

University of Arkansas at Pine Bluff

School of Education

Institutional Report Addendum

October 11, 2012

Dr. Fredda D. Carroll, Interim Dean

carrollf@uapb.edu

Dr. Brenda A. Martin, NCATE Coordinator

martinb@uapb.edu

**UNIVERSITY OF ARKANSAS AT PINE BLUFF NCATE INSTITUTIONAL REPORT
ADDENDUM**

October 11, 2012

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

1.3 Feedback on correcting previous areas for improvement (AFIs)

AFIs corrected from last visit:

AFI Number & Text	Apply to	AFI Rationale
1.The unit has not identified a consistent set of expected candidate dispositions within the conceptual framework.	ITP,ADV	<i>Rationale: The unit has identified a clear and consistent set of candidate dispositions.</i>

1.4 Areas of concern related to continuing to meet the standard

(1) Although candidates are not permitted to student teach before achieving an 80 percent pass rate on Praxis II, results from many programs are much lower.

Rationale: Clear evidence was not presented on what is occurring with candidates who do not achieve the 80 percent pass rate on the Praxis II, or how many times candidates are taking the test before they pass.

Response:

Candidates from all programs must pass all parts of Praxis I and II before being permitted to student teach. Candidates who do not receive passing scores in Praxis I and/or II participate in one of more of the following enhancements at the unit’s transition points prior to “Exit Level—Student Teaching.” At the admission level, candidates participate in the activities from the university’s “Student Success Plan” and the unit’s “School of Education Support Services” formerly called its Enhancement Plan which include these activities: advisement on general education course progress; participation in tutorial campus-based labs for mathematics and writing; participation in the unit’s Learning Plus Lab for test tips, study materials and computer-based learning; meeting with advisors and instructors for tutoring; and participation in Praxis workshops--Thurgood Marshall Summer Institute. At the mid-level, students participate in: advisement on the appropriate sequence of courses in preparation for Praxis II; unit’s Learning Plus Lab for test tips, study materials and computer-based learning; tutoring advisors and instructors with test materials. Unit faculty revisits course objectives and assessments for alignment with the conceptual framework and Praxis objectives and concepts.

(2) The unit does not have summarized performance data based on scoring guides/rubrics indicating that candidates have the necessary content knowledge, pedagogical knowledge, and professional knowledge, and does not ensure that candidates focus on student learning.

Rationale: Data based on scoring guides/rubrics are not available to show that the unit ensures candidates have necessary content, pedagogical, and professional knowledge and demonstrate how the unit assures that candidates focus on student learning.

Response: Data have been summarized and analyzed. Exhibits 1.3.c and 1.3.d have been revised. Exhibit 1.3.c has assessment descriptions and rubrics and scoring guides. Exhibit 1.3.d has summarized data tables and data analyses. This data have been disaggregated by the elements of the conceptual framework, years (fall 2008-spring 2011), and degree program to assure that candidates in all programs have the necessary content, pedagogical knowledge, and professional knowledge that will lead to P-12 student mastery of the appropriate standards.

1.5 Evidence for the Onsite BOE Team to validate during the onsite visit:

(1) Clear reporting on the status of state review of programs and available program reports for those programs not reviewed by SPAs.

The program list entered into the Manage Programs section on the AIMS website has been updated. The information now includes a clear presentation of the graduate programs and programs reviewed by the Arkansas Department of Education.

(2) Assessments, scoring guides/rubrics, and candidate performance data for programs not reviewed by the SPAs. How are candidates performing on the assessments used in these programs?

Exhibit 1.3.c includes the assessments and scoring guides/rubrics for the key assessments that are used to assess the conceptual framework. Exhibit 1.3d provides the data results and analyses of candidate performances on the assessments used in the unit's degree programs. In all areas, candidates have met or exceeded expectations in the discipline-specific assessment criteria that are aligned with the unit's conceptual framework.

(3) Clarification of key assessments-what is found in exhibit 1.3c as compared to 1.3d? Scoring guides/rubrics need to be reviewed for these key assessments. What criteria are being evaluated on scoring rubrics for each key assessment/ what trends can be found? How are evaluators being trained?

The major difference between Exhibits 1.3.c and 1.3.d is that Exhibit 1.3.c is the description of the key assessments and Exhibit 1.3.d is the data from these assessments. In 1.3c, the unit presents the key assessments that are used to assess the conceptual framework. 1.3c, describes the key assessments, and presents the rubrics and scoring guides for each assessment by degree program. 1.3d presents the data from these rubrics and a data analysis of the summarized data.

Assessment Criteria. Candidates are evaluated on course-specific criteria that are now aligned with the proficiencies required for mastery of each element of the conceptual framework. Exhibit 1.3.c identifies the key assessments and the proficiencies being

assessed in Table 1: Alignment of Conceptual Framework with Key Assessments (Undergraduate) and Table 2: Alignment of Conceptual Framework with Key Assessments (Graduate). The unit's rubric has evaluators determining whether candidates have exceeded expectations, met expectations or have not met expectations on the presented assessment criteria.

Trends. One hundred percent of program completers in all programs have met or exceeded the expectations, of, the assessment criteria indicating that they have mastered the objectives set forth by the unit's conceptual framework. A major trend in the data indicates a high level of success among candidates who have passed Praxis I and have been admitted to the unit. This trend does not seem evident from Praxis II data that does not meet the 80% pass rate for many programs. However, Praxis II data that have been reported to the unit contains score reports from university and non-university students who have not been admitted to the unit's degree programs. Some of these are individuals seeking admission into the unit's Master of Arts in Teaching who must pass both Praxis I and II before being admitted to the program. None of these individuals have been admitted to or completed a teacher education program. Other score reports are from those who select the university just to be a recipient of their scores. Those individuals, when identified and contacted, are given the opportunity to participate in the unit's enhancement activities to improve their Praxis scoring abilities.

Training of Evaluators.

Training for evaluators within the unit is extensive. Training is offered through the Teacher Education Committee (unit's governance), Teaching and Learning Center, departmental and unit meetings, The Arkansas River Education Service Cooperative (ARESC), the coordinator of field experiences, and through the university-wide assessment workshops and seminars. The Teacher Education Committee has as one of its responsibilities to review programs for accreditation requirements and to approve curricula for all teacher education areas. This standing committee comprised of representatives from all the university's departments and schools offers training in all areas that are connected to the degree programs offered by the unit. The major training for the unit's evaluators come from the Center for Teaching, Learning and Advising that offers faculty and staff development in all areas to assist in improving the quality of instruction for the university. Staff development is the primary goal of departmental and unit meetings where faculty discuss and share curricular and assessment strategies. ARESK also offers training in all curricular areas, including offering Pathwise training. All unit faculty have learned about Pathwise teaching, learning and assessment criteria. Training for the student teacher evaluation is under the direction of the coordinator of field experiences who meets with each cooperating teacher to provide training for the student teaching assessments. The university-wide assessment workshops have sessions on the assessment of learning including developing and accessing learning rubrics and scoring guides.

(4) Plan for candidates who do not meet proficiencies.

Procedures for candidates who do not meet proficiencies are extensive and well-established. Assistance comes from the university's Student Success Plan and the unit's School of Education Support Services which offer tutoring through campus labs--the mathematics and the writing lab, the unit's Learning Plus Lab for test tips, study materials and computer-based learning, special non-credit courses in reading, writing and algebra, and the unit's required course "Testing Seminar." Additionally, advisors and instructors tutor and advise students on the appropriate sequence of courses needed for Praxis II. The unit also offers Praxis workshops--Thurgood Marshall Summer Institute. Unit faculty regularly revisit course objectives and assessments for alignment with the conceptual framework and Praxis objectives and concepts to make sure that all unit standards (the conceptual framework), state standards, and national standards are addressed.

(5) Praxis I and III data.

One hundred percent of program completers in all programs pass Praxis I and Praxis III. Students who pass Praxis I and meet other admission criteria are admitted to the unit. This test of basic competencies helps identify those teacher candidates who will successfully complete their degree programs. One hundred percent of our candidates have been successful on Praxis III which is a performance-based test that assesses the beginning teacher's proficiencies in planning, preparing the classroom environment for teaching and learning, teaching, and professionalism.

(6) How are student teachers being assessed? Is there a common set of expectations across programs?

Student teachers are being assessed through a series of rubrics that are given to both the teacher candidates and the cooperating teachers. Student teachers are assessed by both the university supervisor and the cooperating teacher. University supervisors observe, assess, and confer with each candidate a minimum of four times during the student teaching experience. Student teachers also do self-assessments. All of the assessment criteria across all programs are aligned with the unit's conceptual framework objectives.

(7) Response rates on alumni and employer surveys. The response rates appear low. What is the unit doing to improve the response rates?

The unit has hired a research associate who has changed the "paper system" that involved mailing surveys with stamped return envelopes to on-line surveys using Survey Monkey.

Standard 2: Assessment System and Unit Evaluation

2.3 Feedback on correcting previous areas for improvement (AFIs)

AFIs corrected from last visit:

AFI Number & Text	Apply to	AFI Rationale
1. The unit has analyzed aggregated data related to the objectives outlined in the conceptual framework.	ITP,ADV	More information is needed to determine if this AFI has been corrected

2.4 Areas of concern related to continuing to meet the standard

(1) There is not clear evidence that the unit has analyzed aggregated data related to the objectives outlined in the conceptual framework.

Rationale: Some information has been shared in the IR, but more information is needed due to this being an AFI during the last visit.

AFIs continued from last visit:

1. The unit has analyzed aggregated data related to the objectives outlined in the conceptual framework in a *limited* manner

Response: 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. The unit's assessment system assesses the level of candidate proficiency on the objectives of its conceptual framework. In addition, program quality and unit operations are assessed as part of the ongoing system of assessing, evaluating results, and making data-driven decisions to improve candidate, program and unit performance. All unit assessments are aligned with the unit's conceptual framework, *The Teacher as a Promoter of Academic Excellence (TPAE)*. The elements and objectives for the unit's conceptual framework are as follows:

- 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.
- Professionalism--The teacher candidate is a life-long learner who uses reflective practice, as well as federal, state and local statues, policies and laws, to plan developmentally effective curriculum that incorporates research-based teaching strategies and promotes classroom environments that are conducive to learning.
- 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 society.
- Knowledge of Community and Global Issues--The teacher candidate demonstrates knowledge of community systems and their relationships to the larger society as they foster relationships with schools, colleagues, parents, and agencies to support student learning and well-being.

- Assessment--The teacher candidate constructs and uses a variety of developmentally appropriate measures such as observation, paper-and-pencil tests, and performance-based assessments to assess student learning and development.
- Technology--The teacher candidate demonstrates technical proficiencies, informational literacy, and technological skills and competencies for assessment, instruction, communication, collaboration and research.

Assessing the Conceptual Framework

All of the unit's assessments evaluate one or more of the objectives of the conceptual framework. Evidence of this is 1.3.c--Assessments and Rubrics/Scoring Guides and 1.3.d--Data Tables and Data Analyses. These two sections from Standard I identify the key assessments, data, and data trends of each of the unit's initial and advanced degree programs for studies in early childhood education, middle school education, and secondary education. Data show that the unit's candidates met or exceeded expectations in each of the elements of the conceptual framework. Further information will be provided to the BOE Team during its visit.

Knowledge of Content

The course assessments used as evidence of candidates having mastered the objective for “*knowledge of content*” require candidates to perform such tasks as: an instructional game, portfolios, lesson plans/thematic units, curriculum matrices, performance-based and authentic assessments, research projects, case studies, and a comprehensive essay examination. For each semester's assessments, candidates met or exceeded expectations indicating they had mastered the proficiencies for “Knowledge of Content.” The teacher candidate could model competencies--central concepts and tools of inquiry--in the required general education core and the specialization core (content) area and design learning experiences that exhibit the types of performances needed to link disciplines with other subjects. Candidates who were not able to demonstrate the basic competencies in reading, writing and/or mathematics as required by Praxis I tended to be the candidates who did not meet expectations or who withdrew from an unrestricted class or the program. The candidates could choose from a variety of options for self-improvement: the university's Student Success Plan and the unit's School of Education Support Services which include advisement, tutoring, and studying in campus labs including the unit's Learning Plus Lab.

Praxis II data were consistently below state and national cut scores in all areas except for the early childhood education content knowledge where the unit's median scores for the years 2008-2009, 2009-2010, and 2010-2011 (163, 165.5, and 163, respectively) were above the state's cut score of 157. A similar performance was indicated by data for the early childhood education principles of learning and teaching where candidates' average score was 80 percent or higher in the following categories: social studies, health and physical education, and creative and performing arts (2008-2009) and creative and performing arts (2009-2010). Candidates' performance on Praxis II do not meet the unit's expectations. The unit is reexamining its program requirements to assure that these requirements are aligned with unit, state and national standards to ensure its candidates have the knowledge, skills and dispositions needed to impact P-12 student learning. Candidates scoring below the state cut scores attend tutoring sessions with their advisors; Praxis workshops during the summer sessions; the unit's Learning Plus Lab (for

Praxis I and II); and the courses needed for success on the Praxis II assessments prior to taking the Praxis examinations.

Professionalism

Similar candidate performances are indicated for each of the other elements of the conceptual framework as evidenced by the assessments, rubrics, data tables and data analyses from Standard 1--1.3.c and 1.3.d. Each program area could show evidence of candidates having mastered the objectives of the conceptual framework. One effective way candidates demonstrate *professionalism* is in the preparation and delivery of lessons via lesson plans. Lesson planning requires candidates to demonstrate time management skills; lesson sequencing knowledge; knowledge of research-based teaching strategies; knowledge of district, state, and national standards; and effective classroom and behavior management strategies. Undergraduate early childhood education majors completed a lesson planning assessment called “Curriculum Planning: Environmental Analysis for Child Development” while early childhood education graduate students completed the Madeline Hunter-PET/Pathwise Model lesson plan. Middle level candidates (undergraduate and MAT middle and secondary levels) completed a unit of study as did secondary education majors who completed a thematic unit in their required “General Methods” course.

Another way that candidates demonstrated mastery of the professionalism objective was through their professional practicums—either the traditional student teaching experience or the non-traditional teaching internship experience for the MAT candidates. Except for two of the MAT candidates who withdrew from the program and the university for non-school related reasons, data indicate that all of the unit’s teacher and MAT candidates (100%) met or exceeded expectations in their professional performances as beginning teachers. Data also indicated that 100% of the unit’s program completers successfully completed the Praxis III performance-based assessment as part of the unit’s follow-up assessments. Data indicate (1.3.d) that undergraduate and graduate candidates who completed the assessments indicated for “professionalism” in 1.3.c had mastered the skills and abilities for the professionalism objective.

Technology

In every assessment, candidates demonstrated mastery of the objectives of technology, diversity and assessment just as was indicated for knowledge of content. Data show that the unit’s candidates met or exceeded expectations in technology. As an exit requirement, candidates present the School of Education Portfolio using Live Text technology to display the admission, mid-level and exit artifacts they have collected as evidence of their mastery and application of each element of the conceptual framework. In Portfolio, Candidates use the Portfolio to demonstrate their technical proficiencies, informational literacy abilities, and technological skills needed for the classroom. The Portfolio demonstrates candidate’s technical proficiencies for communicating, collaborating, assessing and researching as they present these Portfolios to their peers, professors, unit staff, and administrators.

Diversity

Candidates demonstrate diversity by developing and promoting cultural responsibility with cultural responsive curricula and practices; by supporting equity and inclusiveness as an integral

part of the classroom and society. One such example of the support for equity and inclusiveness is the field-based exceptionality assessment project. Data show that 100% of candidates met or exceeded expectations on this element of the conceptual framework. Diversity is an aspect of each element of the conceptual framework. Candidates' abilities to develop and promote cultural responsibility is measured by their ability to perform tasks that demonstrate their level of proficiencies with content knowledge, professionalism, technology, assessment, and community and global issues.

Knowledge of Community and Global Issues

Teacher candidates developed assignments demonstrating their advocacy for community and global issues as they completed field experiences, class activities, and the two key assessments--“Learning the Ropes” and “Pollution.” These assessments assist candidates in planning developmentally appropriate curricula for children during their field-based experiences and beyond. Candidates use their understanding of students' school environment and families and local community characteristics to assist in the environmental analysis. Ensuring that each child's development, strengths, interests, culture, and language(s) are respected in the classroom serves as the focal point for the literacy-rich learning center candidates ultimately design. Developmentally appropriate environments include well-defined interest areas for a variety of active learning experiences. Candidates know the importance of these spaces that encourage social interactions as well as the significance of private spaces and personal spaces to withdraw to and feel a sense of belonging. In the other case study, candidates had to comprehend, apply, analyze, evaluate and synthesize American of Middle Level Education (AMLE) performance standards for initial middle level teacher preparation, and its theories and content knowledge in typical and diverse situations. This case study consisted of several components and is completed by all candidates. Successful completion (met or exceeded expectations) of this case study indicated that a candidate had knowledge of not only adolescent development, curriculum and assessment, content knowledge, and instructional strategies, but also community involvement resources. Knowledge of these community resources assist candidates in developing the foundations needed for advocacy.

Assessment

Assessment is a “common candidates” of each of the unit's assessments. Candidates take an assessment course after passing Praxis I demonstrating competence in the basic skills and have been admitted to the unit skills and abilities are then at a level where they are prepared to meet the unit's expectations for assessment. Candidates construct and use a variety of developmentally appropriate assessment measures—observations, paper-and-pencil tests, and performance-based assessments to assess P-12 student learning and development. In the “test battery project,” the candidates complete the following:

- review the assessment data provided by the supervising teacher during a field experience,
- use the assessment data to identify the student's strengths and weaknesses,
- develop learning goals and objectives for the P-12 students, and
- develop lesson plans based upon the strengths and weaknesses of the P-12 students.

Similarly, in the test analysis project, candidates complete the following:

- gather district-provided “retired” norm-referenced multiple choice tests suitable for the subject and grade level being taught along with test results,
- check test for face validity,
- review the assessment data,
- use the assessment and assessment data to determine item difficulty, item discrimination, and usefulness of the distractors,
- prepare a 2-3 page summary of “Step One,” and
- cite references for test materials used.

Data show that candidates met or exceeded expectations to indicate mastery of the conceptual framework element, assessment, as well as for the elements knowledge of content, professionalism, diversity, knowledge of community and global issues, technology and assessment.

2.5 Evidence for the Onsite BOE Team to validate during the onsite visit:

(1) Interviews and Minutes from the Admission, Retention, and Exit Committee (AERC).

The Admissions, Retention and Exit Committee (AREC) serves as the clearinghouse for all assessments related to candidate’s admission, retention, and exit from the unit. The unit has data from the candidates’ interviews and the minutes from the Admission, Retention and Exit Committee available for the BOE Committee. The unit has notified the members of the AREC about the dates and times of the BOE visit so they will be available for interviews.

(2) Interviews and Minutes from the School of Education Advisory Board (SOE-AB).

The School of Education Advisory Board (SOE-AB) serves as the link between the unit and its P-16 partners as well as to the private sector. The unit has notified the members of the SOE-AB about the dates and times of the BOE visit so they will be available for interviews. The unit has the minutes from the SOE-AB available for the BOE Committee visit.

(3) Interviews and Minutes from the School of Education Steering Committee (SOE-SC).

The School of Education Steering Committee (SOE-SC) has the same function as the SOE-AB but with different membership. The SOE-AB members are the administrators from our P-16 partners and the private sector while the members from the SOE-SC are administrators, faculty and staff from the university. The unit has notified the members of the SOE-SC about the dates and times of the BOE visit so they will be available for interviews. The unit has the minutes from the SOE-SC available for the BOE Committee visit.

(4) Praxis I and Praxis III aggregated candidate data.

100% of all program completers in all programs pass Praxis I and Praxis III. Students who pass Praxis I and meet other admission criteria are admitted to the unit. This test of basic competencies helps identify those teacher candidates who will successfully complete their degree programs. 100% of SOE candidates have been successful on Praxis III, a performance-based test that assesses the beginning teacher's proficiencies in planning, preparing the classroom environment for teaching and learning, teaching, and professionalism.

(5) Documented candidate complaints, unit responses and resolutions.

Candidate complaints usually originate in the office of the chairperson of the department. Candidates can also access complaint forms and present them in the office of the Dean of the School of Education. When a candidate registers a written complaint with the Vice Chancellor for Academic Affairs, a report is filed and referred to the office of the Dean of the School of Education. These complaints and resolutions are kept in hard copy in the office of the Dean of the School of Education.

6. Interviews with faculty, administrators, students and other stakeholders regarding the use of programmatic and/or candidate data in decision-making.

Interviews have been scheduled with these groups for Monday, November 11, 2012.

7. Interviews with faculty, administrators, students and other stakeholders regarding admission, progression, curriculum and graduation policies.

Interviews have been scheduled with these groups for Monday, November 11, 2012.

Standard 3: Field Experiences and Clinical Practice

3.5 Evidence for the Onsite BOE Team to validate during the onsite visit

(1) Collaboration between the unit and its partners in design, delivery, and evaluation of field experiences and clinical practice, including proposals for improvement of the field experience and clinical practice programs.

The Dean's office executes and maintains a copy of the Partnership Agreements executed with the unit's partners. The coordinator of field experience works collaboratively with the unit's faculty to coordinate appropriate scheduling of candidates with the class schedules of partnership public schools. UAPB candidates are given field experience assignments that solicit input from cooperating teachers as to how additional support can be provided as needed. The cooperating teacher provides input regarding the disposition of the teacher candidates and their readiness for teaching.

Additionally, the unit sponsors an annual seminar for the cooperating teachers who have worked with student teachers during their clinical practice. A survey is presented to teachers and school administrators who attend the seminar. This survey solicits their input regarding the effectiveness of our teacher preparation program, the disposition of student teachers who are engaged in clinical practice and the unit's support for candidates during this clinical experience. This survey form is included in the Student Teacher Handbook.

Furthermore, the unit meets periodically with and solicits input from the School of Education Advisory Board, school district superintendents, school principals, and community leaders, other university leaders.

The coordinator of field experiences sends a Field Experience Sign-Up List that requests teacher candidates' names, programs of study and available times for observations. clinical faculty at the beginning of each semester. Listed students request for available times he/she has for field experience observations underneath the appropriate program of study. The clinical faculty sends a compiled electronic copy of the request list to the coordinator of field experiences who then formally contacts the partnership school superintendent's office requesting field experience placements. The superintendent's office sends the request list to various building principals. Who designate cooperating teachers of the appropriate content areas required by UAPB teacher candidates? Once teacher candidates have been matched with a cooperating teacher, the building principal returns the matched list to the coordinator of field experiences. The coordinator of field experiences gives the UAPB faculty the compiled list letting each teacher candidate know which partnership school and which cooperating teacher will supervise the field experience.

(2) Membership and activities of the Admission, Retention and Exit Committee and the Teacher Education Committee.

The purpose of the Admission, Retention and Exit Committee is to review, compile and recommend policies and procedures related to the admission, retention and exit from programs (undergraduate and graduate) offered by the School of Education. Membership of the Admission, Retention and Exit Committee and the Teacher Education Committee are outlined in the School of Education Policy and Procedures Manual. Membership consists of five (5) representatives from the Department of Curriculum and Instruction. One representative each from the Department of Health, Physical Education and Recreation, Basic Academic Services, School of Arts and Science, two teacher candidates (one graduate and one undergraduate), the coordinator of field experiences, and three representatives from the public schools (a mixture of teachers and principals).

The committee shall represent the faculty of the School of Education in all matters related to the implementation of school policies for:

1. Admission of teacher candidates to all programs
2. Retention of teacher candidates in all programs*
3. Exit of teacher candidates from all programs

4. The admission and retention of teacher candidates to the professional semester (student teaching).

*Recommendations with regard to removing teacher candidates from the program shall be sent directly to the Dean for approval. The chair of the committee shall forward information to the teacher candidate following approval by the Dean. Copies of such action shall be forwarded to teacher candidate's advisor and department chair.

(3) Documentation of the agreement among the teachers, the representative of the cooperating school and the unit used to select cooperating teachers.

The Teacher Education committee is a standing committee of UAPB and a governance committee for the teacher education program within its scope. The Teacher Education Committee recommends policy, evaluates and reviews programs in terms of accreditation requirements, examines national and state trends in the field of education, and recommends and approves curricula for all teacher education areas. The committee is composed of the following: the Vice Chancellor for Academic Affairs or designee who will Chair the Committee; the Dean of the School of Education; the University Librarian; a representative from the Office of Admissions and Academic Records; one teacher educator, (excluding department chairpersons), from each of the following areas--Agriculture, Fisheries and Human Sciences and Industrial Health and Safety; two teacher educators, excluding department chairpersons, from each of the following areas--Curriculum and Instruction and Health, Physical Education and Recreation; one academic advisor for teacher education majors from each of the following departments: Art, Biology, Accounting and Business Education, Chemistry and Physics; English, Theater and Communication; Social and Behavioral Sciences; Mathematical Sciences and Technology and Music; one student majoring in education from each of the following areas: Agriculture, Fisheries and Human Sciences; School of Arts and Science; Division of Military Science; Health, Physical Education and Recreation; and Curriculum and Instruction. Ex official members are department Chairs, the director of field experiences and the NCATE Coordinator.

(4) Use of information technology to support teaching and learning during clinical practice.
--

3.5.4 During clinical practice, the teacher candidates are required to incorporate technology into their teaching practice and lesson plans. Because technology is an integral part of the unit's conceptual framework, their preparation in the use of technology for the teaching and learning experience is a key component of the success of the student in promoting academic excellence.

The coordinator of field experience requires the periodic submission of prepared lesson plans from the teacher candidates during the clinical practice. Accordingly, teacher candidates are able to transmit their lesson plans via email so that they can be reviewed. While this is a recent inclusion in the course requirements, it is one that has enhanced the teaching experience for the

candidates. Furthermore, teacher candidates are asked to submit lesson plans to their university supervisor. This submission is done through Blackboard and allows the supervisors to evaluate the submissions and make recommendations for improvement. The candidates are more conscious of their lesson preparation during the clinical practice because of this intentional interaction with and feedback from their supervisors.

As a result of the inclusion of technology in the conceptual framework, the teacher candidate is expected to demonstrate technical proficiencies, informational literacy, and technological skills and competencies for assessment, instruction, communication, collaboration, and research. Accordingly, the unit offers EDUC 2309 Utilization of Instructional Media and EDUC 2312 Computers in Education. These courses are designed to assist the students in learning the use of education information technology.

During their final Live Text portfolio presentations, the candidates are to include some of the following items to demonstrate their proficiency in the use and inclusion of technology in their teaching and learning experience: pictures of both their students learning and themselves teaching and working with students; video tapes demonstrating their teaching; documentation of how they used technology for planning, delivery, and assessment; examples of media presentations they have developed and used; audio and video recordings of oral presentations, debates, panel discussions; documents using productivity software, etc. These artifacts are evaluated as an integral part of the teaching and learning clinical practice.

Matriculating through the School of Education, teacher candidates are encouraged to become familiar with and promoters of the unit's conceptual framework. During clinical practice, candidates apply their knowledge of technology for teaching, learning, and assessment. Candidates are intentionally and periodically evaluated for their proficiency in the area of technology use in the educational enterprise. It is expected that candidates become promoters of academic excellence at all levels of education, as well as, support the use of information technology for teaching and learning during clinical practice.

(5) Interviews with initial/advanced candidates and clinical faculty regarding data collection and analysis, reflection, and action directed at supporting student learning; use of technology and current research; application of knowledge related to students, families, and communities; and field experiences or clinical practice that include students with exceptionalities and other diverse characteristics.

The Admission, Retention and Exit Committee conducts interviews with initial/advanced candidates regarding data collection and analysis, reflection, and action directed at supporting student learning; use of technology and current research; application of knowledge related to students, families, and communities; and field experiences or clinical practices that include students with exceptionalities and other diverse characteristics. The Admission, Retention and Exit Committee meet at least once per semester to conduct assessment interviews for admitting teacher candidates to the School of Education and the professional semester (student teaching). The committee holds a separate Exit Interview where the teacher candidates are cleared to graduate from UAPB and recommended to the Licensure Officer for an Arkansas Teaching License.

(6) Follow-up practices and results for prospective candidates and candidates who do not meet the required criteria at transition points.

The unit has established follow-up practices and results for prospective candidates and candidates who do not meet the required criteria at transition points. Those candidates may choose from a variety of options for self-improvement: the university's Student Success Plan and the unit's School of Education Support Services which includes advisement, tutoring, and studying in campus labs including the unit's Learning Plus Lab. Assessments are also designed to provide ongoing evaluation of and assistance to the prospective candidates at all transition points. The unit conducts workshops to assist those teacher candidates who do not meet the required criteria at the initial transition point. The workshops are designed to assist them in their preparation for the Praxis exams.

Standard 4: Diversity

4.4 Areas of concern related to continuing to meet the standard

(1) Candidates have limited opportunities to work with diverse candidates

Rationale: There is insufficient evidence that the unit has demonstrated efforts to recruit and retain candidates from diverse groups.

Response: The unit continuously makes sustained efforts to recruit and maintain diverse initial and advanced candidates in the teacher education program. Representatives from the School of Education go to area high schools with UAPB recruitment personnel to recruit high school students in Jefferson County. We talk to counselors and co-advise students in Basic Academic Services who have expressed an interest in majoring in education, prior to admission to the School of Education. Candidates engage in professional education experiences in conventional programs with male and female candidates from different socioeconomic groups and at least two ethnic/racial groups. The candidates work together on committees and education projects related to education and the content areas.

4.5 Evidence for the Onsite BOE Team to validate during the onsite visit

(1) Information on how the unit assesses ways in which candidates connect lessons, instruction, or services to students' experiences and cultures or how candidates communicate with students and families in ways that demonstrate sensitivity to cultural and gender differences.

The unit uses a variety of assessments to ensure connectivity between what candidates learn in the classroom and how this knowledge can be applied to effectively enhance communication in the teaching profession.

(2) Evidence of how the unit prepares candidates to develop a classroom and school climate that values diversity.

The unit prepares candidates to develop a classroom and school climate that values diversity through its required courses, field experiences, and student teaching. Samples of undergraduate and graduate work are provided in this section. Exhibit 4.5 (2) describes the classroom activities that reinforce the value of diversity.

(3) Evidence on how the unit addresses diversity proficiencies in initial and advanced programs.

The unit prepares candidates to address diversity proficiencies in initial and advanced programs. Exhibit 4.5 (3) provides a detailed report of how candidates incorporate the diversity proficiencies.

(4) Information on the system in place to use data to provide feedback to candidates for improving their knowledge, skills, and professional dispositions for helping students from diverse populations learn.

Exhibit 4.5(4) describes the assessments that provide feedback to teacher candidates.

(5) Information on Title III fund use.

The university does sponsor a limited number of funding opportunities for individuals to attend conferences for faculty development related to teaching and student learning as it occurs in a higher education setting. Exhibit 4.5(5) shows professional development and travel across units paid by Title III funds for academic years 2008-2009, 2009-2010 and 2010-2011.

(6) Information on policies used in hiring.

Current policies and practices for recruiting diverse faculty are actively enforced. In personnel searches for faculty, the unit has sought applications and resumes from candidates per the University's affirmative action policy (see Policy Statement attached and on pages 5-6 of *Faculty and Staff Handbook*). Affirmative action guidelines are applied in the hiring process of all faculty positions. The University's Affirmative Action officer reviews position descriptions to ensure compliance in an effort to enhance recruitment of candidates for faculty openings.

(7) Information on how the unit finds diverse faculty applicants.

The *Chronicle of Higher Education* and the *Arkansas Democrat-Gazette* are used to advertise to a more diverse pool of applicants.

(8) Evidence that candidates are working with other candidates from diverse backgrounds. Additional information on opportunities the unit provides for candidates to work with other candidates who represent aspects of diversity such as SES, sexual orientation, English language learners, exceptionalities, and other forms of diversity.

Candidates are afforded many opportunities to interact with other candidates who represent the full range of diverse groups including socioeconomic status, sexual orientation, English language learners, exceptionalities, race, ethnicity, gender, age, physically and mentally challenged individuals, religious preferences, and geographical backgrounds. These experiences are acquired through their interactions in advisement sessions, coursework, especially professional education courses, and tutoring sessions for Praxis tests. In addition, our undergraduate and graduate candidates participate in on- and off- campus workshops and presentations. The chart below identifies opportunities where candidates have worked with other candidates from diverse backgrounds.

(9) Evidence regarding requirements and experiences for advanced candidates with regard to various aspects of diversity.

In the advanced program, proficiencies related to diversity are embedded throughout the teacher education program. However, in the teacher education program the candidates are required to take specific courses that focus on diversity and exceptionalities. In the Masters of Arts and Master of Education Programs the advanced candidates are required to take the following courses: GSPE 5363 Behavior Management and GEDU 5364 Teaching Diverse Learners (old name - GEDU 5335 Teaching the Culturally Different Child). These courses provide our advanced candidates with a variety of opportunities through course assignments, specific assessments and field experiences that will enhance their knowledge, skills, and proficiencies to work with students with exceptionalities and from culturally and linguistically diverse backgrounds. Advanced candidates may also select to write an essay during their comprehensive exam for the course "Teaching Diverse Learners." Their comprehensive answer may be centered on a case study or scenario demonstrating their understanding of diversity.

(10) Data on required multicultural and special education courses: content, proficiencies, and candidate data form these courses.

Respect for cultural diversity and global awareness is a critical element of the unit's conceptual framework. Data show that candidates have mastered diversity proficiencies indicated in the conceptual framework. The unit is committed to continuous improvement efforts related to strengthening respect for diversity which underlies the unit's work in preparing teacher candidates to be culturally responsive educators. As candidates matriculate through the teacher education program, they are expected to gain proficiency with differences in students' culture, family structure, race, class, gender, language, exceptionalities, sexual orientation, and/or socioeconomic factors that can affect student learning and achievement.

Standard 5: Faculty Qualifications, Performance, and Development

5.5 Evidence for the Onsite BOE Team to validate during the onsite visit

(1) The extent to which faculty are involved in clinical practice; list of clinical faculty and supervisors.

The professional education unit at UAPB consists of qualified and effective professionals from diverse areas of expertise, interests and accomplishments. Faculty members employ various teaching methods and are involved in advising students and providing community services within Pine Bluff and the state of Arkansas. Faculty members who teach courses with a clinical practice component are responsible for providing instruction, supervision, key assessments and data collection, including professional disposition of candidates. Faculty members are licensed in the discipline one teaches and/or supervises. Because teaching is a practice discipline, the School of Education embraces and continues to recognize the usefulness of experience-based education.

Clinical experiences are designed to provide opportunities for candidates to observe, plan, implement, and evaluate instructional materials and techniques in order to meet the varied learning needs of students from diverse cultures and backgrounds. Candidates are expected to apply the techniques, strategies, and behaviors described in the standards for certification for which one seeks. Numbers reflect at least 50 percent of faculty in the unit supervise candidates for clinical experience as no one faculty member is assigned “full time” status to complete candidate supervision. Assignments for clinical supervision are contingent upon course load per semester. The goal of the unit is to encourage candidates to become reflective professional practitioners who are committed to facilitating successful student achievement. Documentation of these experiences is found in work samples, exhibits, coursework and is an integral component of the electronic portfolio submitted by teacher candidates. Thus, the clinical practice experience is an opportunity to engage in specific behaviors as supported by research regarding student achievement and teaching.

The success of a candidate’s clinical experience depends on the cooperative efforts of the candidate, the cooperating teacher, and the university supervisor. They form a triad with closely connected goals---all resulting in a positive and memorable clinical practice experience. The role of University Supervisor is divided into three areas: (1) instructing, (2) conferencing, and (3) evaluating. Communication between the clinical and university supervisor usually takes place during conferencing. During the courtesy or initial visit, the University Supervisor generally reviews the general expectations for student teaching. At each visit while observing the teacher education candidate, the University Supervisor spends time talking with the cooperating teacher about how the placement is going, how the teacher education candidate is progressing, and any issues or problems to be addressed.

The university supervisor usually possesses a teaching certificate, a master's degree or equivalent, or preferably an earned doctorate in education. A record of successful teaching experience in public schools is desirable. The university supervisor is a person who works well with others; is concerned for the individual; and is specialized in supervision skills enabling one to discern effective teaching/learning practices in any subject content observes. Equally important, individuals selected and prepared for a supervisory role must have the skills, knowledge, and dispositions of highly accomplished professionals to fulfill their responsibilities. In program areas with large numbers of candidates such as early childhood and middle grades, adjunct faculty are hired. Each program area or unit identifies university supervisors who meet the following criteria:

- (1) Demonstrate thorough knowledge of public education and the various agencies involved
- (2) Capable of developing productive working relationships with candidates and all other persons involved in the teacher education process.
- (3) Demonstrate supervisor knowledge of both the subject matter and the methodology of teaching.
- (4) Hold a valid licensure as required by the State of Arkansas
- (5) Participate in staff development opportunities for clinical faculty and university supervisors as developed and agreed upon by The Arkansas River Educational Service Cooperative (ARESC)

All new supervisors must attend a half-day orientation session conducted by the field experience coordinator to become familiar with the expectations for supervising candidates. Orientation sessions are scheduled according to the needs of the faculty involved. Topics include but are not limited to the following: roles and responsibilities of the candidate; clinical teacher and university supervisor during the clinical experience; paperwork and deadlines; and working with a marginal candidate.

Examples of supervisors activities include but are not limited to the following activities: (1) planning seminar topics in collaboration with the field experience coordinator; (2) assisting with assignments of student teachers; (3) conducting initial courtesy visits; (4) recording visitation visits and completing reports; (5) holding conferences with candidates; (6) providing guidance and assistance to candidates; (7) maintaining an open line of communication with student teachers, cooperating teachers, and principals; and (8) resolving issues or problems possibly affecting the teacher/learning process (Student Teacher Handbook, 2012, p. 27). Pertinent information relating to clinical practice or field experience is kept on file and maintained by the field experience coordinator. The field experience coordinator collaborates with the university supervisor to determine the final evaluation grade for the candidate teaching practicum.

To work with candidates, cooperating teachers must have: (1) valid teaching certification for current teaching assignment; (2) minimum of three years teaching experience; (3) support of the

building supervisor/administrator to host a candidate; (4) philosophy consistent with the program and; (5) willingness to participate as a cooperating teacher. The cooperating teacher accepts the responsibility of clinical practice by providing a nurturing environment for the candidate toward developing pedagogical skills as an effective educator. The extent of involvement includes but is not limited to the following activities: (1) conveying the philosophy of the school system- both curricula and intra-curricula; (2) prepares the class for arrival of student teacher; (3) helps the student teacher with grade level expectations; (4) acquaints the student teacher with materials and resources; (5) interprets the school's policy on discipline procedures; (6) informs the student teacher in advance of lessons to be taught; (7) allows an opportunity for the student teacher to learn students' names; (8) permits the student teacher to teach full time for at least a week near the end of the experience; (9) assists with classroom management strategies; (10) identifies and reviews strengths and weaknesses of the student teacher; (11) informs the student teacher of upcoming meetings and professional development opportunities; (12) informs the building principal immediately if the student teacher is not performing at standard; (13) reports absences of the student teacher; (14) promotes various teaching strategies to accommodate diverse learners, and; (15) informs the building principal of non-visits conducted by the University Supervisor (Student Teacher Handbook, 2012, p. 23-24).

(2) Clarification of numbers of school personnel working with candidates.

The School of Education has partnered with administrators and staff of several school districts to provide a structured environment to support teacher learning *and* student achievement. Candidates are assigned experiences in school settings supervised and mentored by effective practitioners, and clinical faculty. These partnerships include shared decision making and oversight of candidate selection by school districts.

(3) The efforts to reflect conceptual framework in teaching.

The conceptual framework guides the programs within the unit at UAPB. The Conceptual Framework, The Teacher as a Promoter of Academic Excellence (TPAE) has been revised and reduced from seven elements to six. Professional Growth and Professional Education were combined into Professionalism: Diversity is the name of the element formerly known as Social, Cultural, and Human Diversities. The conceptual framework in teaching is integrated in every facet of teacher education in the School of Education. Content and pedagogy are woven around clinical experiences throughout preparation, in course work, in laboratory-based experiences, and in school-embedded practice. Efforts to reflect the conceptual framework throughout various programs of study are outlined in the university's *School of Education Conceptual Framework Handbook*, course syllabi, and class activities. Teacher candidates must demonstrate the following: (1) Knowledge of Content, (2) Professionalism, (3) Diversity, (4) Knowledge of Community and Global Issues, (5) Assessment, and (6) Technology. The evaluation instrument for teacher candidates currently reflects a rubric to assess the knowledge, skills, and dispositions of candidates during the culminating clinical experience. The assessment criteria in each

category, is derived from the School of Education's conceptual framework (TPAE), and forms the basis for the evaluation.

The conceptual framework distinctly shows a professional commitment to knowledge, teaching competence, and student learning. It includes faculty dispositions regarding what is valued in teachers and other professional school personnel. The unit's teacher preparation program requires candidates to demonstrate preparedness for teaching as evidenced by formative and summative assessments, portfolios, artifacts, field experiences, reflections, lesson plans, and standardized test scores. The unit offers multiple ways to provide teacher candidates with the experiences needed to document and assess measurable competencies. These competencies are further measured during the professional semester and again during the initial year of teaching. The unit is committed to providing teacher candidates with the knowledge needed to successfully perform the competencies in their teaching career. The following section describes the competencies for the TPAE model:

(4) Sample of course evaluations.

Course evaluations of faculty are kept on file and maintained by Department Chairs in each unit. Comparison of student evaluations over time may indicate changes in teaching quality and serve as a basis for addressing concerns within respective departments.

(5) Funding provided for professional development and travel.

The university does sponsor a limited number of funding opportunities for individuals to attend and/or present at conferences relating to teaching and student learning as it occurs in a higher education setting. Department chairs across units receive financial support for travel and professional development from Education and General Funds (E& F).

Other travel is supported through: Addiction Studies, Minority Initiative Sub Recipient Grants and special grants. Special partnership agreements provide, the School of Education with funding from Jenkins Memorial Center, and The Monarch Center. Jenkins Memorial Center provides ongoing support for teacher education to assist with salaries for faculty in special education. The Monarch Center was established to support special education and related service faculty from Historically Black Colleges and Universities and other Minority Institutions of Higher Education in the pursuit of educational excellence and the obtainment of funding from the U.S. Department of Education, Office of Special Education Programs. The Monarch Center provides technical assistance, resources, and networking opportunities (at no cost to the School of Education) in pursuit of an overarching goal of affecting positive change in the lives of children with disabilities, particularly those from culturally and linguistically diverse backgrounds. To date, at least four faculty members have traveled using funding from the Monarch Center for the stated NCATE years.

(6) Clarification of faculty service and scholarship involvement; complete lists including unit faculty.

The unit faculty are participating in collaborative activities with schools, engaging in faculty service type activities, presenting information in professional communities, and producing scholarly works for publication. The charts below are broken down by department and NCATE years for which faculty across units were involved in the following experiences: (1) faculty service, (2) collaborative type activities in schools, (3) professional community and (4) scholarly activities.

(7) Faculty vitae.

Faculty vitae will be available during the onsite visit.

(8) Additional information on course evaluations: Is there a full cadre of course evaluation data available?

All courses offered are evaluated. Exhibit 5.5(8) provides documentation of course evaluations.

Standard 6: Unit Governance and Resources

6.5 Evidence for the Onsite BOE Team to validate during the onsite visit

(1) Meet with university administrators, unit administrators, faculty, candidates, and school partners to discuss governance structure. Review examples of how different groups have influenced the unit and its operations.

University administrators, unit administrators, faculty, candidates, and school partners will be available for interview during the onsite visit.

(2) Meet with administrators and faculty to discuss teaching loads. Do all faculty have opportunities to request adjustments to their teaching loads? What factors influence whether the adjustments will be made?

Administrators and faculty will be available for interview during the onsite visit.

(3) Meet with administrators and faculty to discuss support for research. What are the research expectations for promotion and/or tenure? Does the institution take steps to help faculty members achieve promotion and tenure?

Administrators and faculty will be available to interview during the onsite visit.

(4) Observe facilities and technology resources.

School facilities and technology resources will be available to tour during the onsite visit.

(5) Tour libraries and technology labs.

Libraries and technology labs will be available to tour during the onsite visit.

(6) Meet with candidates to discuss access to advising and program information. How are schedules and advising arranged to ensure the timely completion of degrees by candidates?

Candidates will be available for interview during the onsite visit. Exhibit 6.5(6) provides evidence on faculty advising assignments and form to document student advisement.

(7) Information on use of the Arkansas Department of Education grant to sponsor recruitment/retention efforts.

Exhibits 6.5 (7) provides evidence for Arkansas Department of Education sponsorship for recruitment/retention efforts.

(8) Information on per capita spending for candidates in the unit.

Exhibit 6.5(8) addresses the per capita spending for candidates in the unit for 2008-2011.