**Department of
Teaching & Learning**

Annual Report
July 1, 2015 - June 30, 2016

1. **Mission Statement**

   The Department of Teaching and Learning (T&L) actively recruits, develops, equips, and supports culturally competent educators who engage all learners in meaningful explorations generating rigorous outcomes and who reflect on their practices and professionalism to enhance their self-efficacy.

2. **Status/Achievement of 2016 Goals**

   Goal 1: Secure $20,000 in additional funding through grants and other means for professional travel and research for faculty.   (RESEARCH)

   Related UCA Strategic Planning Goals
   Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence
   Goal 5: Increase Engagement with External Partners

   Action Plans

   1a. Investigate external and internal grant opportunities.   Submit grant applications to support research and travel.

   Expected Results: Increased opportunities to present research at professional

   conferences and build collaborative relationships in a global professional community.

   Actual Results: Total Dept. spent on travel: $35,983.94

   External Grants (TTT, A+): $19,257.68

   internal Grants (CTE, FD, awards): $4,396.50

   TOTAL GRANTS: $23,654.18

   Stemulate Academy Grant money from Kimberly Clark;

   Five UCA Foundation Grants were written by faculty for travel;   We the people grant paid

   ACC and AAIM travel;

   Grant money for travel came to our faculty who are working on doctoral programs.

   Status:

   Supporting Program Statistics

   Links to Supporting Documents
   FY2016 Annual Awards COE by dept-1.xlsx

   Goal 2: Investigate, prepare and implement a one to one technology initiative for our students, providing an IPad for each student to be utilized as a tool of effective teaching in all courses in the middle level program, including the secondary Teaching and Learning minor courses. (TEACHING)

   Related UCA Strategic Planning Goals
   Goal 1: Focus on Integrity at All Levels of Action
   Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence

Goal 3: Provide a Learner-Focused Environment for All Students
Goal 4: Commit to Ongoing Improvement and Innovation in Facilities and Technology

Action Plans

2a. Assemble a working technology committee in the department: Mills, Buchanan, Trumble to create a plan for 1 to 1 implementation.   Work with dean and others on fiscal and organizational details.

> **Expected Results:** Implementation of 1 to 1 Apple Ipad program for every student in the middle level/secondary programs for fall 2016.
>
> **Actual Results:** Dr. Luis professional development seminar presented in spring; IPad Launch in April with faculty; Strong participation from faculty in May professional development seminars with faculty; Michael Mills leading the IPad initiative for College; Student iPad Launch in August; Instruction with ipads ongoing.
> Two faculty members completed the CTE online tracks for effective online teaching; faculty participation at the SITE conference; 9 faculty involved in the ADE technology grant; 4 faculty win Research Award for Bug In Ear Virtual Coaching project from the American Educational Research Association (AERA); Schools Without Walls Technology Conference - 5 instructors presented and got paid registrations; 5 faculty attended Google summit in Conway; Received funds from AGATE (AR Association of Gifted and Talented Students) to support travel, Three 3D printers were purchased from STEMULATE academy grant funds; Summer research stipends were given to three faculty members
>
> **Status:**
>
> **Supporting Program Statistics**
>
> **Links to Supporting Documents**
>
> > None

Goal 3: Expand and enrich summer programs for K-12 students, increasing the number of students and faculty impacted and the positive outcomes of each program.   (SERVICE)

> **Related UCA Strategic Planning Goals**
> > Goal 1: Focus on Integrity at All Levels of Action
> > Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence
> > Goal 3: Provide a Learner-Focused Environment for All Students
> > Goal 5: Increase Engagement with External Partners
> > Goal 6: Promote Diversity in All Areas

> **Action Plans**

3a. Evaluate summer programs and make recommendations for improvement; Add GeoQuest as an additional summer program for K-12 population; Expand the Soaring Wings Ranch summer program to include more children from other areas

> **Expected Results:** Excellent summer programs for K-12 children where the needs of the community are met through increased learning for both our UCA students and the K-12 population.   Serve as a model to practicing teachers/professional development.
>
> **Actual Results:** Increased number of children served through summer camps:
> Bearswrite week long writing camp -
> 57 (4-6 & 7-9) children; Reading Success/BearsRead 10 week summer camp - 65 children tutoring by 40 graduate students and 5 T and L faculty; SOAR week long enrichment camp for Soaring Wings-32 children with 14 undergraduate students and 6 T and L faculty involved; Stemulate Academy week long engineering camp -59 students with four graduate students and three T and L faculty teachers.
>
> **Status:**
>
> **Supporting Program Statistics**
>
>
> **Links to Supporting Documents**
>
> > None

Goal 4: Strengthen partnerships with other UCA departments, public schools, corporations, and nonprofit organizations through innovative field experiences, applicable clinical experiences (Teachscape), after school tutoring opportunities, professional development offerings, and summer programs   (TEACHING, RESEARCH, SERVICE)

> **Related UCA Strategic Planning Goals**
> > Goal 1: Focus on Integrity at All Levels of Action
> > Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence
> > Goal 3: Provide a Learner-Focused Environment for All Students
> > Goal 5: Increase Engagement with External Partners
> > Goal 6: Promote Diversity in All Areas

> **Action Plans**

4a. Revise field experiences to reflect current needs in the public schools; Investigate teaching more courses on site in the schools; Meet with other departments such as Speech and Language on similar initiatives such as dyslexia training; Continue to work with the Department of ELSE and the UCA Reading Success Center; Collaborate on the dyslexia endorsement with shared faculty teaching courses; Implement the Teachscape videos as learning tools in all programs with student reflection and feedback; Investigate other partnerships to improve our programs and experiences for our students.

Expected Results: Stronger partnerships; improved field experiences for students; increased impact on K-12 students; Ruby Payne Poverty training for our students, faculty and teachers in diverse schools;

Actual Results: Classes taught on site (reading)

STEMULATE Academy extended its partnership with Kimberly Clark Corporation through grant funds secured and collaboration with engineer employees and UCA students and faculty during the STEMULATE summer camp; Reading Center from ELSE was coordinated with T and L faculty to implement summer BearsRead Literacy Camp increased number of students served with graduate students as tutors.   Faculty from both T and L and ELSE participated in the summer camp.   Greenbrier VIP partnership with UCA T and L faculty resulted in book clubs after school, tutoring experiences, and inclusion in the summer SOAR enrichment camp.

STEM Technology treats professional development;

Edcamp Professional Development offered at UCA;

Carl Stuart Middle School hosting our undergraduate reading course being taught on their campus, field embedded in that course, and Friday afternoon enrichments for ELL students; VIP Reading Club at Greenbrier involving our faculty and students; Collaboration with ELSE department to bring ELSE 6347 Foundations of Dyslexia, online; Kappa Delta Pi speakers at CMLA meetings;   MSIT 3310 students in Learning and Development go to schools for after school tutoring- 10 hours each at Greenbrier, Menifee, or Plummerville; Seminars improved for MAT/ Int. II students involving administrators, teachers, superintendents, directors human resources from regional schools to conduct mock interviews and provide our professional developments;   KDP bring back alums to go to CONVO, donated to Women's shelter in Conway; T and L purchases table and attends Bookcase for Literacy Event

Status:

Supporting Program Statistics

Links to Supporting Documents

None

Goal 5: Provide high quality professional development and mentoring to UCA teacher candidates in all programs to meet the challenging demands of working in schools of high poverty and diversity. Decrease the number of MAT students who resign from working in schools of high poverty. (TEACHING, RESEARCH, SERVICE)

Related UCA Strategic Planning Goals
Goal 1: Focus on Integrity at All Levels of Action

Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence
Goal 3: Provide a Learner-Focused Environment for All Students
Goal 6: Promote Diversity in All Areas

Action Plans

5a. Work with the Transition to Teaching grant and staff (Shannon Williams) to offer more assistance to help students in diverse settings.   Revise our diversity courses to include more information on specific ways to help these at risk students in high poverty areas.   Offer professional development to our students and teachers in diverse populations on how to address the needs of these students.

> **Expected Results:** Stronger teacher candidates in diverse placements.   Increased MAT students in the Transition to Teaching grant program who complete the program in the diverse school settings.
>
> **Actual Results:** Transition to Teaching Saturday professional development on diversity, dyslexia and differientiation was implemented involving T and L faculty and over 80 students; MAT S'mores Saturday Professional Development was implemented to help MAT students with issues of diversity in the classroom; Middle level Conference involved 75 students and faculty from all over the state hosted by UCA CMLA student group; Faculty professional development to school districts increased; Revision of MAT 6310 diversity class to focus more on strategies to reach students of poverty and diversity. New EPP Diversity Proficiencies written and included in course syllabi; Draft of new diversity   classes MAT TUG; Teacher Cadet program and partnership led by department faculty; 5 STEM students presented at Arkansas Curriculum Conference; Integrated culturally responsive teaching in terms of classroom management and classroom environment in 5310 an 5320; Institutional Diversity- mentoring; Working with internship I at CSMS to work with ELL students; Greenbrier MS with VIP book club;
>
> **Status:**

> **Supporting Program Statistics**

> **Links to Supporting Documents**
>
> > None

Goal 6: Increase collaborations of research projects and scholarly presentations with faculty within and outside of UCA, alumni, graduate and undergraduate students.   (RESEARCH)

> **Related UCA Strategic Planning Goals**
> Goal 1: Focus on Integrity at All Levels of Action
> Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence
> Goal 3: Provide a Learner-Focused Environment for All Students

Action Plans

6a. Continue faculty meetings that focus on team work, collaboration and research projects.

> **Expected Results:** Increased publications, professional presentations, and grants
>
> **Actual Results:** Presentations at Hot Springs Technology Institute of faculty and undergraduate students together; KDP members presented at Arkansas Curriculum Conference; Three KDP students attended CONVO in Orlando with T and L faculty; Three MAT students presented at Arkansas Reading Association in collaboration with faculty
>
> **Status:**

> **Supporting Program Statistics**

> **Links to Supporting Documents**

>> None

Goal 7: Focus on recruitment, marketing, and program offerings and quality to increase enrollments in the ASTL program. (TEACHING)

> **Related UCA Strategic Planning Goals**
>> Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence
>> Goal 3: Provide a Learner-Focused Environment for All Students

> **Action Plans**

7a. Revise and update marketing brochures, newsletters, etc to promote the ASTL program with the new and revised tracks; Visit schools and professional conferences to recruit for this program

> **Expected Results:** Increased enrollments in the ASTL program
>
> **Actual Results:** Program enrollments are up.
>
> **Status:**

> **Supporting Program Statistics**

MSE-Advanced Studies in Teacher Leadership	Enrolled
Fall On-Schedule 2009	26

> **Links to Supporting Documents**

>> None

Goal 8: Continue to improve program quality and modify curriculum based on research trends and policy, key assessments, and student feedback. (TEACHING)

    Related UCA Strategic Planning Goals
        Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence
        Goal 3: Provide a Learner-Focused Environment for All Students
        Goal 4: Commit to Ongoing Improvement and Innovation in Facilities and Technology
        Goal 6: Promote Diversity in All Areas

    Action Plans

    8a. Review SPA reports and CAEP standards in regard to our key assessments; Measure data of our students to identify weak areas and work to improve these specific weaknesses

        Expected Results: Stronger programs that reflect the most current research and exceed the national and state standards.

        Actual Results: EDUC 4210 revised curriculum to enhance technology integration in today's classrooms; Added dyslexia track to ASTL program; Increased faculty involvement in professional development programs offered on campus and presentations to public school in-service workshops; Praxis scores are up; Student evaluation results show effective instruction and program quality; Faculty are praised for creativity and effectiveness of online teaching; Increased accessibility to ASTL program by deleting license and 2 year teaching requirement; Professional development training in digital measures; Modified models and diversity courses in MAT program to better meet student needs and standards; Internship II field handbook was significantly revised and improved; Internship assignments (midterm and summative professional reflection) were updated and improved; Chalk and wire website was added; New advisor for MAT program was added to benefit students and free faculty for instruction; Moved practicum/ internship orientation online; Received ADE Grant to improve assessment and instruction

        Status:

        Supporting Program Statistics

    Links to Supporting Documents

        None

3. **2017 Goals**

    Goal 1: Conduct a curriculum audit of undergraduate and graduate programs to assure alignment with appropriate standards and to eliminate gaps/duplication (COE #2)

    Related UCA Strategic Planning Goals

Action Plans

1a. Crosswalks of the national standards and program objectives will be created to show strengths and weaknesses of curriculum.   Redundancies or gaps in content will be adjusted through course syllabi objectives and activities.   Faculty will meet and discuss any improvements that need to be made to program curricula.

> **Resources:** Associate Dean, CAEP standards and CAEP committees, Program coordinators; faculty in T and L and secondary programs; ADE personnel
>
> **Responsible Person(s):** Department Chair and Program Coordinators
>
> **Projected Completion Date:** May 2017
>
> **Expected Results:** Improved course, field and program evaluations

> **Supporting Program Statistics**

Goal 2: Investigate undergraduate research opportunities & processes including student support & faculty recognition, increasing number of scholarly collaborations between faculty and students. (COE #4)

> **Related UCA Strategic Planning Goals**

> **Action Plans**

2a. Faculty will investigate ways to include more students in research and scholarly activities. Department will pay travel for students who are presenting at professional conferences.   Grant will be written to include travel for faculty/student research collaborations.

> **Resources:** Sponsored Programs Grants Office; ADE grants; Federal grants; UCA Center for Teaching Excellence; Faculty
>
> **Responsible Person(s):** Department chair
>
> **Projected Completion Date:** June 2017
>
> **Expected Results:** Increased collaborations between faculty and students on research projects, article publications, and professional presentations.

> **Supporting Program Statistics**

Goal 3: Secure financial support sources (e.g., UCA Foundation Fund) for worthy undergraduate and graduate students with demonstrated need (COE #5)

> **Related UCA Strategic Planning Goals**

> **Action Plans**

3a. Investigate scholarship and grant opportunities to assist students financially; participate in a food bank for students; investigate a child care center possibility for students; discover ways to pay for Praxis licensure exams for students with high financial need

> **Resources:** Faulkner County Charitable organizations; UCA financial aid office;
>
> **Responsible Person(s):** Diversity committee and department chair
>
> **Projected Completion Date:** December 2016
>
> **Expected Results:** Increased financial opportunities for students; more money given to help students in need

> **Supporting Program Statistics**

Goal 4: Strengthen intradepartmental communication to provide support for faculty initiatives

> **Related UCA Strategic Planning Goals**
>
> **Action Plans**

4a. Invite faculty members from other departments to share relevant information at faculty meetings; collaborate on teaching, research and service activities with other departments; attend COE functions that promote inter-collegiality among departments.

> **Resources:** COE faculty; Dean of COE; Department chairs
>
> **Responsible Person(s):** Department Chair and T and L faculty
>
> **Projected Completion Date:** June 2017
>
> **Expected Results:** Positive collaborations result between departments in the COE.

> **Supporting Program Statistics**

Goal 5: Revise, implement, and assess authentic field assignments that reflect technology advancements and best practices for candidates in all programs, providing more effective coaching and mentoring.

> **Related UCA Strategic Planning Goals**
>
> **Action Plans**

5a. Teach more classes on site in public school classrooms; increase quantity and quality of embedded field experiences that show a increased impact on student learning; expand summer programs to help more children; improve the instructional opportunities of children attending the BearsRead Literacy camp with increased involvement of UCA faculty, students and alumni volunteers.

> **Resources:** COE faculty; Corporations and charities that support children and learning; Field coordinators; Department chairs
>
> **Responsible Person(s):** Field Coordinators and Department Chairs

Projected Completion Date: June 2017

Expected Results: Increase in the number and quality of summer programs, field experiences, and collaborations with the K-12 population.

Supporting Program Statistics

Goal 6: Strengthen advising processes and interactions in all programs, increasing retention of students, job placements for students, and graduation rates.

Related UCA Strategic Planning Goals

Action Plans

6a. Create new brochures and advising sheets that easily guide students through programs; train in Degreeworks so faculty can effectively advise students; Support students in out of class activities such as professional conferences, social events, and student organizations.

Resources: Student organizations (CMLA and KDP); T and L faculty; Dean of COE; UCA advising center

Responsible Person(s): Department Chair

Projected Completion Date: June 2017

Expected Results: Increased retention of COE students; higher quality experience for T and L students

Supporting Program Statistics

Goal 7: Enhance graduate programs by strengthening the current tracks and adding an arts integration track to ASTL, GATE track to Leadership Studies Ph.D., and an elementary education track to MAT.

Related UCA Strategic Planning Goals

Action Plans

7a. Add an arts track to ASTL and an elementary track to MAT graduate programs - implement! Investiage a GATE track to the Leadership Studies PhD Program; Increase recruiting events for graduate programs; create new brochures, facebook videos, and other online avenues to recruit diverse students.

Resources: Diversity committee; Graduate Dean; A+ grant initiative; Arkansas Department of Education; Graduate program coordinators; COE Dean; Director of PhD program in Leadership Studies

Responsible Person(s): Department Chair; Graduate Program Coordinators

Projected Completion Date: June 2017

Expected Results: Successful additional tracks added with increased student enrollments in the ASTL, MAT and GATE programs.

Supporting Program Statistics

4. Five-year Goals

Goal 1: Recruit and retain high quality faculty and students, especially those of diversity.

> **Related UCA Strategic Planning Goals**
> Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence
> Goal 3: Provide a Learner-Focused Environment for All Students
> Goal 6: Promote Diversity in All Areas

> **Projected Completion Date:** June 2018

Goal 2: Enhance faculty diversity and scholarship in our department.

> **Related UCA Strategic Planning Goals**
> Goal 1: Focus on Integrity at All Levels of Action
> Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence
> Goal 6: Promote Diversity in All Areas

> **Projected Completion Date:** June 2021

Goal 3: Increase the latest use of technology to model, teach, and efficiently organize our professional roles as teacher educators and supervisors in the field.

> **Related UCA Strategic Planning Goals**
> Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence
> Goal 3: Provide a Learner-Focused Environment for All Students
> Goal 4: Commit to Ongoing Improvement and Innovation in Facilities and Technology

> **Projected Completion Date:** June 2018

Goal 4: Strengthen partnerships with public schools, corporations, and community outreach programs to positively impact the learning of at-risk students.

> **Related UCA Strategic Planning Goals**
> Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence
> Goal 3: Provide a Learner-Focused Environment for All Students
> Goal 5: Increase Engagement with External Partners

> **Projected Completion Date:** June 2021

Goal 5: Increase quality of on-line instruction in graduate programs emphasizing collaboration and community among graduate students.

> **Related UCA Strategic Planning Goals**
> Goal 1: Focus on Integrity at All Levels of Action
> Goal 2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence
> Goal 3: Provide a Learner-Focused Environment for All Students

Projected Completion Date: June 2017

5. Challenges

Our department has grown significantly with the addition of new faculty, new programs, and increased enrollments in present programs.   We lack   resources, both fiscal and physical space to support the number of students, programs, and faculty (travel, offices, materials).   Faculty are still acclimating to the online teaching environment for graduate programs (grading response time, number of students in classes, complaints about online vs. face to face, difference in tuition costs among students with confusing fees, new technologies to learn). We also face the challenge of utilizing more technology in all our classes to effectively support the Apple IPad one to one initiative. As work loads are investigated, we will have to brainstorm ways to manage work load fairly and effectively in a more dif..fe·entiated way rather than the consistent 9 hours per semester for graduate faculty and 12 hours per semester for undergraduate faculty, which was established by NCATE.. This may warrant some changes that will need to be discussed and integrated into the department culture without affected faculty morale or productivity.

6. Opportunities

As a dynamic faculty with a lot of team synergy, we have the opportunity to increase our positive involvement with K-12 education and the community.   We have increased summer camp offerings and after school tutoring in all our programs giving our students an opportunity to work with K-12 children in meaningful ways.   Our field embedded courses taught on public school campuses are having a positive impact on academic success of children and strengthening our partnerships with schools and teachers. With the innovative research and service projects going on in the department, we have the opportunities to get many of these funded through federal and state grants.   With Transition to Teaching grant going away, we need to focus on finding another large grant that will impact our programs, faculty, and students in a positive way.   With our CAEP accreditation visit getting closer, we will need to focus on our program assessments which exceed national standards. More time will need to be given to curriculum issues in the next year. We will continue to nurture strong relationships within and outside the department with the goal of increasing leadership opportunities and excellence in our faculty.

7. Summary

This past year was a very busy and productive year for the Teaching and Learning Department. Our faculty have increased in both quantity and quality.   We are striving to work very hard to meet the demands of today's ever changing teacher education landscape.   Our faculty gave serious thought to our goals and we implemented our teaching, research, and service during the past year. Leading this group of faculty is very rewarding because of their great passion for making a difference in the lives of others.

APPENDIX A: FACULTY PROFILE

Distribution of Full-Time Faculty by Rank

Rank	Continuing	New	Total	%
Professor	4	0	4	16.67
Associate Professor	2	0	2	8.33
Assistant Professor	5	1	6	25.00
Senior Lecturer/Clinical Instructor/Lab Instructor	0	0	0	0.00
Lecturer/Clinical Instructor/Lab Instructor II	4	0	4	16.67
Lecturer/Clinical Instructor/Lab Instructor I	5	3	8	33.33
Instructor	0	0	0	0.00
Visiting Assistant Professor	0	0	0	0.00
Visiting Lecturer	0	0	0	0.00
Total	20	4	24	100.00

Distribution of Full-Time Faculty by Tenure Status

Tenure Status	Continuing	New	Total	%
Tenured	5	0	5	20.83
Tenure-Track	4	1	5	20.83
Non-Tenure Track	11	3	14	58.33
Total	20	4	24	100.00

Distribution of Full-Time Faculty by Graduate Faculty Status

Graduate Faculty	Continuing	New	Total	%
Affiliated	1	0	1	4.17
Associate	4	3	7	29.17
Full	8	1	9	37.50
No	7	0	7	29.17
Total	20	4	24	100.00

List of New Full-Time Faculty

Dyson, Aimee Thrailkill, Clinical Instructor I, Non-Tenure Track

Hendrix, Tami Jonelle, Clinical Instructor I, Non-Tenure Track

Styles-Foster, Sunny Lee, Clinical Instructor I, Non-Tenure Track

Trumble, Jason Frederick, Assistant Professor, Tenure-Track

List of Administrative Assignments

Tammy Benson, Chair, Department of Teaching & Learning, July 2010 - Present

Donna Wake, Associate Dean, July 2014 - Present

Distribution of Full-Time Faculty by Gender and Race/Ethnicity

Race/Ethnicity	Female	Male	Total	%
American Indian or Alaska Native	0	0	0	0.00

Asian	0	0	0	0.00
Black or African American	3	1	4	16.67
Hispanic/Latino of Any Race	1	0	1	4.17
Native Hawaiian or Other Pacific Islander	0	0	0	0.00
Two or More Races	0	0	0	0.00
White	15	4	19	79.17
Non-Resident Alien	0	0	0	0.00
Unknown	0	0	0	0.00
Total	19	5	24	100.00
%	79.17	20.83	100.00	

APPENDIX B: INSTRUCTIONAL ACTIVITIES

SSCH by ADHE Term

Term	HS Concurrent	Undergraduate	Graduate	Total
Summer II On-Schedule 2015	0	38	657	695
Summer II Off-Schedule 2015	0	0	36	36
Fall On-Schedule 2015	0	1,463	2,046	3,509
Fall Off-Schedule 2015	0	0	0	0
Spring On-Schedule 2016	0	1,342	1,782	3,124
Spring Off-Schedule 2016	0	0	0	0
Summer I On-Schedule 2016	0	108	696	804
Summer I Off-Schedule 2016	0	0	108	108

Fiscal Year	HS Concurrent	Undergraduate	Graduate	Total
July 2015 - June 2016	0	2,951	5,325	8,276
July 2014 - June 2015	0	2,993	5,577	8,570
July 2013 - June 2014	0	3,648	5,685	9,333
July 2012 - June 2013	0	4,042	4,161	8,203
July 2011 - June 2012	0	4,101	4,203	8,304

Academic Advising Loads

Term	Undergraduate	Graduate
Fall 2015	67	125
Spring 2016	0	57

Total Undergraduate Program Enrollment

Fall On-Schedule 2015	**Enrolled**
BSE-Middle Level	37
Term Total	37

BSE-Business and Marketing Technology	**Enrolled**
Fall On-Schedule 2011	2

BSE-Middle Level	**Enrolled**

Fall On-Schedule 2015   37

BSE-Middle Level Education   **Enrolled**
Fall On-Schedule 2014   51
Fall On-Schedule 2013   32
Fall On-Schedule 2012   37
Fall On-Schedule 2011   47

Total Graduate Program Enrollment

Fall On-Schedule 2015	**Enrolled**
GC-Gifted and Talented Education	8
MAT-Teaching	302
MSE-Advanced Studies in Teacher Leadership	30
Term Total	340

GC-Gifted and Talented Education	**Enrolled**
Fall On-Schedule 2015	8

MAT-Teaching	**Enrolled**
Fall On-Schedule 2015	302
Fall On-Schedule 2014	325
Fall On-Schedule 2013	317
Fall On-Schedule 2012	251
Fall On-Schedule 2011	264

MSE-Advanced Studies in Teacher Leadership	**Enrolled**
Fall On-Schedule 2015	30
Fall On-Schedule 2014	27
Fall On-Schedule 2013	22
Fall On-Schedule 2012	10
Fall On-Schedule 2011	11

Total Undergraduate Program Degrees Awarded

August 2015	**Degrees Awarded**
BSE-Middle Level Education	0
Total	0

December 2015	**Degrees Awarded**
BSE-Middle Level Education	8
Total	8

April 2016	**Degrees Awarded**
BSE-Middle Level Education	12
Total	12

BSE-Business and Marketing Technology	**Degrees Awarded**
July 2014 - June 2015	0

July 2011 - June 2012	4
Total	4

BSE-Middle Level Education	**Degrees Awarded**
July 2015 - June 2016	20
July 2014 - June 2015	22
July 2013 - June 2014	13
July 2012 - June 2013	19
July 2011 - June 2012	19
Total	93

Total Graduate Program Degrees Awarded

August 2015	**Degrees Awarded**
MAT-Teaching	2
MSE-Advanced Studies in Teacher Learning	6
Total	8

December 2015	**Degrees Awarded**
MAT-Teaching	52
MSE-Advanced Studies in Teacher Learning	5
Total	57

April 2016	**Degrees Awarded**
MAT-Teaching	59
MSE-Advanced Studies in Teacher Learning	6
Total	65

MAT-Teaching	**Degrees Awarded**
July 2015 - June 2016	113
July 2014 - June 2015	111
July 2013 - June 2014	94
July 2012 - June 2013	85
July 2011 - June 2012	83
Total	486

MSE-Advanced Studies in Teacher Leadership	**Degrees Awarded**
July 2013 - June 2014	6
July 2012 - June 2013	2
July 2011 - June 2012	5
Total	13

MSE-Advanced Studies in Teacher Learning	**Degrees Awarded**
July 2015 - June 2016	17
July 2014 - June 2015	12
Total	29

Number of Directed Individual Student Learning Activities

Involvement Type	**No.**
Dissertation Committee Chair	5
Dissertation Committee Co-Chair	1
Dissertation Committee Member	13

Internship Advisor	8
Unknown	1
Total	**28**

Number of Directed Group Student Learning Activities

Involvement Type	No.
Field Experience	16
Group Research	1
Total	**17**

Number of Non-Credit Instruction Activities

Instruction Type	No.
Tutoring	1
Workshop	2
Other	1
Unknown	1
Total	**5**

APPENDIX C: SCHOLARSHIP

Total Contracts and Grants

Organization	Under Review		Funded	
	No.	Total Funds	No.	Total Funds
	2	$0	0	$0
Federal	0	$0	2	$2,007,512
Private	0	$0	1	$11,725
State	0	$0	3	$105,830
Total External	2	$0	6	$2,125,067
University of Central Arkansas	0	$0	10	$99,396

List of Grants and Contracts

Under Review

    Cawein, M. J.

    Cawein, M. J.

Funded

    Alumbaugh, A. D., Voegele, C. M., "Soaring Wings Ranch & Greenbrier Midlde School Summer Reading Camp," Sponsored by UCA Foundation, University of Central Arkansas, $2,885.00. (March 25, 2015 - July 1, 2015).

    Cotabish, A. A. (Supporting), Dailey, D. D. (Supporting), Robinson, A. (Principal Investigator), "STEM Starter Plus," Sponsored by U.S. Department of Education, Federal, $2,000,000.00. (September 2014 - October 2019).

    Cotabish, A. A., Dailey, D. D., "AGATE Grant to fund STEMulate Academy," Sponsored by Arkansans for Gifted and Talented Education, State, $5,000.00. (February 2016 - Present).

    Jackson, N. H., "Faculty Summer Incentive Award," Sponsored by College of Education, University of Central Arkansas, $2,600.00. (July 2016 - August 2016).

    Jackson, N. H., Styles-Foster, S. L., Sponsored by Center for Teaching Excellence, University of Central Arkansas, $1,000.00. (October 2015 - February 2016).

    Miller, R. G., Sponsored by Windgate Charitable Foundation, University of Central Arkansas, $79,900.00. (May 2014 - July 2017).

    Miller, R. G. (Principal Investigator), Whittingham, J. L. (Co-Principal Investigator), Wake, D. G. (Co-Principal Investigator), "University Research Council Grant," Sponsored by University of Central Arkansas, University of Central Arkansas, $4,918.00. (November 22, 2013 - December 1, 2015).

Miller, R. G., Wake, D. G., Whittingham, J. L., "Travel costs for Arkansas A+ Schools Research Presentations," Sponsored by Windgate Foundation, Private, $11,725.00. (January 2016 - April 2016).

Mills, M. S. (Co-Principal Investigator), Trumble, J. F. (Co-Principal Investigator), "Faculty Development Grant," University of Central Arkansas, $1,000.00. (March 2016).

Thompson, A. D., "Graduate School Student Research Grant," Sponsored by University of Central Arkansas, University of Central Arkansas, $717.95. (November 2, 2015 - November 6, 2015).

Thompson, A. D., "National Board Support Site Grant," Sponsored by Arkansas Department of Education, State, $25,830.00. (September 2015 - July 2016).

Wake, D. G. (Supporting), Mills, M. S. (Principal Investigator), "Edcamp Arkansas: Innovating Professional Development (Continuation)," Sponsored by UCA Foundation, University of Central Arkansas, $2,875.00. (April 2015 - December 2016).

Wake, D. G., Cotabish, A. A., Dailey, D. D., Gallavan, N., Miller, R. G., Mills, M. S., Styles-Foster, S. L., Thompson, A. D., Trumble, J. F., Whittingham, J. L., Voegele, C. M., Hendrix, T. J., "Data-Driven Instruction and Ethical Data Use," Sponsored by Arkansas Department of Education, State, $75,000.00. (August 2015 - May 2018).

Whittingham, J. L., "Very Important Panthers Book Club," Sponsored by UCA Foundation, University of Central Arkansas, $3,000.00.

Whittingham, J. L., "National Council of Teachers of English Annual Conferene," Sponsored by UCA, University of Central Arkansas, $500.00. (November 2015).

Whittingham, J. L., "The Citizen and The Constitution James Madison Legacy Project," Sponsored by Center for Civic Education, Federal, $7,512.00. (September 2015 - August 2016).

Number of Accepted or Published Publications by Type

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Book	8	1	9	0
Chapter	18	0	18	0
Journal Article	10	2	12	0
Other	5	5	10	0
Total	41	8	49	0

Number of Submitted Publications by Type

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Journal Article	5	0	5	0
Total	5	0	5	0

List of Publications
A. Peer Reviewed
   1. Accepted or Published

Cotabish, A. A., Dedrick, E. S., Mursky, C. (in press). Identifying Outcomes for Professional Development. *Using the National Gifted Education Standards in Providing Services to Gifted Learners in P-12 Schools.* Waco, TX: Prufrock Press.

Cotabish, A. A., Dailey, D. D., Jackson, N. H. (in press). Aligning programs and services with national and state standards. In Rebecca D. Eckert and Jennifer H. Robins (Ed.), *Designing Services and Programs for High-Ability Learners: A Guidebook for Gifted Education (2nd Edition)* (2nd ed.). Thousand Oaks, California: Corwin Press.

Cotabish, A. A., Dailey, D. D. (2015). Using the Standards in Program Development and Accreditation: Developing Partnerships. In Susan Johnsen (Ed.), *Using the NAGC-CEC Teacher Preparation Standards in the CAEP Accreditation Process*. Waco, Texas: Prufrock Press.

Cotabish, A. A., Kielty, W., Dailey, D. D., Pratt, D. (2015). In National Association for Gifted Children (Ed.), *Using the NaGC PRe-K-Grade 12 Gifted Programming STandards to Self-Assess Your Program or Practice [booklet]* (pp. 30). Washington, DC: National Association for Gifted Children. nagc.org

Cotabish, A. A. (2015). In National Association for Gifted Children (Ed.), *Using the NAGC PRe-K-Grade 12 Gifted Programming Standards to Self-Assess Your Program or Practice [Excel Spreadsheet]*. Washington, DC: National Association for Gifted Children. nagc.org

Dailey, D. D., Bunn, G. O., Cotabish, A. A. (2015). Answering the call to improve STEM education. *Journal of the National Association of Alternative Certification, 10*(2), 3-16. http://alt-teachercert.org/JNAAC_Fall_2015_Final.pdf

Dailey, D. D., Cotabish, A. A., Jackson, N. H. (in press). Articulating multiple standards in the gifted education classroom: An instructional planning approach to navigating standards. *To appear in Teaching for High Potential*.

Dailey, D. D., Cotabish, A. A. (2015). Integrating Gifted Education Standards in Education Preparation Provider Programs. In Susan Johnsen (Ed.), *Using the NAGC-CEC Teacher Preparation Standards in the CAEP Accreditation Process*. Waco, Texas: Prufrock Press.

Dailey, D. D., Robinson, A. (2016). Elementary Teachers: Concerns about Implementing a Science Program. *School Science and Mathematics*.

Gallavan, N., Friga, M. A. (2015). Transforming Middle School Teacher Candidates with the TEAM Model to Establish Democratic Professional Practice in Education. *Renewed Accountability for Access and Excellence: Applying a Model for Democratic Professional Practice in Education* (pp. 51-68). Thousand Oaks, CA: Sage.

Gallavan, N., Putney, L. G. (2016). ATE Yearbook XXIV. In L. G. Putney & N. P. Gallacan (Ed.), *Establishing a sense of place for all learners in 21st century classrooms and schools*. Landham, MD: Rowman & Littlefield.

Gallavan, N., Putney, L. G. (2016). ATE Yearbook XXIV: Introduction. In L. G. Putney & N. P. Gallacan (Ed.), *Establishing a sense of place for all learners in 21st century classrooms and schools*. Landham, MD: Rowman & Littlefield.

Gallavan, N., Whittingham, J. L. (2016). Celebrating the national parks service's centennial: 100. *Social Studies and the Young Learner, 28*(3), 27-30.

Gallavan, N., Webster Smith, A., Petty, B. W. M., Mercado, S. S. (2016). Establishing a comprehensive   sense of place to experience success in classrooms and school through authentic leadership. In L. G. Putney & N. P. Gallacan (Ed.), *ATE Yearbook XXIV:*

Establishing a sense of place for all learners in 21st century classrooms and schools. Landham, MD: Rowman & Littlefield.

Gallavan, N. (2016). If you want your students to change, then you need to change: Mediating the   sources and benefits of teacher self-efficacy with teacher candidates. In T. Petty, A. Good, and M.   Putman (Ed.), *Handbook of research on professional development for quality teaching and learning* (pp. 324-345). Hersey, PA: IGI Global.

Gallavan, N. (2016). *If you want your students to change, start with you! Authentic application of   data analysis to advance your practices.*. Thousand Oaks, CA: Corwin Press. corwin-connect.com/2016/05/want-students-change-start/

Gallavan, N. (2016). *Arkansas Association of Teacher Educators Electronic Journal (ArATE EJ) Editor* (2nd ed., vol. 6)., AR:

Gallavan, N. (2015). *Developing Performance-based Assessments: Grades K-5 (reprinted in Turkish; originally published in 2009)*. Thousand Oaks, CA: Corwin Press.

Gallavan, N., Moore, K. (2015). Exploring below the iceberg: Developing efficacy and cultural competence with second graders. In E. Hinde & L. Bennett (Ed.), *Integrating Elementary School Social Studies* (pp. 61-70). Washington, DC: National Council for the Social Studies.

Gallavan, N. (2015). *Navigating Cultural Competence in Grades 6-12 (reprinted as an ebook; orignally published 2011)* (ebook ed.).: Corwin Press.

Gallavan, N. (2015). *Navigating Cultural Competence in Grades K-5 (reprinted as an ebook; oroginally published 2011)* (ebook ed.).: Corwin Press.

Gallavan, N. (2015). Next Year Half the Madness Goes Away: Staying SANE in Higher Education. In A. Kemp (Ed.), *Dignity of the Calling: Educators Share the Beginnings of Their Journeys.*:

Gallavan, N. (2015). *Southeastern Regional Association of Teacher Educators (SRATE) Conference Handbook* (pp. 40).:

Gallavan, N. (2015). The Sum of All the Moments in our Lives through Lived Experiences and Cultural Literacy. *Lessons from the Field: Culturally Affirming Literacy Practices for Urban Elementary Students* (pp. vii-ix). Thousand Oaks, CA: Sage.

Gallavan, N. (2015). Voices in Education: Charter Schools. *The Teacher Educator, 50*(3), 163-169.

Gallavan, N. (2015). *Arkansas Association of Teacher Educators Electronic Journal (ArATE EJ) Editor* (2nd ed., vol. 6)., AR:

Jackson, N. H. (in press). Using Mobile Technologies for Culturally Responsive, Problem Based Learning: A Fusion for Change. In Michael Mills and Donna Wake (Ed.), *Empowering Learners with Mobile Open-Access Learning Initiatives.*:

Jackson, N. H., Styles-Foster, S. L., Landor, J. (2016). Moving Out of the Shallow End: Preparing Culturally Responsive Teachers. In L. G. Putney and N. G. Gallavan (Ed.), *Association of Teacher Educators Yearbook XXIV* (24th ed., pp. 20). Landham, MD: Roman and Littlefield.

Johnsen, S. K., Jolly, J., Cotabish, A. A., Robinson, A. E., Joyce, V.-B., Dailey, D. D. (2015). In Susan Johnsen (Ed.), *Using the National Gifted Education Standards for Teacher Preparation*. Waco, Texas: Prufrock Press.

Kottler, E. E., Gallavan, N. (2015). *Secrets to Success for Social Studies Teachers (reprinted in Turkish; originally published 2008))*. Thousand Oaks, CA: Corwin Press.

Miller, R. G., Cotabish, A. A., Dailey, D. D. (2016). Picking up STEAM: Integrating the Arts into STEM-focused Gifted Programming. In Nancy P. Gallavan and LeAnn G. Putney (Ed.), *ATE yearbook XXIV: Establishing a sense of place for all learners in 21st century classrooms and schools* (pp. 141-152). Landham, Maryland: Roman and Littlefield.

Miller, R. G., Wake, D. G., Whittingham, J. L. (2016). An Examination of Teachers' Perceptions and Practices in the Arkansas A+ Program. *Journal for Interdisciplinary Studies in Education, 4*(2).

Mills, M. S. (2016). Student preference of a customized, open-access multi-touch digital textbook in a graduate education course. *Contemporary Educational Technology, 7*(2), 123 - 137. www.cedtech.net/articles/72/722.pdf

Oslick, M. E., Benson, T. R., Styles-Foster, S. L. (2016). Teaching on a Higher Level: Examining Social Justice Issues in Common Core Anchor Texts. In L.G. Putney and N.G. Gallavan (Ed.), *ATE Yearbook XXIV* (24th ed.). Landham, Maryland: Roman and Littlefield.

Rogers, R., Rogers, D. W., Trumble, J. F., Veselka, M. (in press). Courage in the Classroom: One Way to Get There. In Nancy Galavan, Leann Putney (Ed.), *Teacher Education Yearbook XXV* (XXV ed.). Lanham, Maryland: Rowman & Littlefield.

Trumble, J. F., Mills, M. S. (2016). Teaching with Technology: Apps, Software, and Social Media Explored for the Urban Literacy Classroom. In Lakia Scott, Barbar Purdum-Cassidy (Ed.), *Culturally Affirming Literacy Practices for Urban Elementary Students*. Lanham, MD: Rowman & Littlefield Publishing Group.

Trumble, J. F. (in press). Redefining Curriculum Through Engineering Practices: Using 3_D Printing for Learning. In Deborah Dailey, Alicia Cotabish (Ed.), *Engineering Instruction for High-Ability Students* (pp. 85-95). Austin, TX: Prufrock.

Wake, D. G., Benson, T. R. (2016). Preschool literacy and the Common Core: A professional development model. *Journal of Education and Learning, 5*(3), 236-251. www.ccsenet.org/journal/index.php/jel/article/view/59905

Wake, D. G. (2016). Promoting Progressive Approaches in Teacher Education: Advocating Constructive and Critical Pedagogy Models. In L. G. Putney and N. P. Gallavan (Ed.), *ATE Yearbook XXIV Establishing a sense of place for all learners in 21st century classrooms and schools* (vol. XXIV, pp. 69-95). Lanham, MD: Association of Teacher Educators.

Wake, D. G., Bunn, G. O. (2016). Teacher Candidate Dispositions: Perspectives of Professional Expectations. *The Teacher Educator, 51*(1), 33-54.

Wake, D. G., Bunn, G. O. (2015). Online Learning for the Left-Behind Generation. *Journal of the Southeastern Regional Association of Teacher Educators, 24*(2). apbrwww5.apsu.edu/SRATE/JournalEditions/242/pdf/Wake.pdf

2. Submitted

Dailey, D. D., Jackson, N. H., Cotabish, A. A., Trumble, J. F. STEMulate engineering academy: Engaging students and teachers in engineering practices. *Roeper Review*.

Dailey, D. D., Robinson, A. Improving and Sustaining Elementary Teachers' Science Teaching Perceptions and Process Skills: A Post-Intervention Study. *Journal of Science Teacher Education*.

Evans, L., Jackson, N. H. Self Reflections on Differentiation: Understanding How We Teach in Higher Education. *Journal of Teacher Action Research*.

Lockley, J., Jackson, N. H., Downing, A., Roberts, J. University Instructors' Responses on Implementation of Differentiated Instruction in Teacher Education Programs. *Journal of Advanced Academics*.

Miller, R. G., Gentry, M. After Three Years of Project HOPE: Examining Affective and Academic Experiences in an Out-of School Enrichment Program of High-Potential Youth from Low-income Families. *Journal for the Education of the Gifted*.

B. Non-Peer Reviewed
    1. Accepted or Published

Miller, R. G., Wake, D. G., Whittingham, J. L. (2016). In Michael Mills (Ed.), *Best Practices in Integrating the Arts with the Arkansas A+ Model* (2nd ed., vol. 48, pp. 20-25).: Arkansas Association of of Instructional Media Journal.

Phelps, P. H. (2015). Grading with grace. *Faculty Focus*. www.facultyfocus.com/articles/educational-assessment/grading-with-grace/

Thompson, A. D., Voegele, C. M., Hogan, C. A. (2017). In Rowman and Littlefield (Ed.), *Check Your Attitude at the Door*. Lanham, Maryland:.

Wake, D. G. (2016). *Arkansas and CCSS*. Urbana, IL: Literacy and NCTE: The official blog of the National Council of Teachers of English. blogs.ncte.org/index.php/2016/06/arkansas-and-ccss/

Wake, D. G. (2016). Field Tripping: Economists Take Education Faculty to Visit Charter "Success". In Chris Goering (Ed.), *The Progressive Educator*. Fayetteville, AR: The Progressive Educator. www.theprogressiveeducator.com/2016/04/12/field-tripping-economists-take-education-faculty-to-visit-charter-success/

Wake, D. G. (2016). *Arkansas Contracts TFA*.: National Council of Teachers of English – Policy Analysis Initiative. www.ncte.org/policy-analysis-initiative/arkansas

Wake, D. G. (2015). Advocating for ELA. *Arkansas English Journal, 1*(1). arkansas-english-journal.weebly.com/uploads/5/3/7/2/53720385/aej_fall_winter_2015.pdf

Wake, D. G. (2015). *Arkansas State Board of Education Approves Online Charter School*.: National Council of Teachers of English – Policy Analysis Initiative. www.ncte.org/policy-analysis-initiative/arkansas

    2. Submitted

No data available

Number of Presentations by Scope

Scope	Total	Invited		Accepted		
		Peer Reviewed	Non-Peer Reviewed	Peer Reviewed	Non-Peer Reviewed	Student Author
Local	16	3	12	0	1	0
State	60	1	22	21	16	2
Regional	13	0	1	10	2	3
National	53	4	7	37	5	2
International	18	1	1	16	0	2
Unknown	18	0	5	10	3	0
Total	**178**	**9**	**48**	**94**	**27**	**9**

List of Presentations

A. Peer Reviewed

Thompson, A. D. (Feb. 2016). *Teaching and Learning Teacher Self-Efficacy through Classroom Assessments: Accountability to Accreditation, Colleagues, Classrooms, and Candidates.* Paper Session presented at Association of Teacher Educators, Chicago, Illinois.

A. C., Cotabish, A. A., Dailey, D. D. (Nov. 2015). *Preparing Tomorrow's Innovators: Engaging Elementary Students in Engineering Design Practices.* Workshop presented at NAGC, Phoenix AZ.

Argue, S.*, Thompson, A. D. (Nov. 2015). *Kindergarten Readiness in Arkansas Public Schools.* Paper Session presented at Mid-South Educational Research Association Conference, Lafayette, Louisiana.

Argue, S., Miller, R. G., Thompson, A. D., (Apr. 2016). *Kindergarten readiness in Arkansas public schools.* Paper Session presented at Annual Meeting of the American Educational Research Association, Washington, DC.

Benson, T. R., Voegele, C. M., Styles-Foster, S. L., Alea, J. D., Thompson, A. D. (Feb. 2016). *Accountability Begins with Every Child Learning to Read: Defeating Dyslexia!* Paper Session presented at Association of Teacher Educators, ATE, Chicago, IL.

Benson, T. R., Hogan, C. A., Wake, D. G., Alea, J. D. (Feb. 2016). *Online supervision. Ensuring accountability and effectiveness in the field!* Paper Session presented at Association of Teacher Educators, ATE, Chicago, IL.

Benson, T. R., Cain, D. D., Alumbaugh, A. D. (Sept. 2015). *Unlocking Dyslexia: Reading is the Key to Student Success.* Paper Session presented at Arkansas Association of Teacher Educators, ArATE, UCA, Conway, AR.

Benson, T. R. (June 2016). *Digitally Defeating Dyslexia: Apps that Work!* Paper Session presented at Hot Springs Technology Institute, Schools without Walls, Hot Springs, AR.

Benson, T. R. (June 2016). *Digitally Defeating Dyslexia: Apps that Work!* Paper Session presented at Hot Springs Technology Institute, Schools without Walls, Hot Springs, AR.

Benson, T. R. (Apr. 2016). *Defeating Dyslexia Digitally!* Paper Session presented at Arkansas Association for Instructional Media Annual (AAIM), Arkansas Association for Instructional Media, Springdale, AR.

Benson, T. R., Voegele, C. M., (Mar. 2016). *Communities Defeating Dyslexia through Partnerships & Technology.* Paper Session presented at Arkansas Department of Education Dyslexia Conference, Arkansas Department of Education, Hot Springs, AR.

Benson, T. R., Dallas, J. L., (Feb. 2016). *Communities Join to Defeat Dyslexia: Educating the Whole Child!* Paper Session presented at Southern Early Childhood Association, Southern Early Childhood Association, Tulsa, OK.

Benson, T. R., Cain, D. D. (Nov. 2015). *Digital Dyslexia: Apps That Can Help Children Read!* Paper Session presented at Arkansas Reading Association, Arkansas Reading Association, Little Rock, AR.

Benson, T. R., Cotabish, A. A., Wake, D. G., Dailey, D. D. (Nov. 2015). *Virtual Coaching during Internships: Results of On-Demand Corrective Feedback.* Paper Session presented at Mid South Educational Research Association (MSERA), MSERA, Lafayette, LA.

Benson, T. R. (Sept. 2015). *Defeating Dyslexia Digitally.* Workshop presented at Roads to Success Conference, Child Care Aware, Batesville, AR.

Buchanan, M. C. B. *Engineering and Science.* Workshop presented at Excellence in Elementary School Science, UCA STEM Institute, UCA.

Buchanan, M. C. B., Cotabish, A. A., Dailey, D. D., Jackson, N. H., Miller, R. G. (Nov. 2015). *SMILE with PBL: Science and math inquiry learning explored.* Poster Session presented at NAGC, Phoenix AZ.

Buchanan, M. C. B. (Nov. 2015). *STEMteach Arkansas 7-12 STEM Share-a-thon.* Workshop presented at Arkansas Curriculum Conference, Little Rock, AR.

Buchanan, M. C. B. (Nov. 2015). *STEMteach Arkansas K-6 STEM Share-a-thon.* Workshop presented at Arkansas Curriculum Conference, Little Rock, AR.

Bunn, G. O., Wake, D. G. (Feb. 2016). *Professional expectations: Teacher candidate dispositions.* Paper Session presented at American Association of Colleges for Teacher Education (AACTE) 88th Annual Meeting, Las Vegas, NV.

Cawein, M. J., Friga, M. A. (Apr. 2016). *National Board Orientation.* Seminar presented at ADE National Board Orientation, Arkansas Department of Education, ATU Russellville, Arkansas.

Cawein, M. J. (Nov. 2015). *Make Math Connect for your High School Students.* Workshop presented at Arkansas Curriculum Conference (ACC), Arkansas Council for Teachers of Mathematics (NCTM), Little Rock, AR.

Cawein, M. J., Windsor, A. J.*. (Nov. 2015). *Strengthening Technology Pathways Connecting Homes, Communities, and Classrooms.* Workshop presented at Arkansas Curriculum Conference (ACC), Arkansas Council for Teachers of Mathematics (NCTM), Little Rock, AR.

Cawein, M. J., Cawein, C. N. (Oct. 2015). *National Board Certification as Professional Development.* Paper Session presented at Kappa Delta Pi Biennial Convocation, Kappa Delta Pi International Honor Society, Orlando FL.

Cawein, M., Windsor, A. J.*, Hantz, S.*. (Oct. 2015). *Strengthening Technology Pathways: Connecting Homes, Communities, and Classrooms.* Workshop presented at Kappa Delta Pi Biennial Convocation, Kappa Delta Pi International Honor Society, Orlando TX.

Cotabish, A. A., Dailey, D. D. (Feb. 2016). *Self-Study Checklist for Teachers of the Gifted and Program Coordinators.* Colloquium presented at Annual Conference of Arkansans for Gifted and Talented Education, Arkansans for Gifted and Talented Education, Hot Springs, AR.

Dailey, D. D. (2015). *Strategies to Engage Learners In Creative and Critical Thinking Day 1.* Workshop presented at Atlanta Gifted Teachers Creative and Critical Thinking and Learning in the 21st Century Gifted Classroom, Atlanta School District, Atlanta Georgia.

Dailey, D. D. (2015). *Strategies to Engage Learners In Creative and Critical Thinking Day 2.* Workshop presented at Atlanta Gifted Teachers Creative and Critical Thinking and Learning in the 21st Century Gifted Classroom, Atlanta School District, Atlanta Georgia.

Dailey, D. D., Cotabish, A. A., Miller, R. G., Buchanan, M. C. B. (Nov. 2015). *Teacher professional development in a children's engineering camp.* Paper Session presented at MSERA, Lafayette LA.

Dailey, D. D., Cotabish, A. A., Buchanan, M. C. B., Miller, R. G., Jackson, N. H. (Nov. 2015). *Engineering with a twist: Fairy tales, common core, and the next generation science standards.* Workshop presented at NAGC, Phoenix AZ.

Dailey, D. D., Cotabish, A. A., Jackson, N. H. (Apr. 2016). *Experiences in a summer engineering camp: Impact on students' knowledge of science content and engineering practices.* Roundtable presented at AERA, Washington DC.

Dailey, D. D., Cotabish, A. A., Jackson, N. H. (Nov. 2015). *STEMulate engineering academy: Impact on students' science and engineering knowledge.* Paper Session presented at MSERA, Lafayette, LA.

Dailey, D. D., R. A. (Apr. 2016). *Elementary teachers and their concerns about teaching science.* Roundtable presented at AERA, Washington DC.

Dailey, D. D. (Nov. 2015). *STEM education for high-ability learners: Designing and implementing programming.* presented at NAGC, NAGC, Phoenix, AZ.

Gallavan, N., Dailey, D. D., Wake, D. G. (Mar. 2016). *Classroom Assessments.* Workshop presented at Collegiate Middle Level Association (CMLA), Conway, AR.

Gallavan, N., Dailey, D. D., Wake, D. G., Thompson, A. D. (Feb. 2016). *Teaching and learning teacher self-efficacy through classroom assessments: Accountability to accreditation impacting colleagues, classrooms, and candidates.* Paper Session presented at Association of Teacher Educators (ATE), Chicago, IL.

Gallavan, N., Dailey, D. D., Wake, D. G. (Sept. 2015). *Teacher candidates' understanding and use classroom assessments enhancing their self-efficacy and advancing their professionalism.* Paper Session presented at Arkansas Association of Teacher Educators (ArATE), Conway, AR.

Gallavan, N. (Apr. 2016). *Facilitating instructional differentiation via focused teacher reflections about desired constructivisit practices and current realities.* Paper Session presented at American Educational Research Association (AERA), Washington, DC.

Gallavan, N. (Apr. 2016). *Publishing in Annual Editions: Multicultural Education.* Paper Session presented at American Educational Research Association (AERA), Washington, DC.

Gallavan, N. (Feb. 2016). *Accountabiity within the southeastern regional ATE states.* Panel presented at Association of Teacher Educators (ATE), Chicago, IL.

Gallavan, N., Webster Smith, A., Petty, B.*, Mercado, S.*. (Feb. 2016). *Developing authentic leadership to establish a comprehensive sense of place in today's classrooms.* Paper Session presented at Association of Teacher Educators (ATE), Chicago, IL.

Gallavan, N. (Feb. 2016). *Facilitating instructional differentiation via focused teacher reflections about desired constructivist practices and current realities.* Paper Session presented at Association of Teacher Educators (ATE), Chicago, IL.

Gallavan, N. (Feb. 2016). *How does ATE work, how can I become involved, how can it help me succeed.* Panel presented at Association of Teacher Educators (ATE), Chicago, IL.

Gallavan, N. (Feb. 2016). *Making connections, considering professional accountability, and enhancing the discussion.* Paper Session presented at Association of Teacher Educators (ATE), Chicago, IL.

Gallavan, N., Huffman, S. P. (Feb. 2016). *Taking academic selfies: Realizing the presence and power of defining moments in our lives.* Paper Session presented at Association of Teacher Educators (ATE), Chicago, IL.

Gallavan, N. (Feb. 2016). *Teacher educators' experiences in context with classroom assessments.* Paper Session presented at Association of Teacher Educators (ATE), Chicago, IL.

Gallavan, N. (Feb. 2016). *Teacher self-efficacy: Concepts and case studies to guide teacher candidates.* Paper Session presented at Association of Teacher Educators (ATE), Chicago, IL.

Gallavan, N. (Feb. 2016). *Yearbook XXIV - Section 1.* Paper Session presented at Association of Teacher Educators (ATE), Chicago, IL.

Gallavan, N. (Feb. 2016). *Yearbook XXIV - Section 2.* Paper Session presented at Association of Teacher Educators (ATE), Chicago, IL.

Gallavan, N. (Feb. 2016). *Yearbook XXIV - Section 3.* Paper Session presented at Association of Teacher Educators (ATE), Chicago, IL.

Gallavan, N. (Feb. 2016). *Yearbook XXIV - Section 4.* Paper Session presented at Association of Teacher Educators (ATE), Chicago, IL.

Gallavan, N. (Sept. 2015). *Establishing a writing agenda for publication and professionalism.* Paper Session presented at Arkansas Association of Teacher Educators (ArATE), Conway, AR.

Gallavan, N. (Aug. 2015). *Accountability within the Southeastern Regional ATE (SRATE).* presented at Association of Teacher Educators, Minneapolis, MN.

Gallavan, N. (Aug. 2015). *Connecting Teacher Self-efficacy with Performance and Accountability.* presented at Association of Teacher Educators, Minneapolis, MN.

Gallavan, N. (Aug. 2015). *Making Connections and Enhancing Discussions Accounting for Classroom Teachers as Teacher Educators.* presented at Association of Teacher Educators, Minneapolis, MN.

Gallavan, N. (Aug. 2015). *Reconciling the Sources and Benefits of Self-Efficacy with Teacher Candidates.* Paper Session presented at Association of Teacher Educators, Minneapolis, MN.

Hu, H., Oslick, M. E., Wake, D. G. (Apr. 2016). *Web 2.0 Technologies as Engagement Tools for Teaching Diverse Struggling Readers.* Roundtable presented at American Educational Research Association (AERA) International Conference., Washington, DC.

Jackson, N. H., Styles-Foster, S. L., Landor, J. (Feb. 2016). *Moving Out of the Shallow End: Preparing Culturally Responsive Teachers.* Panel presented at Association of Teacher Educators, ATE, Chicago, IL.

Jackson, N. H., Styles-Foster, S. L. (Nov. 2015). *Differentiation for All! Planning Culturally Responsive Lessons.* Workshop presented at Arkansas Curriculum Conference, Little Rock, AR.

Johnsen, S., Adams, C., Cotabish, A. A., Dailey, D. D., Jolly, J., Robinson, A., VanTassel-Baska, J. (Nov. 2015). *Using the National Gifted Education Standards for Teacher Preparation.* Panel presented at NAGC, Phoenix AZ.

Keyes, D., Chitty, J., Greene, C., Kelly, R., Styles-Foster, S. L., Whittingham, J. L. (Nov. 2015). *State Affiliate Inquiry Teams and Building Capacity on the Literacy In Learning Exchange.* Panel presented at National Council of Teachers of English, Minneapolis. MN.

Miller, R. G., Grubbs, J., Landrum, M. (Apr. 2016). *Integrating the arts with the Arkansas A+ Model.* Workshop presented at A National Arts-in-Education Conference, Miami, FL.

Miller, R. G., Wake, D. G., Whittingham, J. L., , (Apr. 2016). *Program evaluation of A+ Schools Model: Year 1 Results.* Paper Session presented at Annual Meeting of the American Educational Research Association, Washington, DC.

Miller, R. G., Wake, D. G., Whittingham, J. L., (Apr. 2016). *The content and construct development of the PACT Survey.* Roundtable presented at Annual Meeting of the American Educational Research Association, Washington, DC.

Mills, M. S. (Mar. 2016). *Use of a Customized Multi-touch Digital Textbook in a Teacher Education Course.* Paper Session presented at Society for Information Technology and Teacher Education, AACE, Savannah, GA.

Mills, M. S., Trumble, J. F. (Mar. 2016). *Use of Visualization and Animation in an eLearning Presentation.* Paper Session presented at Society for Information Technology and Teacher Education, Association for the Advancement of Computing in Education, Savannah, GA.

Mills, M. S. (Mar. 2016). *Social Media-Based Professional Development for Teachers of BYOD Classrooms.* Paper Session presented at Society for Information Technology and Teacher Education, AACE, Savannah, GA.

Mills, M. S. (Nov. 2015). *Google+ or Google Classroom: Which is the Best as an LMS?* Workshop presented at Google Apps for Education Summit, Conway, AR.

Mills, M. S. (Nov. 2015). *Using Google Forms to Streamline Your Classroom and Increase Engagement.* Workshop presented at Google Apps for Education Summit, Conway, AR.

Oslick, M. E., Benson, T. R., Styles-Foster, S. L. (Feb. 2016). *A Place for All Learners in Literature Units.* Panel presented at Association of Teacher Educators, ATE, Chicago, IL.

Phelps, P. H. (June 2016). *Leadership Lessons for Faculty Developers.* presented at Teaching Professor Conference, Washington, D.C.

Smith, S., Trumble, J. F., Grant, C. (Mar. 2016). *3D Digitization in the Classroom: Leveraging 3D Models, No 3D Printer Required.* Roundtable presented at Society for Information Technology in Teacher Education, Association for the Advancement of Computing in Education, Savannah, GA.

Spitzer, M. S., Vanderslice, S. M., Whittingham, J. L. (Oct. 2015). *Incorporating Research in Creative Writing.* Panel presented at Creative Writing & Innovative Pedagogies Conference, University of Central Missouri, Warrensburg, MO.

Styles-Foster, S. L., Chitty, J. (Nov. 2015). *Engaging the Reluctant Readers and Writers of the Classroom.* Workshop presented at Arkansas Curriculum Conference, Little Rock, Arkansas.

Sunny, W., Trumble, J. F., Ray, B., Schwarz, G. (Oct. 2015). *Building a better teacher?: Is there a formula?* Roundtable presented at American Association for Teaching and Curriculum Annual Meeting, American Association for Teaching and Curriculum, Portland, ME.

Thompson, A. D., Voegele, C. M. (June 2016). *Moving on Up! To the Online! We finally got a piece of the pie!* Seminar presented at Hot Springs Technology Institute, HSTI, Hot Springs.

Thompson, A. D. (Nov. 2015). *You + Me = NBCT.* Seminar presented at Arkansas Reading Association, Little Rock.

Thompson, A. D., Tribble, D.*, Argue, S.*. (Nov. 2015). *Winds of Change: An Organizational Ethnography.* Paper Session presented at Mid-South Educational Research Association, Lafayette, Louisiana.

Thompson, A. D. (Nov. 2015). *Preparing Urban Educators: A Case Study of Alternative Licensure.* Paper Session presented at Mid-South Educational Research Association Conference, Lafayette, Louisiana.

Trumble, J. F., Mills, M. S. (Feb. 2016). *Teaching with Technology: Apps, Software, and Social Media Explored for the Urban Literacy Classroom.* Panel presented at Association of Teacher Educators Annual Conference 2016, Association of Teacher Educators, Chicago, IL.

Trumble, J. F., Cotabish, A. A., Dailey, D. D. (Nov. 2015). *Nontraditional Teacher Candidates' Perceptions and Utilization of Educational Research Methodology.* Paper Session presented at Annual Meeting of the Mid-South Education Research Association, Mid-South Education Research Association, Lafayette, LA.

Trumble, J. F., Dailey, D. D., Cotabish, A. A. (Oct. 2015). *Examining the elephant in the room: Teacher candidates' receptions and utilization of educational research methodology.* Paper Session presented at MSERA, Lafayette LA.

Trumble, J. F. (Nov. 2016). *The Effects of 3D Digital Design on Elementary Students' Spatial Visualization Skills.* Paper Session presented at Mid South Education Research Association Annual Meeting, MSERA, Mobile, AL.

Trumble, J. F. (Oct. 2016). *The Ultimate Middle Level Teacher Education Program: Developing the Whole Teacher.* Roundtable presented at Association for Middle Level Education Annual Conference, AMLE, Austin, TX.

Trumble, J. F. (Mar. 2016). *Internships and TPACK: The impact of student teaching on novice teachers' self-perceived TPACK.* Poster Session presented at Society for Information

Technology in Teacher Education, Association for the Advancement of Computing in Education, Savannah, GA.

Trumble, J. F., Smith, S. (Mar. 2016). *3D Digital Fabrication & Design: Discovering burgeoning technology and Finding a research path.* Roundtable presented at Society for Information Technology and Teacher Education, Association for the Advancement of Computing in Education, Savannah, GA.

Trumble, J. F., Nesmith, S. (Feb. 2016). *Assessing the internship and its contribution to teaching in the 21st century: A case study of a successful intern.* Paper Session presented at Association of Teacher Educators Annual Conference, ATE, Chicago, IL.

Trumble, J. F. (Oct. 2015). *If you give the class tablets will the teaching change.* Paper Session presented at American Association of Teaching and Curriculum Annual Meeting, Portland, ME.

Vanderslice, S. M., Herring, J. R., Whittingham, J. L., Miller, R. G. (Nov. 2015). *Breathing Life into Narrative Backstory.* Workshop presented at National Council of Teachers of English Annual Conference, National Council of Teachers of English, Minneapolis, MN.

Wake, D. G., Dailey, D. D., Cotabish, A. A., Benson, T. R. (Apr. 2016). *The impact of virtual coaching and on-demand corrective feedback on teacher candidates' clinical experiences.* Paper Session presented at AERA, Washington DC.

Wake, D. G., Cotabish, A. A., Benson, T. R., Thompson, A. D. (Mar. 2016). *Innovation through Bug-in-the-Ear Supervision: The Effects of Virtual Coaching on Teacher Candidates' Instructional Development.* Paper Session presented at Society of Information Technology and Teacher Education (SITE), AACE, Savannah, GA.

Wake, D. G., Cotabish, A. A., Benson, T. R., Dailey, D. D. (Feb. 2016). *Meeting the Demands of Professional Practice: Innovation through Bug-In-the-Ear Supervision.* Paper Session presented at Conference of the American Association of Colleges of Teacher Education, AACTE, Las Vegas, NV.

Wake, D. G., Benson, T. R., Cotabish, A. A. (Feb. 2016). *Meeting the demands of professional practice: Innovation through bug-in-the-ear supervision.* Paper Session presented at American Association of Colleges for Teacher Education (AACTE) annual meeting, American Association of Colleges for Teacher Education (AACTE), Las Vegas, NV.

Wake, D. G., Herring, J. R. (Nov. 2015). *LitCamp – EdCamp for ELA.* Workshop presented at Arkansas Curriculum Conference, Little Rock, AR.

Wake, D. G., Herring, J. R. (Nov. 2015). *Teacher Advocacy through Blogging.* Workshop presented at Arkansas Curriculum Conference, Little Rock, AR.

Wake, D. G. (Feb. 2016). *Meeting the demands of professional practice through data transparency and accountability.* Paper Session presented at American Association of Colleges for Teacher Education (AACTE) annual meeting, American Association of Colleges for Teacher Education (AACTE), Las Vegas, NV.

Wake, D. G. (Feb. 2016). *Promoting progressive approaches in teacher education: Advocating constructive and critical pedagogy models.* Paper Session presented at Association of Teacher Educators Annual Conference, Association of Teacher Educators, Chicago, IL.

Whittingham, J. L., Miller, R. G., Vanderslice, S. M., Herring, J. R., Dibble, A. (Nov. 2015). *Character and Detail Development Using Pinterest.* Workshop presented at Arkansas Curriculum Conference, Little Rock, AR.

Whittingham, J. L., Rickman, W. A. (Apr. 2016). *A study of the attitudes of pre-service school librarians toward the stonewall award.* Paper Session presented at Annual Meeting of the American Educational Research Association, Washington, DC.

Whittingham, J. L., Rickman, W. A. (Nov. 2015). *The Stonewall Award: A Study of the Attitudes of Pre-Service Librarians.* Seminar presented at National Council of Teachers of English Annual Conference, National Council of Teachers of English, Minneapolis, MN.

Whittingham, J. L., Rickman, W. A. (Nov. 2015). *The Attitudes of Pre-Service Librarians Towards the Stonewall Award.* Poster Session presented at National Council of Teachers of English Annual Conference, National Council of Teachers of English, Minneapolis, MN.

Whittingham, J. L. (Nov. 2015). *Booktalking the Best.* Workshop presented at Arkansas Curriculum Conference, Little Rock, AR.

Williams, S. D., Thompson, A. D. (Mar. 2016). *Lessons Learned from the Partnership for Transition to Teaching.* Roundtable presented at National Association for Alternative Certification, New Orleans, Louisiana.

B. Non-Peer Reviewed

G. (Sept. 2015). *Using Plickers for Formative Assessment.* presented at EdCamp Arkansas, University of Central Arkansas, Conway, AR.

Adams, C., Cotabish, A. A., Dailey, D. D. (Nov. 2015). *Pre-Convention Workshop: Practical and effective strategies, solutions, and resources for the classroom.* Workshop presented at Annual Conference of the National Association for Gifted Children, National Association for Gifted Children, Pheonix, Arizona.

Alumbaugh, A. D., Barrington, D. J. (Oct. 2015). *What is the Specific in Specific Learning Disabilities.* Seminar presented at AR- CEC conference, AR-CEC, Little Rock, Arkansas.

Benson, T. R., Alumbaugh, A. D. (Sept. 2015). *Unlocking Dyslexia: Reading is the Key to School Success!* Workshop presented at Lunch and Learn, UCA Center for Teaching Excellence, UCA.

Benson, T. R. (Apr. 2016). *7 Habits of Highly Effective Teachers and Kids!* Colloquium presented at Child Care Annual Conference, Child Care Aware of Arkansas, UCA, Conway, AR.

Benson, T. R. (Jan. 2016). *S'More Strategies for Struggling Students.* Workshop presented at MAT S'more Professional Development, Graduate Program UCA, UCA, Conway, AR.

Buchanan, M. C. B. (Apr. 2016). *Middle Level Share-a-Thon.* Roundtable presented at National Science Teacher's Association National Convention, Nashville, TN.

Buchanan, M. C. B. (Panelist). (Apr. 2016). *STEM Opportunities for Gifted Learners.* Panel presented at Council of Exceptional Children Convention, St. Louis, Missouri.

Cain, D. D., Alumbaugh, A. D. (Oct. 2015). *Dyslexia: Vowel Book   Make and take.* Workshop presented at Arkansas Federation of the Council for Exceptional Children, CEC, Little Rock.

Cain, D. D., Benson, T. R. (Nov. 2015). *Digital Dyslexia.* Seminar presented at Arkansas Curriculm Conference, ACC, little rock.

Cain, D. D., Benson, T. R., (Oct. 2015). *Digital Dyslexia.* Workshop presented at Arkansas Federation of the Council for Exceptional Children, CEC, Little Rock.

Cawein, M. J. (Jan. 2016). *Women's Education Research.* Seminar presented at Ge. Wm Lewis DAR Monthly meeting, DAR, Morrilton, AR.

Cotabish, A. A., Dailey, D. D. (Mar. 2016). *Using the NACG Pre-K-Grade 12 Programming Standards Self-Study Checklist for Teachers of the Gifted and Program Coordinators.* Other presented at Webinar on Wednesdays, National Association for Gifted Children, Virtual.

Cotabish, A. A. (Nov. 2015). *Differentiating the Next Generation Science Standards.* Colloquium presented at Gifted and Talented Education Conference, Rutgers University, New Jersey.

Cotabish, A. A. (Nov. 2015). *Problem- and Project-based Learning for High Ability Learners.* Colloquium presented at Gifted and Talented Education Conference, Rutgers University, New Jersey.

Cotabish, A. A. (Nov. 2015). *Using the NACG Pre-K-Grade 12 Programming Standards Self-Study Checklist for Teachers of the Gifted and Program Coordinators.* Other, Rutgers University, Virtual.

Cotabish, A. A. (Oct. 2015). *A Problem-based Approach for the Next Generation Science Standards.* presented at New Mexico Association for the Gifted State Conference, New Mexico Association for the Gifted, Albuquerque, NM.

Dailey, D. D. (2016). *Engaging Learners in Mathematics.* Workshop presented at Algebra-Connecting Concepts, UCA STEM Institute, UCA.

Dailey, D. D. (2016). *Increasing opportunities for innovation and creativity: Engaging advanced learners in STEM.* Workshop presented at College of William and Mary Center for Gifted Education Annual Professional Institute, College of William and Mary Center for Gifted Education, Williamsburg, VA.

Dailey, D. D. (Aug. 2015). *PBL in the Gifted Classroom.* Workshop presented at Bentonville School District Gifted Teachers, Bentonville School District, Bentonville, AR.

Frederickson, C. K., Alumbaugh, A. D., Martin, J. H., Bunn, G. O., Bland, M. W., Yarberry, F. M., Mason, A. J. (Oct. 2015). *The UCA Noyce Program Two Programs in One.* Poster Session presented at Midwest Regional Robert Noyce Connections Integrating STEM: Grounding STEM Learning for All, Midwest Regional Robert Noyce Connections, Omaha, NE.

Frederickson, C. K., Alumbaugh, A. D., Martin, J. H., Bunn, G. O., Bland, M. W., Yarberry, F. M., Mason, A. J. (Oct. 2015). *LA's in the UCA Noyce Program.* Poster Session presented at 2015 Colorado Learning Assistant Workshop, Learning Assistant Alliance, University of Colorado, Boulder, CO.

Gallavan, N., Dailey, D. D., Wake, D. G. (Jan. 2016). *Classroom Assessments.* Workshop presented at UCA MAT Professional Development, Conway, AR.

Gallavan, N. (Apr. 2016). *T.E.A.C.H. Workshop.* Workshop presented at American Educational Research Association (AERA), Washington, DC.

Gallavan, N., Webster Smith, A. (Feb. 2016). *Barnga.* Workshop presented at Second Annual Students of Success Symposium: Diverity, Dyslexia, and Differentiation, University of Central Arkansas, Conway, AR.

Gallavan, N., Polka, W., Lefever-Davis, S., Peace, T., Pearman, C., Wallace, J., Young, B. (Aug. 2015). *Facilitating Instructional Differentiation via Focused Teacher reflections about Desired Constructivist Practices and Current Realities.* presented at Association of Teacher Educators, Minneapolis, MN.

Hendrix, T. J. (Nov. 2015). *"Seriously, I Have to Teach Them to Read?".* Workshop presented at Arkansas Curriculum Conference 2015, Various State Organization, Little Rock, Arkansas.

Hogan, C. A., Dyson, A. T., Styles-Foster, S. L. (Feb. 2016). *Understanding Poverty: Looking at the Resources of Our Students.* Symposium presented at Diversity, Dyslexia and Differentiation 2nd Annual Students of Success Symposium, P3T, Brewer-Hegeman Conference Center.

Hogan, C. A., Styles-Foster, S. L., Dyson, A. T., (Jan. 2016). *Ruby Payne Training.* Workshop presented at S'More Professional Development - Internship II, UCA, Mashburn 234.

Hogan, C. A. (Panelist). (Sept. 2015). *Teaching Strategies for Challenging Students - Behavioral Needs Panel.* Symposium presented at Students of Success Classroom Management Symposium, University of Central Arkansas Partnership for Transition to Teaching, Brewer Hegeman Conference Center, University of Central Arkansas.

Hogan, C. A. (Aug. 2015). Other presented at MAT Orientation, UCA, Mashburn 103.

Hogan, C. A., Styles-Foster, S. L. (Aug. 2015). *Ruby Payne Training.* Workshop presented at Internship Professional Development, UCA College of Education, Mashburn 103.

Jackson, N. H., Dyson, A. T., Hendrix, T. J. (Jan. 2016). *Classroom Management Ed-Camp.* Other presented at MAT S'More Student Success Professional Development Day, University of Central Arkansas.

Jackson, N. H., Hendrix, T. J., Trumble, J. F. (Feb. 2016). *Stop Trying to be Cool: Integration versus Addition of Social Media.* Workshop presented at Association of Teacher Educators, Chicago, IL.

Jackson, N. H., Styles-Foster, S. L. (June 2016). *Engaging Assessment: Formative, Fast, Fun, Free!* Seminar presented at Hot Springs Technology Institute (HSTI), Hot Springs, AR.

Jackson, N. H., Miller, R. G. (Feb. 2016). *Designing Culturally Responsive Lessons.* Workshop presented at Arkansas for the Gifted and Talented Education, Hot Springs, AR.

Jackson, N. H., Nettles, T. (Nov. 2015). *KISS: Old Method, New Approach to Instructional Content.* Workshop presented at Schools Without Walls, Hot Springs, AR.

Jackson, N. (June 2016). *Reading with a Purpose: Rev Up Content Area Reading with Technology!* Workshop presented at Hot Springs Technology Institute, Hot Springs, Ar.

Miller, R. G., Cotabish, A. A., Dailey, D. D., (Feb. 2016). *Picking up STEAM: Integrating the arts into STEM-focused gifted programming.* Paper Session presented at The Association of Teacher Educators 2016 Annual Meeting, Chicago, IL.

Miller, R. G. (Nov. 2015). *Schools in 2021: Removing test-driven classrooms.* Panel presented at Mid-south Educational Research Association Annual Meeting, Lafayette, LA.

Mills, M. S. (Oct. 2015). *iBooks Author Goes to College.* Seminar presented at iBooks Author Conference, Nashville, TN.

Mills, M. S. (2015). *A hero's journey toward transformative learning.* Seminar presented at Arkansas Business Education Association Annual Conference, Arkansas Business Education Association, Hot Springs, AR.

Mills, M. S. (Nov. 2015). *App-tivities using the iPad.* Workshop presented at Schools without Walls, ARKSTE, Hot Springs, AR.

Mills, M. S. (Nov. 2015). *Using Google Forms to Streamline Your Classroom and Increase Engagement.* Workshop presented at Schools without Walls, ARKSTE, Hot Springs, AR.

Nettles, T., Jackson, N. H. (Nov. 2015). *Enhancing Your Blackboard Course: Turning Lemons into Lemonade.* Workshop presented at Schools Without Walls, Hot Springs, AR.

Thompson, A. D. (June 2016). *Field Experience and Professionalism.* Seminar presented at MAT New Student Orientation, University of Central Arkansas.

Thompson, A. D. (June 2016). *Introduction to the MAT program, PRAXIS, and licensure.* Panel presented at MAT New Student Orientation, University of Central Arkansas.

Thompson, A. D. (Jan. 2016). *National Board Certification: Debunking the Myths.* Seminar presented at Atkins Public Schools Professional Development Day, Atkins, Arkansas.

Thompson, A. D. (Jan. 2016). *Field Experience and Professionalism.* Seminar presented at MAT New Student Orientation, University of Central Arkansas.

Thompson, A. D. (Jan. 2016). *Introduction to the MAT program, PRAXIS, and licensure.* Seminar presented at MAT New Student Orientation, University of Central Arkansas.

Thompson, A. D. (Aug. 2015). *Field Experience and Professionalism.* Seminar presented at MAT New Student Orientation, University of Central Arkansas.

Thompson, A. D. (Aug. 2015). *Introduction to the MAT program, PRAXIS, and licensure.* Seminar presented at MAT New Student Orientation, University of Central Arkansas.

Thompson, A. D. (Nov. 2015). *Boots on the Ground: Reading Assessment and Intervention Field Experiences in UCA's Reading Success Center.* Paper Session presented at Arkansas Reading Association, Little Rock.

Trumble, J. F., Buchanan, M. C. B., Montgomery, S.*. (June 2016). *Augmented Reality Connecting to the Reality of the Classroom.* Workshop presented at Hot Springs Technology Institute (HSTI), Hot Springs, AR.

Trumble, J. F., Buchanan, M. C. B. (June 2016). *Intro to Augmented Reality: Before the Nuts and Bolts.* Workshop presented at Hot Springs Technology Institute (HSTI), Hot Springs, AR.

Trumble, J. F. (Nov. 2015). *Digital age drawings: Learning Google Drawings.* Workshop presented at Schools Without Walls, Hot Springs, AR.

Trumble, J. F. (Oct. 2015). *Makerspace - Let's Play.* Other presented at edCamp Arkansas, Conway, AR.

Trumble, T., Trumble, J. F. (June 2016). *Tinkering with Forms: The many uses of Google Forms for Teachers.* Workshop presented at Hot Springs Technology Instititute, Hot Springs, AR.

Trumble, T., Trumble, J. F. (June 2016). *Tinkering with Forms: The Many Uses of Google Forms for Teachers.* Workshop presented at Hot Springs Technology Institute (HSTI), Hot Springs, AR.

Voegele, C. M. (Jan. 2016). *Professionalism in the Public Schools.* Workshop presented at Field Courses UCA, UCA.

Voegele, C. M. (Jan. 2016). *Professionalism in the Public Schools.* Workshop presented at Internship II Seminar UCA, UCA.

Voegele, C. M. (Aug. 2015). *Professionalism in the Public Schools.* Workshop presented at Field Courses UCA, UCA.

Voegele, C. M. (Aug. 2015). *Professionalism in the Public Schools.* Workshop presented at Internship II Seminar UCA, UCA.

Voegele, C. M. (Aug. 2015). *Reading Strategies for Content Area Teachers.* Workshop presented at Conway Public Schools, Conway Public Schools, CSMS, Conway AR.

Voegele, C. M. (Feb. 2016). *Dyslexia Overview.* Workshop presented at Association of Teacher Educators, Association of Teacher Educators, Chicago, IL.

Wake, D. G., Miller, R. G., Whittingham, J. L. (Oct. 2015). *Program Evaluation of A+ Schools Model: Year 1 Focus Group.* Workshop, A+ Initiative Principal Advocate Group, Bentonville, AR.

Wake, D. G., Styles-Foster, S. L. (Apr. 2016). *#blacklivesmatter.* Seminar presented at UCA COE Professional Development Series, UCA COE, Conway, AR.

Wake, D. G. (Feb. 2016). *CAEP Working Group Update.* presented at College of Education Deans Monthly Meeting, Harding Center, North Little Rock, AR.

Wake, D. G., Bunn, G. O. (Aug. 2015). *Benefits and Techniques of Effective Questioning.* Workshop presented at Mayflower High School Opening Workshop, Mayflower School District, Mayflower AR.

Wake, D. G., Cotabish, A. A., Benson, T. R., (Mar. 2016). *Innovation Through Bug-In-The-Ear Supervision: The Effects of Virtual Coaching on Teacher Candidates' Instructional Development.* Paper Session presented at Annual Meeting of the Society for Information Technology and Teacher Education, SITE, Savannah, Georgia.

Wake, D. G. (Sept. 2015). *Unit Plan and Impact on Student Learning.* presented at ELSE Preservice Teacher Workshop, Department of Elementary, Literacy, and Special Education, Conway, AR.

Wake, D. G. (Aug. 2015). *Dispositions and Time Expectations.* presented at MAT Fall Program Orientation, Department of Teaching and Learning, Conway, AR.

Ward, S. (Aug. 2015). *Classroom Management Basics.* Workshop presented at Professional Development Workshop, Ozark School District.

Ward, S. (2015). *Learning Theories.* Workshop presented at Teach Arkansas Non-Traditional Licensure Program, Arkansas Department of Education, UCA.

Whittingham, J. L., Vanderslice, S. M., Herring, J. R., Miller, R. G. (Sept. 2015). *Character Development: A Study of the Use of Pinterest in the Middle School English Classroom.* Workshop presented at Arkansas Association of Teacher Educators Fall Conference, Arkansas Association of Teacher Educators, Conway, AR.

APPENDIX D: PROFESSIONAL DEVELOPMENT AND RECOGNITION

Number of Faculty Development Activities Attended

Type of Activity	No.
Conference	37
Continuing Education Program	7
Course Towards a Degree	10
Faculty Fellowship	1
Self-Study Program	1
Seminar	13
Tutorial	10
Workshop	39
Other	18
Unknown	2
Total	**138**

List of Awards and Honors

Cotabish, Alicia Ann AERA TACTL SIG, American Education Research Association, National. (April 2016).

Gallavan, Nancy ATE Distinguished Member, Association of Teacher Educators, National. (February 15, 2016).

Cawein, Mara Jane Achieving Chapter Excellence Award, Kappa Delta Pi, International. (October 22, 2015).

Alumbaugh, Audra D Distinguished Teacher in General Education, Arkansas Federation of the Council for Exceptional Children.

Thompson, Amy Danielle Mid-South Educational Research Association Research in Progress Award Recipient, MSERA, Regional. (November 5, 2015).

Cotabish, Alicia Ann National Association for Gifted Children Early Scholar Award, National Association for Gifted Children, National. (November 2015).

Gallavan, Nancy SRATE Innovation in Teacher Education, Southeastern Regional Association of Teacher Educators (SRATE), Regional. (October 2015).

Gallavan, Nancy UCA COE Faculty Award for Research-nominee, University of Central Arkansas College of Education, College. (April 2016).

Gallavan, Nancy UCA COE Faculty Award for Service-nominee, University of Central Arkansas College of Education, College. (April 2016).

Gallavan, Nancy UCA COE Faculty Award for Teaching-recipient, University of Central Arkansas College of Education, College. (April 2016).

Gallavan, Nancy UCA Diversity/Inclusive Excellence Award-nominee, University of Central Arkansas, University. (April 2016).

APPENDIX E: SERVICE AND COMMUNITY ENGAGEMENT

Number of Activities with External Partners

Type of Activity	No.
Recruitment	1
Other	2
Total	3

Number of University Service Activities

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Department	13	43	56
College	12	49	61
University	1	39	40
Total	64	131	195

    * Includes Committee Chair, Event Coordinator, Parliamentarian, Program Director, President, Vice-President, Secretary, Session Chair, and Workshop Organizer

Number of Student Activities in which Faculty Participated

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Unknown	0	56	56
Total	0	56	56

    * Includes Advisor, Chair, Co-Chair, Coordinator/Organizer, Leader, Mentor, Moderator, and Sponsor

Number of Professional Activities by Scope of Organization

Position/Role	Local	State	Regional	National	International	Total
Chair/Co-Chair/Leader	3	5	0	3	1	12
Coordinator/Organizer	0	2	0	0	0	2
Editor	0	2	0	5	1	8
Member	1	7	0	9	8	25
Officer (Not President)	0	3	0	0	0	3
Reviewer	0	2	0	11	14	27
Other	2	12	3	7	2	26
Total	6	33	3	35	26	103

Number of Public Service Activities by Scope of Organization

Position/Role	Local	State	Regional	National	International	Total
Board Member/Trustee	0	1	0	0	0	1
Chair	0	1	0	0	0	1
Coordinator/Organizer	5	1	0	0	0	6
Guest Speaker	2	1	0	0	0	3
Judge	0	1	0	0	0	1
Member	0	0	0	0	0	0
Other	7	0	0	0	0	7
Total	6	33	3	35	26	103