway High School** | 4 | 0 | 0 | 554 | 0 | 25 | 0 | | | 5 | 78 |
| **Martin (Altheimer)** | 1 | 0 | 0 | 121 | 0 | 2 | 0 | | | 0 | 12 |

**Students with disabilities include special education and handicap.
**Data retrieved from ADA Data Center
**Data retrieved from ADE Student Status Count
**Data retrieved from ADE Statewide Information System Reports

## Appendix C
## Diversity of P-12 Students in Clinical Sites for Initial Teacher Preparation and Advanced Preparation Programs

### Dollarway Schools 2009-2010

| Name of School | Hispanic/ Latino | American Indian or Alaska Native | Asian | Black or African American | Native Hawaiian Or Pacific Islander | White | Two or More Races | Race/ Ethnicity Unknown | Students Receiving Free/Reduced Lunch | English Language Learners | Students With Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Dollarway School District** | | | | | | | | | **92.1% Total for District** | | |
| **James Matthews Elem** | 5 | 0 | 1 | 205 | 0 | 18 | 0 | 0 | | 0 | 11 |
| **Townsend Park** | 2 | 0 | 2 | 348 | 0 | 40 | 0 | 0 | | 0 | 31 |
| **Robert F. Morehead Formerly Dollarway Mid** | 5 | 0 | 1 | 325 | 0 | 14 | 0 | 0 | | 0 | 2 |
| **Dollarway High School** | 6 | 0 | 2 | 479 | 1 | 25 | 0 | 0 | | 0 | 3 |
| **Martin (Altheimer)** | 0 | 0 | | 116 | 0 | 3 | 0 | 0 | | 0 | 0 |

**Students with disabilities include special education and handicap.
**Data retrieved from ADA Data Center
**Data retrieved from ADE Student Status Count
**Data retrieved from ADE Statewide Information System Reports

## Appendix C
## Diversity of P-12 Students in Clinical Sites for Initial Teacher Preparation and Advanced Preparation Programs

### Dollarway Schools 2010-2011

| Name of School | Hispanic/ Latino | American Indian or Alaska Native | Asian | Black or African American | Native Hawaiian Or Pacific Islander | White | Two or More Races | Race/ Ethnicity Unknown | Students Receiving Free/Reduced Lunch | English Language Learners | Students With Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Dollarway School District** | | | | | | | | | **92.13% Total for District** | | |
| **James Matthews Elementary** | 4 | 2 | 0 | 194 | 0 | 10 | 0 | 0 | | 0 | 26 |
| **Townsend Park** | 3 | 0 | 0 | 322 | 0 | 30 | 8 | 0 | | 0 | 0 |
| **Robert F. Morehead** | 0 | 0 | 0 | 343 | 0 | 24 | 2 | 0 | | 0 | 2 |
| **Dollarway High School** | 4 | 0 | 0 | 448 | 0 | 24 | 0 | 0 | | 0 | 3 |
| **Martin (Altheimer)** | 2 | 0 | 2 | 103 | 0 | 2 | 0 | 0 | | 0 | 0 |

**Appendix C**
**Diversity of P-12 Students in Clinical Sites for Initial Teacher Preparation and Advanced Preparation Programs**

**Pine Bluff Schools 2008-2009**

| Name of School | Hispanic / Latino | American Indian or Alaska Native | Asian | Black or African American | Native Hawaiian Or Pacific Islander | White | Two or More Races | Race/ Ethnicity Unknown | Students Receiving Free/Reduced Lunch | English Language Learners | Students With Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Pine Bluff School District** | | | | | | | | | **76.21% Total for District** | | |
| **Broadmoor Elementary** | 3 | 0 | 0 | 421 | 0 | 11 | 0 | 0 | | 2 | 37 |
| **Greenville Elem** | 0 | 0 | 0 | 407 | 0 | 1 | 0 | 0 | | 0 | 32 |
| **Southwood Elem** | 1 | 1 | 1 | 378 | 0 | 9 | 0 | 0 | | 1 | 36 |
| **W.T. Chaney** | | | | | | | | | | 3 | 40 |
| **Oak Park** | 2 | 0 | 1 | 411 | 0 | 7 | 0 | 0 | | 2 | 37 |
| **Thirty-Fourth Ave.** | 3 | 0 | 1 | 402 | 0 | 6 | 0 | 0 | | 0 | 26 |
| **Belair Elem** | 1 | 0 | 0 | 348 | 0 | 6 | 0 | 0 | | 0 | 49 |
| **Southeast Mid** | 1 | 0 | 0 | 358 | 0 | 4 | 0 | | | 0 | 52 |
| **Jack Robey** | 2 | 0 | 0 | 733 | 0 | 10 | 0 | 0 | | 0 | 134 |
| **P.B. High** | 3 | 1 | 1 | 1023 | 0 | 22 | 0 | 0 | | 1 | 165 |
| **Forrest Park PreK** | N/A | | | | | | | | | N/A | |

**Appendix C**
**Diversity of P-12 Students in Clinical Sites for Initial Teacher Preparation and Advanced Preparation Programs**

## Pine Bluff Schools 2009-2010

| Name of School | Hispanic / Latino | American Indian or Alaska Native | Asian | Black or African American | Native Hawaiian Or Pacific Islander | White | Two or More Races | Race/ Ethnicity Unknown | Students Receiving Free/Reduced Lunch | English Language Learners | Students With Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Pine Bluff School District** | | | | | | | | | **78.05% Total for District** | | |
| **Broadmoor Elementary** | 6 | 0 | 0 | 414 | 0 | 11 | 3 | 0 | | 2 | 46 |
| **Greenville Elementary** | 0 | 0 | 0 | 402 | 0 | 2 | 1 | 0 | | 0 | 46 |
| **Southwood Elementary** | 7 | 2 | 2 | 368 | 0 | 4 | 10 | 0 | | 1 | 33 |
| **W.T. Chaney** | | | | | | | | | | 0 | 47 |
| **Oak Park** | 4 | 0 | 1 | 383 | 1 | 10 | 6 | 0 | | 2 | 26 |
| **Thirty-Fourth Ave.** | 2 | 0 | 0 | 419 | 0 | 4 | 3 | 0 | | 0 | 20 |
| **Belair Elem** | 1 | 0 | 2 | 336 | 0 | 10 | 4 | 0 | | 2 | 44 |
| **Southeast Mid** | 2 | 0 | 0 | 352 | 0 | 1 | 8 | 0 | | 0 | 33 |
| **Jack Robey** | 2 | 0 | 1 | 645 | 0 | 8 | 22 | 0 | | 1 | 102 |
| **P.B. High** | 4 | 1 | 1 | 964 | 0 | 19 | 7 | 0 | | 0 | 134 |
| **Forrest Park PreK** | | | | | | | | | | N/A | N/A |

**Appendix C**
**Diversity of P-12 Students in Clinical Sites for Initial Teacher Preparation and Advanced Preparation Programs**

## Pine Bluff Schools 2010-2011

| Name of School | Hispanic/ Latino | American Indian or Alaska Native | Asian | Black or African American | Native Hawaiian Or Pacific Islander | White | Two or More Races | Race/ Ethnicity Unknown | Students Receiving Free/Reduced Lunch | English Language Learners | Students With Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Pine Bluff School District** | | | | | | | | | **79.34% Total for District** | | |
| **Broadmoor Elem** | 2 | 0 | 5 | 411 | 0 | 9 | N/A | N/A | | 2 | 41 |
| **Greenville Elem** | 0 | 0 | 0 | 367 | 0 | 9 | 0 | 0 | | 0 | 49 |
| **Southwood Elem** | 10 | 2 | 2 | 340 | 101 | 4 | 0 | 0 | | 0 | 40 |
| **W.T. Chaney Elem** | | | | | | | | | | 8 | 45 |
| **Oak Park Elem** | 4 | 0 | 0 | 364 | 1 | 11 | 0 | 0 | | 4 | 28 |
| **Thirty-Fourth Ave.** | 6 | | 1 | 396 | 0 | 1 | 0 | | | 3 | 29 |
| **Belair Mid** | 2 | 0 | 2 | 338 | 0 | 7 | 0 | 0 | | 1 | 41 |
| **Southeast Mid** | 1 | 0 | 0 | 237 | 0 | 3 | 0 | 0 | | 2 | 38 |
| **Jack Robey** | 5 | 0 | 1 | 677 | 0 | 10 | 0 | 0 | | 2 | 91 |
| **P.B. High** | 3 | 1 | 2 | 975 | 0 | 12 | 0 | 0 | | 0 | 122 |
| **Forrest Park PreK** | N/A | | | | | | 0 | | | N/A | N/A |

**Appendix C**
**Diversity of P-12 Students in Clinical Sites for Initial Teacher Preparation and Advanced Preparation Programs**

## Star City 2008 - 2009

| Name of School | Hispanic/ Latino | American Indian or Alaska Native | Asian | Black or African American | Native Hawaiian Or Pacific Islander | White | Two or More Races | Race/ Ethnicity Unknown | Students Receiving Free/Reduced Lunch | English Language Learners | Students With Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Star City District** | | | | | | | | | **58.61% Total for District** | | |
| **Brown Elementary** | 38 | 2 | 2 | 185 | 0 | 570 | 0 | 0 | | 17 | 107 |
| **Star City High School** | 21 | 1 | 0 | 134 | 0 | 371 | 0 | 0 | | 3 | 77 |
| **Star City Middle School** | 23 | 1 | 0 | 78 | 0 | 271 | 0 | 0 | | 1 | 55 |

**Students with disabilities include special education and handicap.
**Data retrieved from ADA Data Center
**Data retrieved from ADE Student Status Count
**Data retrieved from ADE Statewide Information System Reports

**Appendix C**
**Diversity of P-12 Students in Clinical Sites for Initial Teacher Preparation and Advanced Preparation Programs**

## Star City 2009-2010

| Name of School | Hispanic/ Latino | American Indian or Alaska Native | Asian | Black or African American | Native Hawaiian Or Pacific Islander | White | Two or More Races | Race/ Ethnicity Unknown | Students Receiving Free/Reduced Lunch | English Language Learners | Students With Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Star City District** | | | | | | | | | **59.2% Total for District** | | |
| **Brown Elementary** | 44 | 6 | 1 | 169 | 0 | 569 | 15 | 0 | | 19 | 100 |
| **Star City High School** | 23 | 1 | 0 | 141 | 0 | 341 | 0 | 0 | | 4 | 67 |
| **Star City Middle School** | 24 | 0 | 0 | 83 | 0 | 269 | 0 | 0 | | 2 | 51 |

**Appendix C**
**Diversity of P-12 Students in Clinical Sites for Initial Teacher Preparation and Advanced Preparation Programs**

## Star City 2010-2011

| Name of School | Hispanic/ Latino | American Indian or Alaska Native | Asian | Black or African American | Native Hawaiian Or Pacific Islander | White | Two or More Races | Race/ Ethnicity Unknown | Students Receiving Free/Reduced Lunch | English Language Learners | Students With Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Star City District** | | | | | | | | | **60.13% Total for District** | | |
| **Brown Elementary** | 49 | 2 | 2 | 164` | 0 | 551 | 14 | 0 | | 27 | 90 |
| **Star City Middle School** | 22 | 0 | 0 | 90 | 0 | 271 | 1 | 0 | | 2 | 64 |
| **Star City High School** | 31 | 0 | 0 | 113 | 0 | 321 | 19 | 0 | | 2 | 62 |

**Appendix C**
**Diversity of P-12 Students in Clinical Sites for Initial Teacher Preparation and Advanced Preparation Programs**

## Star City 2011-2012

| Name of School | Hispanic/ Latino | American Indian or Alaska Native | Asian | Black or African American | Native Hawaiian Or Pacific Islander | White | Two or More Races | Race/ Ethnicity Unknown | Students Receiving Free/Reduced Lunch | English Language Learners | Students With Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Star City District** | | | | | | | | | **60.4% Total for District** | | |
| **Brown Elementary** | 49 | 2 | 2 | 162 | 0 | 550 | 15 | 0 | | 27 | 90 |
| **Star City Middle School** | 25 | 0 | 0 | 88 | 0 | 272 | 6 | 0 | | 2 | 62 |
| **Star City High School** | 30 | 0 | 0 | 111 | 0 | 334 | 13 | 0 | | 2 | 64 |

**Appendix C**
**Diversity of P-12 Students in Clinical Sites for Initial Teacher Preparation and Advanced Preparation Programs**

## Sheridan District 2008-2009

| Name of School | Hispanic/ Latino | American Indian or Alaska Native | Asian | Black or African American | Native Hawaiian Or Pacific Islander | White | Two or More Races | Race/ Ethnicity Unknown | Students Receiving Free/Reduced Lunch | English Language Learners | Students With Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Sheridan School District** | | | | | | | | | **40.7% Total for District** | | |
| **Sheridan Elementary** | 17 | 1 | 6 | 13 | 0 | 502 | 0 | 0 | | 14 | 69 |
| **Sheridan Intermediate** | 15 | 0 | 3 | 15 | 0 | 546 | 0 | 0 | | 12 | 48 |
| **East End Elementary** | 12 | 5 | 9 | 4 | 5 | 382 | 0 | 0 | | 9 | 69 |
| **East End Intermediate** | 14 | 7 | 11 | 9 | 7 | 494 | 0 | 0 | | 23 | 59 |
| **Sheridan Middle School** | 22 | 1 | 12 | 15 | 1 | 811 | 0 | 0 | | 20 | 100 |
| **Sheridan High** | 23 | 3 | 28 | 28 | 3 | 1147 | 0 | 0 | | 31 | 139 |

**Students with disabilities include special education and handicap.
**Data retrieved from ADA Data Center
**Data retrieved from ADE Student Status Count
**Data retrieved from ADE Statewide Information System Reports

**Appendix C**
**Diversity of P-12 Students in Clinical Sites for Initial Teacher Preparation and Advanced Preparation Programs**

## Sheridan District 2009-2010

| Name of School | Hispanic/ Latino | American Indian or Alaska Native | Asian | Black or African American | Native Hawaiian Or Pacific Islander | White | Two or More Races | Race/ Ethnicity Unknown | Students Receiving Free/Reduced Lunch | English Language Learners | Students With Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Sheridan School District** | | | | | | | | | **43.7% Total for District** | | |
| **Sheridan Elementary** | 12 | 1 | 8 | 13 | 1 | 486 | 0 | 0 | | 14 | 68 |
| **Sheridan Intermediate** | 16 | 0 | 4 | 17 | 0 | 564 | 0 | 0 | | 15 | 48 |
| **East End Elementary** | 11 | 6 | 10 | 5 | 0 | 376 | 0 | 0 | | 15 | 15 |
| **East End Intermediate** | 22 | 6 | 10 | 11 | 0 | 501 | 0 | 0 | | 25 | 56 |
| **Sheridan Middle School** | 14 | 1 | 10 | 13 | 0 | 796 | 0 | 0 | | 13 | 90 |
| **Sheridan High** | 28 | 1 | 25 | 26 | 0 | 1122 | 0 | 0 | | 36 | 106 |

**Appendix C**
**Diversity of P-12 Students in Clinical Sites for Initial Teacher Preparation and Advanced Preparation Programs**

## Sheridan District 2010-2011

| Name of School | Hispanic/ Latino | American Indian or Alaska Native | Asian | Black or African American | Native Hawaiian Or Pacific Islander | White | Two or More Races | Race/ Ethnicity Unknown | Students Receiving Free/Reduced Lunch | English Language Learners | Students With Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Sheridan School District** | | | | | | | | | **45.2% Total for District** | | |
| **Sheridan Elementary** | 20 | 0 | 7 | 10 | 0 | 475 | 0 | 0 | | 15 | 43 |
| **Sheridan Intermediate** | 13 | 0 | 5 | 12 | 0 | 566 | 0 | 0 | | 14 | 51 |
| **East End Elementary** | 23 | 3 | 9 | 5 | 0 | 378 | 0 | 0 | | 23 | 51 |
| **East End Intermediate** | 18 | 10 | 12 | 7 | 0 | 492 | 0 | 0 | | 12 | 55 |
| **Sheridan Middle School** | 23 | 1 | `8 | 28 | 0 | 812 | 0 | 0 | | 17 | 93 |
| **Sheridan High** | 31 | 2 | 29 | 31 | 0 | 1143 | 0 | 0 | | 35 | 103 |

**Appendix C**
**Diversity of P-12 Students in Clinical Sites for Initial Teacher Preparation and Advanced Preparation Programs**

## Sheridan District 2011-2012

| Name of School | Hispanic/ Latino | American Indian or Alaska Native | Asian | Black or African American | Native Hawaiian Or Pacific Islander | White | Two or More Races | Race/ Ethnicity Unknown | Students Receiving Free/Reduced Lunch | English Language Learners | Students With Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Sheridan School District** | | | | | | | | | **46.2% Total for District** | | |
| **Sheridan Elementary** | 16 | 0 | 3 | 16 | 0 | 478 | 3 | 0 | | 6 | 59 |
| **Sheridan Intermediate** | 13 | 1 | 6 | 14 | 0 | 540 | 1 | 0 | | 13 | 37 |
| **East End Elementary** | 30 | 2 | 10 | 7 | 1 | 387 | 0 | 0 | | 22 | 49 |
| **East End Intermediate** | 18 | 8 | 14 | 7 | 0 | 483 | 1 | 0 | | 15 | 61 |
| **Sheridan Middle School** | 28 | 4 | 10 | 22 | 0 | 799 | 0 | 0 | | 22 | 60 |
| **Sheridan High** | 31 | 2 | 21 | 26 | 0 | 1,145 | 0 | 0 | | 28 | 128 |

**Appendix C**
**Diversity of P-12 Students in Clinical Sites for Initial Teacher Preparation and Advanced Preparation Programs**

## Lakeside School District -2008-2009

| Name of School | Hispanic/ Latino | American Indian or Alaska Native | Asian | Black or African American | Native Hawaiian Or Pacific Islander | White | Two or More Races | Race/ Ethnicity Unknown | Students Receiving Free/Reduced Lunch | English Language Learners | Students With Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Lakeside School District** | | | | | | | | | **95% Total for District** | | |
| **Eudora** | 2 | 0 | 0 | 26 | 0 | 0 | 0 | 0 | | 2 | 9 |
| **Lakeside High** | 22 | 1 | 2 | 316 | 1 | 51 | 0 | 0 | | 15 | 44 |
| **Lower Elementary** | 21 | 0 | 1 | 112 | 0 | 50 | 0 | 0 | | 22 | 9 |
| **Upper Elementary** | 18 | 0 | 0 | 196 | 0 | 35 | 0 | 0 | | 17 | 25 |
| **Lakeside Middle School** | 21 | 0 | 1 | 221 | 0 | 56 | 0 | 0 | | 16 | 29 |

**Students with disabilities include special education and handicap.
**Data retrieved from ADE Student Status Count
**Data retrieved from ADE Statewide Information System Reports

**Appendix C**
**Diversity of P-12 Students in Clinical Sites for Initial Teacher Preparation and Advanced Preparation Programs**

**Lakeside School District 2009-2010**

| Name of School | Hispanic/ Latino | American Indian or Alaska Native | Asian | Black or African American | Native Hawaiian Or Pacific Islander | White | Two or More Races | Race/ Ethnicity Unknown | Students Receiving Free/Reduced Lunch | English Language Learners | Students With Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Lake Side School District** | | | | | | | | | **99.92% Total for District** | | |
| **Eudora** | 2 | 0 | 0 | 111 | 0 | 1 | 0 | 0 | | 2 | 9 |
| **Lakeside High** | 31 | 1 | 3 | 313 | 0 | 46 | 0 | 0 | | 17 | 26 |
| **Lakeside Lower Elementary** | 20 | 0 | 2 | 112 | 0 | 40 | 0 | 0 | | 23 | 10 |
| **Lakeside Upper Elementary** | 25 | 0 | 0 | 161 | 0 | 29 | 0 | 0 | | 24 | 24 |
| **Lakeside Middle School** | 18 | 0 | 1 | 228 | 0 | 44 | 4 | 0 | | 13 | 29 |

**Appendix C**
**Diversity of P-12 Students in Clinical Sites for Initial Teacher Preparation and Advanced Preparation Programs**

**Lakeside School District 2010-2011**

| Name of School | Hispanic / Latino | American Indian or Alaska Native | Asian | Black or African American | Native Hawaiian Or Pacific Islander | White | Two or More Races | Race/ Ethnicity Unknown | Students Receiving Free/Reduced Lunch | English Language Learners | Students With Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Lake Side School District** | | | | | | | | | **98.88% Total for District** | | |
| **Eudora** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 | 10 |
| **Lakeside High** | 29 | | 1 | 284 | 0 | 34 | 0 | 0 | | 19 | 25 |
| **Lower Elementary** | 29 | 0 | 1 | 125 | 0 | 50 | 0 | 0 | | 30 | 15 |
| **Upper Elementary** | 21 | 0 | 0 | 165 | 0 | 25 | 0 | 0 | | 19 | 21 |
| **Lakeside Middle School** | 24 | 0 | 2 | 204 | 0 | 39 | 0 | 0 | | 19 | 27 |

**Appendix C**
**Diversity of P-12 Students in Clinical Sites for Initial Teacher Preparation and Advanced Preparation Programs**

**Lakeside District 2011-2012**

| Name of School | Hispanic / Latino | American Indian or Alaska Native | Asian | Black or African American | Native Hawaiian Or Pacific Islander | White | Two or More Races | Race/ Ethnicity Unknown | Students Receiving Free/Reduced Lunch | English Language Learners | Students With Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Lakeside School District** | | | | | | | | | **100% Total for District** | | |
| **Eudora** | 7 | 0 | 0 | 101 | 0 | 0 | 0 | 0 | | 7 | 9 |
| **Lakeside High School** | 30 | 0 | 1 | 284 | 0 | 40 | 0 | 0 | | 18 | 36 |
| **Lakeside Lower Elementary** | 35 | 0 | 0 | 116 | 0 | 47 | 0 | 0 | | 34 | 17 |
| **Lakeside Upper Elementary** | 22 | 0 | 0 | 155 | 0 | 32 | 3 | 0 | | 23 | 19 |
| **Lakeside Middle School** | 29 | 0 | 0 | 206 | 0 | 31 | 5 | 0 | | 25 | 29 |

**Appendix C**
**Diversity of P-12 Students in Clinical Sites for Initial Teacher Preparation and Advanced Preparation Programs**

## Watson Chapel 2008-2009

| Name of School | Hispanic / Latino | American Indian or Alaska Native | Asian | Black or African American | Native Hawaiian Or Pacific Islander | White | Two or More Races | Race/ Ethnicity Unknown | Students Receiving Free/Reduced Lunch | English Language Learners | Students With Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Watson Chapel District** | | | | | | | | | **62.38% Total for District** | | |
| **Edgewood** | 3 | 1 | 0 | 289 | 0 | 138 | 0 | 0 | | 0 | 45 |
| **L.L. Owens** | 3 | 1 | 1 | 326 | 0 | 136 | 0 | 0 | | 0 | 25 |
| **Coleman Elem** | 5 | 1 | 4 | 441 | 0 | 227 | 0 | 0 | | 0 | 76 |
| **Watson Chapel High** | 3 | 0 | 3 | 506 | 0 | 253 | 0 | 0 | | 0 | 70 |
| **Watson Chapel Jr. High** | 6 | 0 | 20 | 495 | 0 | 263 | 0 | 0 | | 0 | 66 |

**Students with disabilities include special education and handicap.
**Data retrieved from ADA Data Center
**Data retrieved from ADE Student Status Count
**Data retrieved from ADE Statewide Information System Reports

**Appendix C**
**Diversity of P-12 Students in Clinical Sites for Initial Teacher Preparation and Advanced Preparation Programs**

## Watson Chapel 2009-2010

| Name of School | Hispanic / Latino | American Indian or Alaska Native | Asian | Black or African American | Native Hawaiian Or Pacific Islander | White | Two or More Races | Race/ Ethnicity Unknown | Students Receiving Free/Reduced Lunch | English Language Learners | Students With Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Watson Chapel District** | | | | | | | | | **65.22% Total for District** | | |
| **Edgewood** | 4 | 1 | 0 | 275 | 2 | 121 | 0 | 0 | | 0 | 45 |
| **L.L. Owens** | 2 | 0 | 0 | 323 | 0 | 145 | 0 | 0 | | 0 | 47 |
| **Coleman** | 7 | 1 | 0 | 474 | 0 | 233 | 43 | 0 | | 0 | 79 |
| **Watson Chapel High** | 5 | 0 | 4 | 494 | 0 | 232 | 0 | 0 | | 0 | 62 |
| **Watson Chapel JR. High** | 7 | 0 | 3 | 512 | 0 | 239 | 1 | 0 | | 0 | 63 |

**Appendix C**
**Diversity of P-12 Students in Clinical Sites for Initial Teacher Preparation and Advanced Preparation Programs**

**Watson Chapel 2010-2011**

| Name of School | Hispanic / Latino | American Indian or Alaska Native | Asian | Black or African American | Native Hawaiian Or Pacific Islander | White | Two or More Races | Race/ Ethnicity Unknown | Students Receiving Free/Reduced Lunch | English Language Learners | Students With Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Watson Chapel District** | | | | | | | | | **69.3% Total for District** | | |
| **Edgewood** | 6 | 0 | 2 | 290 | 0 | 118 | 0 | 0 | | 1 | 46 |
| **L.L. Owens** | 6 | 0 | 0 | 314 | 0 | 131 | 0 | 0 | | 0 | 54 |
| **Coleman** | 6 | 1 | 3 | 500 | 0 | 216 | 0 | 0 | | 1 | 69 |
| **Watson Chapel High** | 9 | 0 | 4 | 472 | 0 | 238 | 0 | 0 | | 0 | 50 |
| **Watson Chapel Jr. High** | 6 | 0 | 3 | 566 | 0 | 223 | 0 | 0 | | 0 | 73 |

**Appendix C**
**Diversity of P-12 Students in Clinical Sites for Initial Teacher Preparation and Advanced Preparation Programs**

## Watson Chapel 2011-2012

| Name of School | Hispanic/ Latino | American Indian or Alaska Native | Asian | Black or African American | Native Hawaiian Or Pacific Islander | White | Two or More Races | Race/ Ethnicity Unknown | Students Receiving Free/Reduced Lunch | English Language Learners | Students With Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Watson Chapel District** | | | | | | | | | **71.35% Total for District** | | |
| **Edgewood** | 9 | 0 | 2 | 314 | 0 | 116 | 0 | 0 | | 1 | 37 |
| **L.L. Owens** | 4 | 1 | 4 | 264 | 0 | 116 | 0 | 0 | | 2 | 46 |
| **Coleman** | 11 | 0 | 1 | 486 | 0 | 204 | 1 | 0 | | 0 | 71 |
| **Watson Chapel High** | 8 | 0 | 4 | 479 | 0 | 229 | 0 | 0 | | 0 | 76 |
| **Watson Chapel Jr. High** | 7 | 1 | 5 | 572 | 0 | 207 | 2 | 0 | | 2 | 79 |

**Appendix C**
**Diversity of P-12 Students in Clinical Sites for Initial Teacher Preparation and Advanced Preparation Programs**

# White Hall District
# 2008-2009

| Name of School | Hispanic / Latino | American Indian or Alaska Native | Asian | Black or African American | Native Hawaiian Or Pacific Islander | White | Two or More Races | Race/ Ethnicity Unknown | Students Receiving Free/Reduced Lunch | English Language Learners | Students With Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **White Hall** | | | | | | | | | **34.26% Total for District** | | |
| **Redfield** | 1 | 0 | 0 | 2 | 0 | 102 | 0 | 0 | | 0 | 10 |
| **Gandy** | 6 | 3 | 12 | 48 | 1 | 355 | 0 | 0 | | 9 | 57 |
| **G. R. Taylor** | 18 | 2 | 29 | 64 | 0 | 321 | 0 | 0 | | 5 | 44 |
| **Moody** | 9 | 8 | 4 | 39 | 0 | 340 | 0 | 0 | | 0 | 44 |
| **White Hall Jr. High** | 16 | 4 | 9 | 101 | 0 | 499 | 0 | 0 | | 2 | 6 |
| **White Hall High** | 15 | 5 | 12 | 99 | 0 | 613 | 0 | 0 | | 1 | 20 |
| **Hardin** | 5 | 1 | 0 | 11 | 1 | 273 | 0 | 0 | | 0 | 26 |

**Students with disabilities include special education and handicap.
**Data retrieved from ADA Data Center
**Data retrieved from ADE Student Status Count
**Data retrieved from ADE Statewide Information System Reports

**Appendix C**
**Diversity of P-12 Students in Clinical Sites for Initial Teacher Preparation and Advanced Preparation Programs**

## White Hall 2009-2010

| Name of School | Hispanic / Latino | American Indian or Alaska Native | Asian | Black or African American | Native Hawaiian Or Pacific Islander | White | Two or More Races | Race/ Ethnicity Unknown | Students Receiving Free/Reduced Lunch | English Language Learners | Students With Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **White Hall** | | | | | | | | | **36.4% Total for District** | | |
| **Redfield** | 1 | 0 | 0 | 4 | 0 | 106 | 1 | 0 | | 0 | 12 |
| **Gandy** | 8 | 3 | 11 | 38 | 1 | 341 | 6 | 0 | | 9 | 48 |
| **G.R. Taylor** | 18 | 2 | 29 | 64 | 0 | 321 | 0 | 0 | | 5 | 43 |
| **Moody** | 8 | 2 | 7 | 50 | 0 | 340 | 2 | 0 | | 0 | 51 |
| **White Hall Jr. High** | 18 | 2 | 10 | 100 | 0 | 480 | 12 | 0 | | 2 | 57 |
| **White Hall High** | 20 | 1 | 12 | 90 | 1 | 560 | 17 | 0 | | 1 | 47 |
| **Hardin** | 3 | 0 | 2 | 6 | 0 | 278 | 0 | 0 | | 0 | 26 |

**Data retrieved from ADE Student Status Count
**Data retrieved from ADE Statewide Information System Reports

**Appendix C**
**Diversity of P-12 Students in Clinical Sites for Initial Teacher Preparation and Advanced Preparation Programs**

# White Hall District
# 2010-2011

| Name of School | Hispanic / Latino | American Indian or Alaska Native | Asian | Black or African American | Native Hawaiian Or Pacific Islander | White | Two or More Races | Race/ Ethnicity Unknown | Students Receiving Free/Reduced Lunch | English Language Learners | Students With Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **White Hall** | | | | | | | | | **37.84% Total for District** | | |
| **Redfield** | 1 | 0 | 0 | 4 | 0 | 106 | 1 | 0 | | 0 | 8 |
| **Gandy** | 8 | 3 | 11 | 38 | 1 | 341 | 6 | 0 | | 9 | 41 |
| **G.R. Taylor** | 18 | 2 | 29 | 64 | 0 | 321 | 0 | 0 | | 3 | 47 |
| **Moody** | 8 | 2 | 7 | 50 | 0 | 340 | 2 | 0 | | 1 | 51 |
| **White Hall Jr. High** | 18 | 2 | 10 | 100 | 0 | 480 | 12 | 0 | | 3 | 52 |
| **White Hall High** | 20 | 1 | 12 | 90 | 1 | 560 | 17 | 0 | | 0 | 48 |
| **Hardin** | 3 | 0 | 2 | 6 | 0 | 278 | 0 | 0 | | 0 | 29 |

**Data retrieved from ADE Student Status Count
**Data retrieved from ADE Statewide Information System Reports

**Appendix C**
**Diversity of P-12 Students in Clinical Sites for Initial Teacher Preparation and Advanced Preparation Programs**

# White Hall District
# 2011-2012

| Name of School | Hispanic / Latino | American Indian or Alaska Native | Asian | Black or African American | Native Hawaiian Or Pacific Islander | White | Two or More Races | Race/ Ethnicity Unknown | Students Receiving Free/Reduced Lunch | English Language Learners | Students With Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **White Hall** | | | | | | | | | **40.36% Total for District** | | |
| **Gandy** | 7 | 2 | 12 | 59 | 4 | 297 | 9 | 0 | | 5 | 46 |
| **G.R. Taylor** | 24 | 1 | 20 | 101 | 5 | 306 | 4 | 0 | | 7 | 51 |
| **Moody** | 12 | 1 | 6 | 56 | 3 | 346 | 5 | 0 | | 4 | 58 |
| **White Hall Jr. High** | 21 | 5 | 24 | 92 | 1 | 459 | 7 | 0 | | 0 | 50 |
| **White Hall High** | 23 | 1 | 9 | 108 | 4 | 538 | 17 | 0 | | 1 | 52 |
| **Hardin** | 3 | 2 | 3 | 7 | 0 | 256 | 0 | 0 | | 2 | 28 |
| **Redfield** | 1 | 0 | 1 | 9 | 0 | 97 | 0 | 0 | | 0 | 8 |

**Data retrieved from ADE Student Status Count
**Data retrieved from ADE Statewide Information System Reports

**Data table on Ethnicity and Gender of Students at Jenkins Memorial Center Clinical Site for Initial Teacher Preparation and Advanced Preparation Programs***

| Name of School | Asian | Black or African American | White | TOTAL | Males | Females | TOTAL |
|---|---|---|---|---|---|---|---|
| **Preschool (Birth to 5)** | 2 | 51 | 15 | **68** | 43 | 25 | **68** |
| **School Age Students (Grades K-12)** | 0 | 15 | 7 | **22** | 15 | 15 | **30** |
| **Total** | 2 | 66 | 22 | **90** | 58 | 40 | **98** |

- Data in the chart is provided by Jenkins Memorial Center. The Center serves a diverse number of students with special needs. Depicted in the table is disaggregated data of students' gender and ethnicity who are being served at Jenkins. Candidates at UAPB are provided numerous opportunities to observe and work with the students during their field and clinical experiences.

# Appendix D
# Professional Education Faculty Qualifications and Experiences

| Name | Degree Field and University | Role of the Faculty Member | Rank | Tenure Track | Contributions to Scholarship, Professional Association and Service | Teaching or other Professional Experience in P-12 Schools |
|---|---|---|---|---|---|---|
| Abedi, Sharokh | - M.S., Mathematics, UA-Fayetteville<br>- 28 graduate credit hours beyond M.S. degree, University of Arkansas | - Teach courses<br>- Advise students<br>- Chair, Math Dept.'s Curriculum/Textbook and Assessment Committees | Instructor | No | - Presented at workshop: "Preparing Mathematicians to Educate Teachers," UAF<br>- Judge, Annual UAPB Science Fair<br>- Participant, Arkansas Research and Educational Optical Network | - Taught high school students<br>- AP Calculus Reader & Tutor for high school students |
| Adams, Janee` | MST, Mathematics and Science Education, Jackson State University | -Teach courses<br>-Advise students<br>- NCATE member<br>-Band Advisor<br>-Recruitment | -Instructor | N/A | | -Substitute Teacher K-12<br>-Tutor for summer programs |
| Adel, Miah | Ph.D., Space Physics & Astrophysics, Louisiana State University, Baton Rouge, LA<br>- | -Teach courses<br>-Perform research activities<br>-Advise students<br>-Perform community activities | Professor<br>Graduate Faculty | Tenured | -Made eighteen conference contributions<br>-External examiner of Ph. D. thesis for Physics Ph. D. recipients from Rajshahi University, Rajshahi, Bangladesh | |
| Anderson, Shelbie | Ph.D., Curriculum and Instruction, Kansas State | -Teach Course<br>-Advise Students | Professor | Tenured | | -Taught Elementary Education (Kindergarten through grades 6; |

| | | | | | | |
|---|---|---|---|---|---|---|
| | University | | | | | -Taught Media Skills (Kindergarten through grades 6)<br>-Elementary School Librarian |
| Bailey, Richard | Ph.D., Music Composition<br>State University of New York Buffalo | Teach courses; supervise recording projects, internships and SRT studio; record student and ensemble performances; member of Faculty & Senate | Assistant Professor | Yes | Active composer/per-former in professional orchestras and bands; active in Arkansas International Trumpet Guild; member of College Music Society; member of ASCAP | None |
| Bates, Michael | DMA in Music Education<br>University of Memphis | Teach courses; Chair<br>The Music Dept., Director of Choral Activities, advise students, serve on university committees, accompanist for student and faculty performances | Professor | Yes | Conduct university choir in performances locally and nationally, member of symphony advisory board, musical director and accompanist for musical and community ensembles; served as university Senate president; member of American Choral Directors Association, Arkansas Choral Director Association, Regional Conductor for "105 Voices of History" National HBCU Choir | Taught in and was Artist-In-Residence for Arkansas Governors School |
| Beene, W | MA in Human Performance, Minnesota State | Faculty | Instructor | No | Pathwise Training. Pine Bluff, AR. (2010) | Youth Opportunities Unlimited Instructor |

| | | | | | | |
|---|---|---|---|---|---|---|
| | University | | | | Arkansas Association of Teacher Educator: An Examination of Coaches Mentoring Practices that will Improve African-American Student-Athletes' Graduation Rates. September 2007, Pine Bluff, AR. | |
| Brenneman, Serena | Doctoral Studies in Organizational Behavior& Analysis, University of Lincoln-England<br><br>Post Graduate Diploma-Educational & Training Systems Design, University of Rotterdam, The NL | Teach courses, advise students, and committee membership | Instructor/ Asst.Professor | No | Peer review of 7 articles (NAMS/MBAA journal), panel chair 2007&2009, consulting consumerism issues, research & writing on five pieces, and attend conferences ( most recent in Memphis 6/2011-globalizatiion) | Mentor/judge science projects, and public speaking (educational issues) |
| Brown-Lang, Vera | Ph.D. School Administration, Iowa State University | Teach Courses<br>Advise Students<br>Chair NCATE Standard 4 | Associate Professor | Yes | -Appointed to Arkansas Commission on Closing the Academic Achievement Gap<br>-Served as President, 1st Vice President of Arkansas Association of Teacher Educators<br>-Advisory Board<br>-Founder of Monticello | -Taught Special Education (High School) in Multi-categorical Resource Room<br>-Taught Elementary 5 and 6th Grades<br>-Supervised Student Teachers /Interns preparing to teach<br>-Supervised Interns |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | Branch, National Association of University Women<br>-Board Member, Ark. Policy for Educational Administration (ArAPEA)<br>-Kappa Delta Pi Member | preparing to become building level administrators<br>-Coordinator of Educational Leadership Program-UAM |
| Buckingham, Geraldine | Ed.D, Secondary Education<br><br>U of A, Fayetteville | - Teach courses<br><br>- Advise students<br><br>-Work with NCATE | Assistant Professor | Yes | N/A | N/A |
| Buckner, Anissa | PhD | - Department Chair<br>- Teach courses<br>- Advise students<br>- Conduct research<br>- Write res. grants | Associate Professor | Yes | - Published articles<br>- Attended professional conferences<br>- Reviewed journal articles | Judge high school science fair. Collaborator on STEM teaching grant, partnership with Little Rock School districts |
| Butler, Kevin | Ph.D. ; History; University of Missouri, Columbia | -Teach courses | Assistant Professor | Yes | "Slave Culture", chapter in Thomas C. Buchanan, Ed. *Historiography of Slavery.*<br><br>Several published articles and book reviews<br><br>Professional Membership in American Historical Association | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | Organization of American Historians<br>Southern Historical | |
| Carroll, Fredda | Ed.D., Curriculum & Staff Development, Vanderbilt University | Interim Dean<br>-NCATE Coordinator (1998-2008; 2010)<br>-Coordinator of Early Childhood Programs (2008-11)<br>-Teach Undergraduate & Graduate Courses | Professor | Tenured | -NCATE Board of Examiners<br>-ACEI Program Reviewer<br>Publications--<br>-African American Life in the AR Delta through the Lens of Rogerline Johnson-Exhibition Catalog<br>-Issues in Healing Racism, ACEI/ATE<br>-Whose Responsibility is it to Recognize Stereotyping?, ACEI/ATE | -Taught Special Education<br>-AR Dept. of Education-Special Education Section, Area Supervisor (Monitoring; Compliance)<br>-Head Start Center Director<br>-Co-Instructor-Cultural Experiences for Teachers-3 European tours for public school teachers and students<br>-Supervise student teachers |
| Ceresa, Robert | Ph.D., International Relations, Florida International University | -Teach courses | Assistant Professor | Yes | "Cuba, a vision worth fighting for: Politics, culture, and civic agency in Miami's Cuban community," in preparation for submission to *Perspectives on Politics*.<br><br>Member of the American Political Science Association. | Conducted feasibility study of proposed new/replicated magnet programs for Broward County Public Schools, January, 2008. |

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| Chaney, Samuel | M.S., Elementary Education, UA-Monticello | - Teach courses<br>- Tutor students in various math courses | Instructor | No | - Advisor, Pi Mu Epsilon<br>- Participant, CCA Grant | - Taught high school students<br>- Taught at Adult Education school, Dumas<br>- Math Tutor for elementary, junior high, & high school students<br>- Instructor for CCA, STEM,, RISE, No Child Left Behind, Community Center Grant, and Louis Stokes Academy |
| Chowdhury, Aslam | Ph. D. | Teach courses<br>-Advise students | Associate Professor | Yes | | Supervised student,<br>Extra Problem Solving Section,<br>Critical Thinking |
| Chowdhury, Israt | - M.S., Physics, Marquette University, Milwaukee, WI<br>- M.Sc., Physics, University of Dacca, Dhaka, Bangladesh | - Teach courses<br>- Tutor students in math courses<br>- Member, Math Dept.'s Department's<br><br>Curriculum/Textbook Committees | Instructor | No | - Math Teacher Trainer at UAPB and at Arkansas River Education Service Cooperative (ARESC)<br>- Presenter, Arkansas Academy of Sciences, Jonesboro<br>- Presenter, Annual Student Research Forum, University of Arkansas | - Taught high school students<br>- Teacher Trainer, Pine Bluff School District; Strategies for Success in Algebra 1 and 11 Delta Institute of Professional Development for Teaching and Learning by ARESC<br>- Teacher Trainer, "No |

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| | | | | | | Child<br>Left Behind" Grant |
| Dagtas, Selma | MD, Istanbul, Turkey, PhD, Microbiology, UAMS, Lit. Rock, AR. | - Teach courses<br>- Advise students<br>- Conduct research<br>- Write res. grants | Assistant Professor | Yes | - Published articles<br>- Attended professional conferences<br>- Reviewed journal articles | |
| Dorris, D | MS in Physical Education, University of Arkansas at Pine Bluff | Faculty | Adjunct Instructor | No | | Assistant Principal<br><br>Arkansas Teacher Licensed and Licensed Administrator |
| Eddings, Ellen | Ed.D; Educational Administration and Supervision, University of Arkansas at Little Rock | -Department Chair<br>-Teach Courses<br>-Advise Students ((Education & Rehabilitation Services) | Department Chair &Associate Professor | Tenured | - Published Works Leading Change In An Urban School District" Public Performance And Management Review 2008<br>-Chapter Counselor Kappa Delta Pi<br>-Served on the HIPPY (Preschool) Advisory Board) 2010-2011 Accreditation of Teacher Education<br>-Recruitment Participated in many recruitment events | -Taught K-12 General Education<br>-Taught Special Education (K-6)<br>-Elementary Principal<br>-School Psychologist<br>-Special Education Supervisor<br>-Director of Special Education<br>-Assistant Director of the Delta Academic Initiative (UAPB)<br>-Supervised student |

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| | | | | | such | teachers (UAPB) |
| Egar, Emmanuel | Ph.D., English: Literature & Rhetoric, University of Texas at Arlington; Ph.D., Higher Education: Admin, Student Services, English/University of North Texas, Denton, Texas | -Teaches English courses<br>-Advises English majors | Associate Professor | Yes | -Published article in 2008, Universal Press | |
| Evans, Darryl | M.M., Northwestern State University | Teach courses, Director of Jazz Ensemble, Assistant Band Director, Academic Adviser and Adviser to student organizations, serve on university committees | Instructor | No | Member of College Band Directors National Association, Arkansas School Band and Orchestra Association; provides musical support for campus and community activities | 15-years public school teaching experience |
| Fooster, Harold | M.M.Ed., University of North Texas | Teach courses, Conductor of Percussion Ensemble and Assistant Band Director, Academic Advisor and | Instructor | No | Attends clinics and conferences; member of Percussion Arts Society; member of Arkansas School Band and Orchestra Association; conducts percussion clinics; attends | P-12 Taught in and was Artist-In-Residence for Arkansas Governors Schools |

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| | | Advisor to student organization, chair and serve on departmental and university committees | | | Arkansas School Band and Orchestra Association conference and clinics | |
| Foster, John | Ph.D., Sociology, University of Florida | -Teach courses | Assistant Professor | Yes | Published two articles in 2009 and one in 2011, with one reprinted in an edited volume in 2011;<br><br>Reviewed articles for two academic journals and a textbook proposal for a book publisher | None |
| Garner, T | EdD in Higher Education, University of Arkansas at Little Rock | Faculty | Associate Professor | Yes | Pathwise Training. Pine Bluff, AR. (2010)<br><br>Arkansas Association of Teacher Educator: An Examination of Coaches Mentoring Practices that will Improve African-American Student-Athletes' Graduation Rates. September 2007, Pine Bluff, AR. | Clinical supervision; Teach at private school-volunteer, Special Olympics |
| Gordon, Heidi | DMA, Vocal Performance, University of Oklahoma | Teach courses; advises students; chair of departmental curriculum | Assistant Professor | Yes | Represented Arkansas on a panel for ETS –Fall 2011, performed recitals on campus and locally, attended NCATE national | Supervised music teaching majors |

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| | | committee | | | convention 2011 to learn about accreditation standards | |
| Graham, Jr., John R. | M.M. Ed. University of Central Arkansas | Teach courses, Director of Bands, Academic Advisor and advisor to student organizations, serve on departmental and university committees | Assistant Professor | Yes | Member ASBOA, CBDNA, HBCNBC, Kappa Kappa Psi Southwest District Governor, Clinician | 7-12 Taught in the Public Schools in Arkansas in Illinois |
| Hammonds-S, Charoltte | Ph.D., English, Northeastern University, Boston, Massachusetts | -Teaches English major courses<br>-Advises English majors | Assistant Professor | On-Track for Tenure | -Reader of English Proficiency Exams | |
| Hand, Eddie | DBA, Louisiana Tech University, Marketing and Statistics<br><br>MA, Louisiana Tech University, General Counseling | Teach courses, advise students, chair and serve on various Departmental, College and University committees | Associate Professor and Marketing Coordinator | Yes | Member of Sustainable Growth Committee of the Arkansas Delta, Member of Pine Bluff 2020, and Member of Pine Bluff Entrepreneurial Coalition | None |

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| Harris, Anna | - M.S., Applied Mathematics, UALR | - Teach courses | Instructor | No | Participant, CCA Grant | Taught junior high and high school students |
| Hartfield, Freddie | Ph.D., Mathematics Education, Kansas State University | - Teach courses<br>- Advise students | Professor | Yes | - Professor / Directive Teacher Practicum – Mathematics<br>- Served as Interim Chair, Dept. of Mathematical Sciences and Technology<br>- Mathematics Coordinator | - Supervised student teachers<br>- Taught high school students\ |
| Holts, D | MA in Physical Education, Tennessee State University | Faculty and Athletic Trainer | Instructor | No | CPR and First Aid Instructor, American Red Cross<br><br>Certified by National Athletics Trainers Association | Practical Experiences |
| House, John | Ph.D., Anthropology, Southern Illinois University-Carbondale | -Teach courses | Archeologist (equivalent to Professor) | Yes | Material Culture of the Downstream People. Paper presented at Kincaid Field Conference, Metropolis, Illinois, 26 July 2009; | Presentation, "Science in Archeology" to two of Yvonne Blevins History classes, Pine Bluff High School, 1 April 2010. |

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| | | | | | Research grant: Radiocarbon Dating the Dobrovich Site: Proposal submitted to Arkansas Archeological Society, Archeological Research Fund, $1,100. | |
| Jackson, Milton | M.M. Ed. Ouachita Baptist University | Teach courses, Academic Advisor to music students, serve on departmental committees | Associate Professor | Yes | Active writer and arranger of music for marching band and ensemble | |
| Johnson, V | EdD in Secondary Education, University of Arkansas | Faculty | Professor | Yes | Member of Quorum Court for Jefferson County<br><br>Mayor's Advisory Committee Member | Clinical Supervision |
| Jones, L | MS in Physical Education, New Mexico State University | Faculty | Instructor | No | Pathwise Training. Pine Bluff, AR. (2010) | Professional/College Football Coach |
| Joshua, Linda | Ph.D., Curriculum & Instruction, University of Arkansas (Fayetteville) | Professor, School of Education Coordinator, School of Education Graduate Programs Coordinator, University | Professor | Tenured | Serve as a Mentor for Current Holmes Scholars (Ph.D. candidates)<br><br>Joshua and C. Smith (2003), book—*Educating the Masses: The Unfolding History of Black School* | Taught English, 17 years, Little Rock School District<br><br>Supervised Secondary English Student Teachers and Physical Education Student Teachers for |

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| | | Academic Assessment Co-Principal Investigator/Co-Director, STEM Graduate Science Enrichment Program Coordinator, MAT Program | | | *Administrators, 1900-2000.*<br><br>Funded Grants—<br>Joshua et al (2009)<br>USDE *HBCU Grant for Graduate Mathematics and Science* ($3 million)<br><br>Joshua et al (2008)<br>*Perkins Reserve Teaching and Training Grant*, ($120, 000)<br><br>Joshua (2002-2009)<br>*Minority Teachers Scholars Program*<br>($5,000 annually) | Henderson State University (Arkadelphia), University of Arkansas (Fayetteville), and University of Arkansas at Pine Bluff in the following cities/school districts: Texarkana, DeQueen, Prescott, AR, Arkadelphia, AR, Little Rock SD, Pulaski County Special School District, White Hall SD (Pine Bluff), Dollarway SD (Pine Bluff), Pine Bluff SD, Hot Springs SD, Lake Hamilton SD (Hot Springs). |
| Kazi, Abul | Ph. D. | Teach courses<br>-Advise students | Associate Professor | Yes | | Supervised student, Extra Problem Solving Section, Critical Thinking |
| Kennedy, Glenda | ED.D.; Curriculum and Instruction (Educational Technology)/Special Education, East Texas State University;<br><br>M.S.; Special Education, | -Teach Courses;<br>-Advise Students;<br>-Coordinator for the SOE Educational Technology & Media Center;<br>-Advisor, Student Arkansas Education Association;<br>-LiveText | Professor | Tenured | Member of …<br>-Association for Educational Communications and Technology (AECT);<br>-International Society for Technology in Education (ISTE);<br>-Created "How to Instructional Guides" for | -Taught Special Education (*Intermediate Level Grades 4-6*);<br>-Educational Diagnostician (*Birth-21*);<br>-Crisis Intervention Counselor (*PK-6*); |

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| | Educational Technology, East Texas State University | Coordinator | | | Students and Faculty Use | |
| Khullar, Gurdeep | Ph.D., Sociology, University of North Texas | -Teach courses | Professor | Yes | None | None |
| Linton, Hazel | Ph.D.; Education, The Ohio State University | -Teach Courses<br>-Advise Students | Professor | Tenured | -Serve on the Board of Directors for the Monarch Center which is the National Technical Assistance Center for Personnel Preparation in Special Education at Minority Institutions of Higher Education | -Taught Elementary Education,<br>-Taught Remedial Reading, -Taught Special Education -Chaired the Special Education Department, -- Supervised Student Teachers |
| Lorenz, Paul | Ph.D., English: Contemporary English Literature, University of Houston | -Teaches major core courses<br>-Advises English Education majors<br>-Coordinates Basic English 1310/English Composition I 1311 Common Exams<br>-Coordinates English Proficiency Exam Grading<br>-Teaches Graduate Courses | Professor | Yes | -Reader for University of Alberta Press, 2008<br>-Treasurer and member of Planning Committee. On Miracle Ground XIV, Paris, France, 2008<br>-Treasurer and member of the Planning Committee, On Miracle Ground XVI, New Orleans, 2010 | Supervised student teachers |
| Lynch, Michael | Ph.D., Geography, Texas A&M University | -Teach courses<br>-Coordinate NCATE | Assistant Professor & NCATE | Yes | Co-authoring a book;<br><br>Four professional | Collaborated with Dollarway School District, Pine Bluff, |

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| | | | Coordinator | | presentations. | Arkansas on Education Grant in 2009 |
| Martin, Brenda | Ph.D., Workforce Education, Penn State University | -Teach courses<br>-Advise students<br>-Coordinate NCATE | Associate Professor & NCATE Coordinator | Tenured | - Published article in 2009<br>- Chaired research session at national conference<br>-Reviewed 5 articles for the Journal of Negro Education | -Supervised student teachers<br>-Taught life skills curriculum to middle school students |
| Matute, Martin | PhD, Zoology, University of Port – Harcourt, Nigeria | - Teach courses<br>- Advise students<br>- Conduct research<br>- Write res. grants | Associate Professor | Yes | - Published 4 articles<br>- Attended 4 professional conferences<br>- Reviewed journal articles | Judge high school science fair. |
| Mortazavi, Mansour | Ph.D. Quantum Optics/Laser Physics | Teach, research, manage projects, and collaboration with many several universities in Arkansas, Collaboration with the Department of Computer Science at UAPB on several research projects, and publications, and presentations. | Professor of Physics | Yes | Published papers, presentations, collaborations with several universities, Arkansas Science Advisory Committee, Research, and Current grants: NSF-EPSCoR, NSF-CI-TRAIN, NSF-AMC-TEC, DoD, ASGC-NASA | Science Judge for many years at Arkansas School for Sciences, Mathematics, and Arts<br>Science Judge at Parkview High school in Little Rock<br>Science judge at Science Fair for high schools at UAPB |
| Murphy, A | MA in Physical Education, Texas Women's University | Faculty | Instructor | Yes | Trainer/Coordinator – Basketball and Softball Score Keepers | Special Olympics, Practical Experiences |
| Mwasi, Lawrence | PhD, UCLA, Developmental Cell Biology, California. | - Teach courses<br>- Advise students<br>- Conduct research | Associate Professor | Yes | - Published articles<br>- Attended professional conferences | Judge high school science fair. |

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| | | - Write res. grants | | | - Reviewed journal articles | |
| Nesby, Willie | Master of Education, Elementary Education University of Arkansas at Pine Bluff | -Teach EDUC 4600 And related Student Teacher Practicum<br><br>-Advise Student Teachers Only<br><br>-Coordinate Field Experiences<br><br>- AREC Chairperson<br><br>-NCATE Standard III Chairperson | School of Education Faculty<br>Director of Student Teachers<br><br>Field Experiences Coordinator<br><br>Learning Plus Laboratory Coordinator | No | None | -Supervised student teachers<br><br>Taught 4th, 5th, and 6th Grade Elementary School for 25 years<br><br>Taught GED |
| Okere, Lawrence | Ph.D., Public Administration, University of North Texas, Denton, TX. | -Teach courses | Assistant Professor | Yes | Okere, L.N. 2011. "Ethnic Difference in Public Opinion and Political Socialization in Nigeria" (in progress).<br><br>Faculty Advisor, UAPB Psi Beta of Pi Sigma Alpha National Political Science Honor | None |

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| Onyilagha, Joseph | PhD, Plant-Biochemistry, Univ. of Reading, U.K. | - Teach courses<br>- Advise students<br>- Conduct research<br>- Write res. grants | Assistant Professor | Yes | - Published 6 articles<br>- Attended 2 professional conferences<br>- Reviewed 4 journal articles<br>- Reviewed 1 Res. Grant | Presented talk to middle school on effects of tobacco. Judge, high school science fair. |
| Owasoyo, Joseph | PhD, Toxicology, Univ. of Kentucky. | - Teach courses<br>- Advise students<br>- Conduct research<br>- Write res. grants | Professor | Yes | - Published articles<br>- Attended professional conferences<br>- Reviewed journal articles | Judge high school science fair. |
| Payne, Nedra | ABD, Educational Leadership, University of Phoenix | -Teach Courses<br>-Advise Students<br>- Pursue grant opportunities for the dept<br>- increase student retention | Instructor | No | - Published several articles concerning Health related issues in society<br>-Recipient of Excellence in Service Awards<br>- Served on several committees for Institutional Self Study at South Carolina State University<br>-NCATE Special Education Committee member at (SCSU) | -Supervisor of Student Teachers<br>-Curriculum Director for Grades 9-12 (St. Helena Parish)<br>-Taught Physical Education classes for grades K-8<br>_ District PE teacher of the Year<br>Mentor Teacher grades K-12<br>-Facilitator of Job Embedded professional development for 9-12 grade teachers |

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| Qadir, Syed | M.D UTESA, Santo-Domingo, Dominica Republic<br><br>MBA Tarleton State University, TX | Teach courses, advise students, and committee member Department, School and University | Instructor | No | Consulting Businesses, cases studies, and developing business and marketing plan | Instructor Class B and C in Military Schools, Pakistan Army |
| Robillard, Douglas | Ph.D., English, University of Illinois | -Teaches English Education courses<br>-Advises English majors | Associate Professor | Yes | -Published articles in "The Flannery O'Connor Review 7," 2009; "Philological | Teaches Adolescent Literature 3333 |

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| | | | | | Review," 2009; "The Flannery O'Connor Society Newsletter," 2011; "The Flannery O'Connor Review 9," 2011<br>-Consultant and Series Editor for the "Flannery O'Connor Studies Series," 2008-2009<br>-Reader for "Philological Review," 2009-present<br>-Reader for "The Flannery O'Connor | |
| Rice, Sederick | PhD, Cell & Mol. Biology, Univ. of Vermont | - Teach courses<br>- Advise students<br>- Conduct research<br>- Write res. grants | Assistant Professor | Yes | - Published articles<br>- Attended 4 conferences<br>- Reviewed 60 abstracts<br>- Minority scholar, cancer research. | Submitting a grant on GET-A-SEAT to work with P-12 schools on STEM technology |
| Sanders, C | MAT in k-12 physical education and health, University of Arkansas, Fayetteville, AR | Faculty | Instructor | No | Physical Education, Health, & Coaching, NCAA Track & Field Official, CPR and First Aid, Pathwise Mentoring<br><br>2005- 2007 USA | Teacher in Public Schools<br><br>Arkansas Teacher Licensed |

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| | | | | | Triathlon National Ranking, 2006 Arkansas RRCA Ironman | |
| Sanders, Kevin | Doctor of Philosophy, Indiana University of Pennsylvania, Indiana (expected Fall 2012) | -Teaches English Education courses<br>-Advises English majors | Temporary Assistant Professor | On-Track for Tenur | -Reviewer for Pearson Books, Summer 2011<br>-Reviewer for Cengage Books, Summer 2011<br>-Reader of English Proficiency Exams | -Master Literacy Tutor, Benchmark Exams, 34th Avenue Elementary School, 2011 |
| Toh, Albert | Ph.D., University of South Dakota, Human Factors/Psychology | -Teach courses | Professor | Yes | Member of the Graduate Council, UAPB (Fall 2006 to Spring 2011,<br><br>Participant in research grants writing groups, NIDA (1999, UAPB), NSF/EPSCoR (2007-2009, multi-campuses), NIDA's DIDARP program (2009, UAPB) | |
| Torrence, W | PhD in Health Education, Texas A&M University | Faculty/Chair | Assistant Professor | Yes | Publish articles in 2010, 2009, and 2008. | Graduate Student Teacher Internship, Fayetteville Public Schools; Clinical |

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| | | | | | *Building Community Capacity for Health Promotion.* University of Arkansas for Medical Sciences, Arkansas Cancer Research Center: National Cancer Institute: Arkansas Community Cancer Network Program, Sub-Contract. Role: Principal Investigator, **Funded**: 4-01-09 to 3-30-10, Amount*: $5,000.* [Evaluation] | Supervision of Student Teaching Interns; Fieldwork Supervision of Students; Pathwise Classroom Observation System Mentor; Guest Speaker/ Lecture on Health & Physical Education Topics |
| Tyler, Williams | Masters of Science Biology UALR Emphasis: Ecology | - Teach courses | Instructor | No | | |
| Vaughn, David | - Grambling State (1989)<br>- B.A. History UAPB (1986) | -Teach courses | Instructor | No | The Griot, Southern Association of African American Studies 2004-2005 | |
| Walker, Richard | Ph.D. Medicinal Chemistry, University of California at San Francisco | -Teach courses<br>-Advise students | Professor | Yes | Published 3 articles in 2009 and 2010 Reviewed numerous articles for the Journal of Organic | Judged science fairs |

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| | | | | | Chemistry | |
| Wangila, Grant | -Ph.D., Inorganic/Analytical Chemistry, University of Alberta, Alberta Canada<br>- M.Sc.; Analytical Chemistry, University of Kenyatta, Kenya<br>-B.Ed.; Education Science, University of Kenyatta, Kenya | -Teach courses<br>-Advise students<br>-Research in biomedical area | Associate Professor | Tenured | - Published two article in 2010<br>- Published two article in 2008<br>- Presented at several local, regional, and national conference | - Through the US Army-Academy of Applied Science, Inc; Research and Engineering Apprenticeship Program (REAP)- several grade eleven students work in my lab for six weeks during summer. |
| Wells, Elizabeth | Ph.D., Secondary Education / Mathematics, University of Mississippi | - Teach courses<br>- Advise students | Assistant Professor | Yes | - Reviewed article for Teaching Children Mathematics<br>- Seminar Facilitator: Mathematics Education Seminar, University of Mississippi<br>- Presented at NASA / Mississippi Space Grant Consortium Annual Teacher Conference, Oxford, MS | - AP Calculus tutor for high school students<br>- Taught middle school students during summer camps<br>- Teacher Candidate Evaluator: Secondary Mathematics Education, University of Mississippi<br>- Reviewer: Mathematics Teaching in the Middle School |

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| Williams, Bettye | Ph.D., English, Indiana University of Pennsylvania, Indiana, Pennsylvania | -Interim Chair, Department of English, Theatre and Mass Communications<br>-Teaches graduate classes<br>-Advisor all English,, Theatre and Mass Communications undergraduate majors<br>-Advisor of Graduate students | Professor | Yes | -Chair, Rockefeller Advisory Board, 2008-2009<br>-Served on Research Forum Advisory Board, 2008-2009<br>-Sectional Director of National Association of University Women, 2008-09<br>-President of Delta Theta Sorority | -Organized the IMPACT Day of Service Program for young men, Robert Morehead Middle School, 2010-11 |
| Williams, L | MEd in Physical Education, Stephen F. Austin University | Faculty and Aquatics Director | Instructor | No | No | Special Olympics<br><br>Texas Teacher Licensed |
| Young, Sharon | Ph.D. Music Education, Ohio State University | Teaching, Advise Music Education majors, serve on departmental and university committees, School of Education representative, advisor to MENC | Assistant Professor | Yes | Write Grants; Represented the university at AMEA/ASBOA | Elementary Music Specialist Grade K-6; Keyboard/Composition Instructor Grades 4-9 |