

Measure III. Candidate Competency- Three Types of Assessments Used by the EPP to Measure and Ensure Candidate Quality

Philander Smith Colleges uses three types of assessments. They are Tests of Ability, Attainment/Performance and Disposition. These metrics are both EPP-created and proprietary.

1. Philander Smith College administers three types of proprietary assessments to measure student ability including content and pedagogy. They are as follows: Praxis Principles of Learning and Teaching-K-6 (PLT); Praxis Multiple Subjects- K-6; and ACT.

Table A: Proprietary Assessment Principles of Teaching and Learning (PLT) was used in the 2018-2019

Completers

Student	State Passing Score	Student Score	Difference
Student One	160	181	+21
Student Two	160	169	+9
Student Three	160	173	+13

Context: The **Praxis Principles of Learning and Teaching Test K-6 (PLT)** is designed to measure the basic principles of learning and teaching that are essential for running a classroom. These principles are drawn from the theoretical foundations provided by key educational theorists and developmental psychologists. This test measures pedagogical knowledge and skills, and it is used by the EPP as a metric to help ensure candidate and program quality. The PLT is also used in Arkansas as a licensure requirement.

Key Findings: **100% of the PSC** teacher candidates met and exceeded the state passing score. The largest student difference between the expected score and the PSC student performance on the PLT is +21. The State Passing Score is 160.

2019 and 2020 Measures of Pedagogical Competence. Arkansas no longer requires a proprietary pedagogical assessment but does require the use of a state assessment. The use of the assessment as a summative measure of candidates’ pedagogical competence was piloted in the state in the 2019-2020 academic year and formalized as a state-approved exit assessment for candidate pedagogical knowledge in place of (or in addition to) the existing requirement (i.e., ETS Principles of Teaching and Learning assessment). Students are rated as follows on the **Assessment of Pedagogical Knowledge. The Cooperating K-6 Teachers and the EPP as either “Exceeds”, “Meets”, or “Does Not Meet” the state Standard rated students.** One hundred percent of the students met expectations in 2019 and 2020 as described below:

Table A.1: Assessment of Principles of Teaching and Learning 2019

Student	State Passing Score	Student Score
Student One	Meets Expectation	Met Expectations
Student Two	Meets Expectation	Met Expectations
Student Three	Meets Expectation	Met Expectations

Table A.2: Assessment of Principles of Teaching and Learning 2019-2020

Student	State Passing Score	Student Score
Student One	Meets Expectation	Met Expectations
Student Two	Meets Expectation	Met Expectations
Student Three	Meets Expectation	Met Expectations
Student Four	Meets Expectation	Met Expectations

Table A.3 Alternate Assessment of Principles of Teaching and Learning 2020-2021EPP Created

Student	State Passing Score	Student Score
Student One	Meets Expectation	Met Expectations
Student Two	Meets Expectation	Met Expectations
Student Three	Meets Expectation	Met Expectations
Student Four	Meets Expectation	Met Expectations

Table A.4 Assessment of Principles of Teaching and Learning 2021-2022

Student	State Passing Score	Student Score
Student One	Meets Expectation	Met Expectations
Student Two	Meets Expectation	Met Expectations
Student Three	Meets Expectation	Met Expectations

Table B: Proprietary Assessment: Praxis Multiple Subjects K-6 2018

Praxis Multiple Subjects PSC Score Analysis

Subject	Passing Score	PSC Mean
Reading	157	163
Mathematics	157	170
Social Studies	155	168
Science	159	166

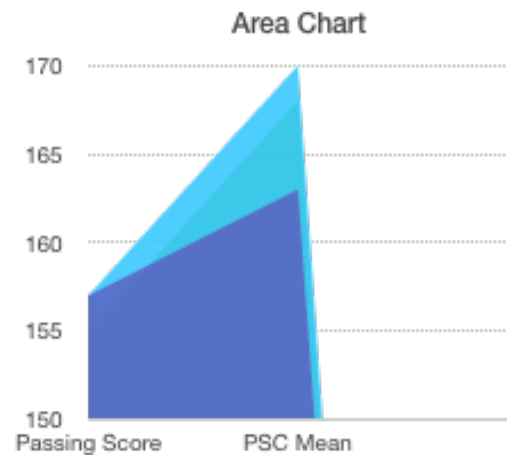
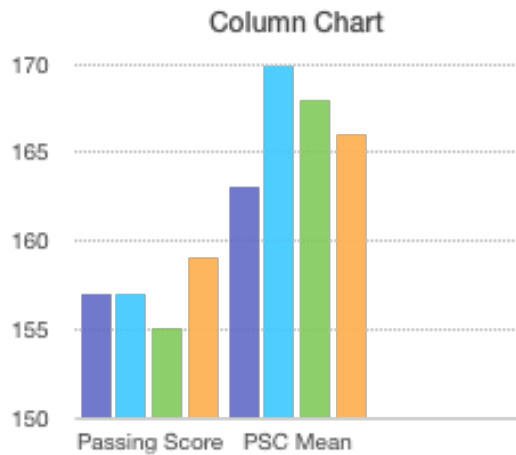


Table B. Proprietary Assessment: Praxis Multiple Subjects K-6 2018 PSC Mean Difference

Subtest	Subject Test Length (Minutes)	Approximate Number of Questions	State Passing Score Mean	PSC Mean	Difference
5002 Reading and Language Arts	90	80	157		+6
5003 Mathematics	65	50	157		+13
5004 Social Studies	60	60	155		+13
5005 Science	60	55	159		+7

Table B.1: Proprietary Assessment: Praxis Multiple Subjects K-6 2019 (Difference in Scores by Student)

Candidate	Assessment Sub-Test	State Passing Score	Student Score	Difference
<i>Student One</i>	Reading and language (5002)	157	159	2

	Mathematics (5003)	157	157	0
	Social Studies (5004)	155	157	2
	Science (5005)	159	159	0
Student Two	Reading and Language (5002)	157	168	11
	Mathematics (5003)	157	175	18
	Social Studies (5004)	155	189	34
	Science (5005)	159	181	22
	Assessment Sub-Test	State Passing Score	Student Score	
Student Three	Reading and Language (5002)	157	162	5
	Mathematics (5003)	157	179	22
	Social Studies (5004)	155	157	2
	Science (5005)	159	159	0

Note

Table B.2: Proprietary Assessment: Praxis Multiple Subjects K-6 2021 (Difference in Scores by Student)

Candidate	Assessment Sub-Test	State Passing Score	Student Score	Difference
<i>Student One</i>	Reading and language (5002)	157	163	6
	Mathematics (5003)	157	158	1
	Social Studies (5004)	155	166	11
	Science (5005)	159	168	9

	Assessment Sub-Test	State Passing Score	Student Score	
Student Two	Reading and Language (5002)	157	175	18

	Mathematics (5003)	157	187	30
	Social Studies (5004)	155	166	11
	Science (5005)	159	179	20
	Assessment Sub-Test	State Passing Score	Student Score	
Student Three	Reading and Language (5002)	157	170	13
	Mathematics (5003)	157	170	13
	Social Studies (5004)	155	159	3
	Science (5005)	159	162	3
Student Four	Reading and Language (5002)	157	178	21
	Mathematics (5003)	157	179	22
	Social Studies (5004)	155	159	4
	Science (5005)	159	160	1

Table B.3 2021-2022

Candidate	Assessment Sub-Test	State Passing Score	Student Score	Difference
Student One	Reading and language (5002)	157	173	16
	Mathematics (5003)	157	176	19
	Social Studies (5004)	155	174	19
	Science (5005)	159	185	26
Student Two	Reading and Language (5002)	157	166	9
	Mathematics (5003)	157	190	33
	Social Studies (5004)	155	171	16
	Science (5005)	159	181	22

	Assessment Sub-Test	State Passing Score	Student Score	
Student Three	Reading and Language (5002)	157	169	12
	Mathematics (5003)	157	169	12
	Social Studies (5004)	155	158	3
	Science (5005)	159	172	13

PSC Score Analysis for Praxis Multiple Subject K-6 Assessment

The purpose of this computer-generated test Praxis Multiple Subject K-6 Assessment, according to Education Testing Service(2019) is to assess whether the entry-level elementary teacher has the content knowledge that is important, necessary, and needed at time of entry to the profession to teach English, mathematics, social studies, and science at the elementary level. The test is designed to support a generalist elementary school license. It is used by the EPP for the purposes for which it was intended. Arkansas sets a passing score for licensure. Each year for 2019, 2020 and 2021, PSC students met or exceeded the Arkansas Licensure cut score for the Praxis K-6 Multiple Subject Assessment.

Correction due to COVID 19 Interruption for Licensure testing in 2020

Note: During the 2020 school year Annual Reporting Process, the EPP reported three completers. However, due to the temporary suspension of Praxis licensure testing and closure of testing sites in Spring of 2020, the three completers originally reported on the Annual report for 2020, did not receive full licensure until 2021. Therefore, the number of completers for 2020 is revised. Our 2020 students were unable able to complete all proprietary testing requirement during this global pandemic period.

Key Findings: 2018-2021 Praxis Elementary Education: Multiple Subjects (5001-5005) These mean scores exceed the state expected score in all four areas demonstrating that the PSC completers have the prerequisite content skills that Arkansas requires to enter the teaching profession K-6 for 2018, 2019 and 2020. Generally, students consistently scored above the State cut score. The score difference ranged from zero to 30 points higher.

Key Findings: 2021-2022 All PSC program completers met and exceeded the state standard score for the Praxis Multiple Subject K-6 Assessment with our highest score 33 point above the standard in Mathematics

Table C: Proprietary Assessment- ACT for Cohort 2019-2020

	ACT Scores	
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Student One	GED Score and Community College Transcript Accepted	
Student Two	24	
Student Three	18	
Composite Average	21	

Table C1: Proprietary Assessment- ACT for Cohort 2020-2021

	ACT Scores
Student One	15
Student Two	23
Student Three	21
Student 4	27
Composite Average	21.5

Table C2: Proprietary Assessment- ACT for Cohort 20212022

Group ACT 2021-2022

<i>Student Name</i>	ACT Composite
<i>One</i>	21
<i>Two</i>	25
<i>Three</i>	24

Group GPA 2020

Context: The Cumulative GPA in Education classes is used to measure determination, persistence, and the EPP requirements at Entry, Mid-Point and Clinical Field Experience. Additionally, CAEP requires that the group average GPA must be a 3.0.

Key Findings: The Group Average GPA Exceeds CAEP Standards. The Group GPA is a measure of academic attainment.

Group GPA 2020

Context: Instead of the Praxis Core, the EPP uses the ACT as a measure of college readiness. The ACT test covers four academic skill areas: English, mathematics, reading, and science reasoning. The ACT Composite Score includes the test score (English, mathematics, reading, science). The score ranges from one (low) to 36 (high). The Composite score is the average of four test scores, rounded to the nearest whole number. Fractions less than one-half are rounded down; fractions one-half or more are rounded up. PSC uses the ACT in lieu of Praxis Core.

Key Findings ACT Composite Scores: The National ACT Composite for states testing 100% of graduates in 2018 range from 17.7- 20.5 The Composite score for our PSC completers in 2019-2020 and 2020-2021 is 21. Please note that one candidate received a GED in 2019 with an acceptable Community College GPA score. The EPP completers meet the group composite score expectation of a 21.

Context: The Cumulative GPA in Education classes is used to measure determination, persistence, and the EPP requirements at Entry, Mid-Point and Clinical Field Experience. Additionally, CAEP requires that the group average GPA must be a 3.0.

Key Findings: The Group Average GPA Exceeds CAEP Standards. The Group GPA is a measure of academic attainment.

Group GPA 2021-2022

Student Name	Student GPA
One	3.44
Two	3.22
Three	3.86

Limitation: The sample size is small. The performance of a few students can have a big effect on the data.

Source:

Average Score by State Tables – ACT-2018-2022

Table D: The Test of Attainment: Group GPA

**Tests of Attainment
Three cycles of data-
observational proprietary,
GPA)**

**EPP Clinical observations,
surveys, portfolios,**

Note: Key Findings for Dispositions is located in Standard 3.

Validity: The Field Internship Dispositions Assessment Rubric and Field III Directed Teaching Assessment Rubric Elementary K-6 are instruments that had been used for the previous two programs (Early Childhood Education and Middle Level Generalist) within the EPP. These two programs have been retired, and the EPP only has a K-6 Elementary Education Program. The administration of the instruments and the collection of data were done to demonstrate that the 4.3 Standard was met by the EPP and the data collected had utility for the EPP. Recognizing the need to have a reliable and valid instrument, the EPP has decided to adopt the Educators Disposition Assessment instrument for the 2019-2020 calendar year. The EPP adhered to the Arkansas Department of Education’s requirement that all cooperating teachers must be trained in and be efficient in the application of the *Teacher Evaluation Support System (TESS)* that certified their understanding and use of the TESS rubrics. Given this training requirement, the EPP used the Disposition instrument with this understanding. In adopting the Educators Disposition Assessment (EDA), the EPP will ensure that cooperating teachers, the field supervisors, EPP

Dispositions:

Please see **3.2.C_Disposition Assessment Three Recent Cycle Data.**

With approval from the Vice-President of Academic Affairs, the EPP has selected the *Educator Disposition Assessment (EDA)*, a third-party proprietary, as its instrument to measure and document our candidates’ dispositions. The EPP is confident and proud to have collaborated with Watermark Insights, LLC to access and utilize a reliable and valid instrument to assess our candidates’ growth in this area throughout the program. The Educator Disposition Assessment (EDA) instrument, according to the EDA Technical Guide (2017), was designed with careful consideration of the psychometric properties associated with informal assessment so that any inferences made about a teacher’s disposition are more likely to be true. Psychometric evaluation efforts were made which far extend expectations associated with informal assessments. The effort was done grounded in a sincere attempt to try to clear any confusion about the expectations so that growth in dispositions may be enhanced during coursework and subsequent clinical experience (EDA Technical Guide, 2017). Disposition categories are aligned with InTASC Standards (2013) and the works of Danielson et.al. (2009).

<p>Type 2 Tests of Disposition</p>		<p>EPP- Created Disposition Assessments Tests of Disposition</p>
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For 2019-2020, the EDA instrument is intended to track and monitor candidate dispositions that are associated with positive learning influence of P-12 students. The EPP cycle to collect disposition results will be yearly (i.e., 2019-2020) because the number of candidates in a cohort is below 10 students

**Clinical Observations: Three Recent Cycles of Data
(EPP-Created Observation Assessment/Analysis)**

Summary of Key Findings: Clinical Observations by Cooperating Teachers (Three Cycles of Data)

1. Candidate ratings on the PSC observation assessment instruments from Internship I, Internship II and Directed Teaching- Internship III indicate that students demonstrate proficiency.

2. The instruments provide a common format for discussing students’ strengths and needs. **Context:** Direct clinical observation of pedagogical skills against established standards by an experienced clinical professional using a structured rating scale for assessing and providing feedback to candidates is one of the ways the EPP measures pedagogical skill and content. All cooperating teachers are experienced practitioners and are TESS trained. College supervisors observe a lesson and conduct a post-observation conference. During the post conference, data are shared, and the directed teachers analyze the data and reflect on their teaching; in particular, the impact on student learning is analyzed and evaluated. Each student is rated at Entry Level, Mid-Level and Completion of Clinical experience and is given formative feedback to ensure that the candidate reaches proficiency prior to program exit.

Table E. Clinical Observations by Cooperating Teachers (Three Cycles of Data)

The following components are observed and rated:

Component 1a: Demonstrating Knowledge of Content and Pedagogy
Component 1b: Demonstrating Knowledge of Students
Component 1c: Selecting Instructional Goals
Component 1d: Demonstrating Knowledge of Resources
Component 1e: Designing Coherent Instruction
Component 1f: Designing Student Assessments
Component 2a: Creating an Environment of Respect and Rapport
Component 2b: Establishing a Culture for Learning
Component 2c: Managing Classroom Procedures
Component 2d: Managing Student Behaviors
Component 2e: Organizing Physical Space
Component 3a: Communicating with Students
Component 3b: Using Questioning and Discussion Techniques
Component 3c: Engaging Students in Learning
Component 3d: Using Assessment in Instruction
Component 3e: Demonstrating Flexibility and Responsiveness
Component 4a: Accuracy

Summary of Findings:

- On each standard on which they were judged, most candidates were rated as level three or higher on the 4-Point Likert scale.
- 70% of all ratings were at level three or higher.
- 76.4% of all candidate ratings for reflection were at level three or higher.
- Scores were review by semester and by year.

The following components are observed and rated:

Spring 2017

EPP-Created Clinical Observation Assessment

1A	1B	1C	1D	1E	1F	2A	2B	2C	2D	2E	3A	3B	3C	3D	3E	4A
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2
4	3	4	3	4	4	4	4	3	2	4	3	3	3	3	4	4
4	3	4	3	4	4	4	4	3	2	4	3	3	3	3	4	4

Fall 2017

1A	1B	1C	1D	1E	1F	2A	2B	2C	2D	2E	3A	3B	3C	3D	3E	4A
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2
4	3	4	3	4	4	4	4	3	2	4	3	3	3	3	4	4
4	3	4	3	4	4	4	4	3	2	4	3	3	3	3	4	4

Spring 2018

1A	1B	1C	1D	1E	1F	2A	2B	2C	2D	2E	3A	3B	3C	3D	3E	4A
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3	3	3	1	3	3	3	3
4	3	4	4	3	4	3	4	4	3	3	3	4	2	4	3	3
4	3	4	4	3	4	3	4	4	2	3	3	4	2	4	3	3

Fall 2018

1A	1B	1C	1D	1E	1F	2A	2B	2C	2D	2E	3A	3B	3C	3D	3E	4A
3	3	4	3	4	4	3	4	3	3	4	3	3	3	4	4	4
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
4	4	4	4	3	4	4	3	3	2	4	3	3	3	4	4	4
2	2	3	2	2	3	3	3	3	3	3	2	2	2	2	2	2
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4

Spring 19

1A	1B	1C	1D	1E	1F	2A	2B	2C	2D	2E	3A	3B	3C	3D	3E	4A
3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	3
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
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3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	2	2	3	3	3	3	3	4	3

Spring 2018-Fall 2018

1A	1B	1C	1D	1E	1F	2A	2B	2C	2D	2E	3A	3B	3C	3D	3E	4A
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3	3	3	1	3	3	3	3
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1A	1B	1C	1D	1E	1F	2A	2B	2C	2D	2E	3A	3B	3C	3D	3E	4A
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3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	2	2	3	3	3	3	3	4	3

Note: Because the size of the cohort is less than 10, an aggregate score is used.
Lesson Observation Rubric (Spring 2020 – Fall 2020)

Component 1a: Demonstrating Knowledge of Content and Pedagogy	3.0
Component 1b: Demonstrating Knowledge of Students	3.5
Component 1c: Selecting Instructional Goals	3.5
Component 1d: Demonstrating Knowledge of Resources	3.5
Component 1e: Designing Coherent Instruction	2.75
Component 1f: Designing Student Assessments	3.0
Component 2a: Creating an Environment of Respect and Rapport	3.0
Component 2b: Establishing a Culture for Learning	3.0
Component 2c: Managing Classroom Procedures	2.75
Component 2d: Managing Student Behaviors	3.0
Component 2e: Organizing Physical Space	3.0
Component 3a: Communicating with Students	3.5
Component 3b: Using Questioning and Discussion Techniques	3.0
Component 3c: Engaging Students in Learning	3.0
Component 3d: Using Assessment in Instruction	3.5
Component 3e: Demonstrating Flexibility and Responsiveness	3.0
Component 4a: Accuracy	3.5

Summary of Findings:

- On each standard on which they were rated, most candidates were rated as level three or higher on the 4-Point Likert scale.
- Areas that require additional support are :

Component 1e: Designing Coherent Instruction	2.75
Component 2c: Managing Classroom Procedures	2.75

PSC Lesson and Classroom Assessment Rubric 2021

The 4-Point Likert Scale for this assessment consisted of the following: Ineffective (0), Progressing (1), Effective (2), and Highly Effective (2)

Construct One: Learner and Learning	2 (Effective)
Construct Two: Content Knowledge	2 (Effective)
Construct Three: Instructional Practice	2 (Effective)
Construct Four: Professional Responsibility	2 (Effective)

Summary of Findings:

- On each standard on which they were rated, most candidates were rated as Effective (2) on the 4-Point Likert scale.
- Areas that require additional support are:

Construct One: Learner and Learning	2 (Effective)
Construct Two: Content Knowledge	2 (Effective)

Table F Disposition Data Summaries 2020

Summaries, analyses, and interpretations are based on the **three most recent cycles**

Cycle I: Spring 2019

Cycle II: Fall 2019

Cycle III: Spring 2020

The ratings for each cycle represents data collected during the candidates' enrollment in ELED 353: Internship I, ELED 443: Internship II, ELED 417: Directed Teaching Primary, and/or ELED 427: Directed Teaching Intermediate. The ratings represent three possible levels of performance: 1: Unacceptable, 2: Acceptable and 3: Target. The EPP has identified Performance Level 2 (Acceptable) or above as our proficient levels for our candidates as assessed by the cooperating teacher and/or the college supervisor. Candidates are assessed on five essential dispositions:

Disposition 1: Demonstrates a Sense of Caring Towards Students

Disposition 2: Demonstrate a Sense of Efficacy Towards Students

Disposition 3: Establishes a Rapport with Students

Disposition 4: Demonstrates a Positive Attitude Towards Students

Disposition 5: Demonstrates Respect for Children

Levels of Scoring: Score 1 - Unacceptable Score 2 - Acceptable Score 3 - Target

Cycle I and Cycle II (Spring 2019 - Fall 2019), specifically Spring 2019, results showed a consistent performance of one candidate's results at the Acceptable and Target Levels as assessed by the cooperating teachers and college supervisor. This semester data represents the one candidate who was enrolled Directed Teaching Experiences and on target to graduate this semester. In Fall 2019, results showed a consistent performance of both candidates at the Acceptable and Target Levels.

The EPP believes that their candidates are instinctively and naturally caregivers and benefactors who work on behalf of children, and it is the primary reason for their desire to become elementary teachers. Based on the two most recent cycles of data, the results are consistent at the Acceptable Level to Target Level. The candidates' strongest dispositions were *Disposition 4: Demonstrates a Positive Attitude toward Student* and *Disposition 5: Demonstrates Respect for Students*. The implications for these two dispositions as strong points for the candidates rest upon their passion and genuine ambition to be teachers and their attitude to exhibit and earn respect from students. The third ranking Disposition 3: Demonstrate Rapport with Students is a natural and akin to Dispositions 4 and 5, where our candidates enjoy teaching and getting to know students. The lowest ranking disposition was *Disposition 2: Demonstrate a Sense of Efficacy towards Students*. The EPP holds that candidates are working toward Disposition 2 at a level that is emerging and appropriate for a pre-service teacher-candidate. With ample teaching experience and development of competency and confidence, their efficacy will emerge.

Cycle III: Spring 2020

With approval from the Vice-President of Academic Affairs, the EPP has selected the *Educator Disposition Assessment (EDA)*, a *third-party proprietary*, as its instrument to measure and document our candidates' dispositions. The EPP is confident and proud to have collaborated with Watermark Insights, LLC to access and utilize a reliable and valid instrument to assess our candidates' growth in this area throughout the program. The Educator Disposition Assessment (EDA) instrument, according to the EDA.

Technical Guide (2017) was designed with careful consideration of the psychometric properties associated with informal assessment so that any inferences made about a teacher's disposition are more likely to be true. Psychometric evaluation efforts were made which far extend expectations associated with informal assessments. The effort was done grounded in a sincere attempt to try to clear any confusion about the expectations so that growth in dispositions may be enhanced during coursework and subsequent clinical experience (EDA Technical Guide, 2017). Disposition categories are aligned with InTASC Standards (2013) and the works of Danielson et.al. (2009). In 2019-2020, the EDA instrument is intended to track and monitor candidate dispositions that are associated with positive learning effect of P-12 students. The EPP cycle to collect disposition results will be yearly (i.e., 2019-2020) because the number of candidates in a cohort is below 10 students. The EPP has identified the following timeline and activities relative to the adoption and use of the EDA instrument.

Disposition 1: (Demonstrates Effective Oral Communication Skills)

Disposition 2: (Demonstrates Effective Written Communication Skills)

Disposition 3: (Demonstrates Professionalism)

Disposition 4: (Demonstrates a Positive and Enthusiastic Attitude)

Disposition 5: (Demonstrates Preparedness in Teaching and Learning)

Disposition 6: (Exhibits an Appreciation for Cultural and Academic

Diversity Disposition 7: (Collaborates Effectively with Stakeholders)

Disposition 8: (Demonstrates Self-regulated Learner Behaviors/Takes Initiative

Disposition 9: (Exhibits the Social and Emotional Intelligence to Promote Personal and Educational Goals/Stability)

0 - Needs Improvement

1 - Developing

2 - Meets Expectations

Cycle III: Analysis (Spring- 2020), results showed a consistent performance of one candidate's results at the Meets Expectations Level as assessed by the cooperating teachers and college supervisor. The other candidate's results demonstrates a consistent performance of Developing. This semester data represents two candidates who were enrolled Directed Teaching Experiences and both are on target to graduate this semester.

Cycle IV (Spring- 2021) Educator Disposition Assessment.

Educator Disposition A

Disposition	Aggregate Rating
Disposition 1: (Demonstrates Effective Oral Communication Skills)	2 - Meets Expectations
Disposition 2: (Demonstrates Effective Written Communication Skills)	2 - Meets Expectations
Disposition 3: (Demonstrates Professionalism)	2 - Meets Expectations
Disposition 4: (Demonstrates a Positive and Enthusiastic Attitude)	2 - Meets Expectations

Disposition 5: (Demonstrates Preparedness in Teaching and Learning)	2 - Meets Expectations
Disposition 6: (Exhibits an Appreciation for Cultural and Academic Diversity) Disposition 7: (Collaborates Effectively with Stakeholders)	2 - Meets Expectations
Disposition 8: (Demonstrates Self-regulated Learner Behaviors/Takes Initiative)	2 - Meets Expectations
Disposition 9: (Exhibits the Social and Emotional Intelligence to Promote Personal and Educational Goals/Stability)	2 - Meets Expectations

Cycle IV Analysis (Spring- 2021) results demonstrate that all four completers meets expectations.

Summary

The EPP enjoys a 100 percent Teacher Licensure rate for all completers, and a 100 percent of the students met expectations in the dispositions.

The Foundations of Reading Assessment 2018-2022

The **Foundations of Reading (190)** test for Arkansas assesses proficiency in and depth of understanding of the subject of reading and writing development. The test reflects scientifically based reading research.

In accordance with Act 416 of 2017, a person who applies for an Elementary Education K–6 or a Special Education K–12 license is required to successfully pass a stand-alone teaching reading test—the Foundations of Reading. This requirement is effective starting September 1, 2017.

The test version currently accepted for licensure in Arkansas is **Foundations of Reading (190)**.

Key Findings:

The PSC Courses were revised in 2017-2018 to ensure that students were prepared pass the Foundations of reading assessment by aligning course work to the content and assessment standards in the Foundations of Reading. Note: **All PSC Completers have met or exceeded the state passing score for the foundations of Reading.**