**Department of
Teaching & Learning**

Annual Report
July 1, 2013 - June 30, 2014
Dr. Tammy Benson, Department Chair

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 2014 Goals**

Goal 1: Implement high quality graduate and undergraduate instruction, especially in areas of technology, assessment, accountability, ELL, and cultural awareness.

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

1a. Enhance technology modeling of instruction in all classes.   Improve teaching strategies and effectiveness in both face to face and online instruction.

Expected Results: Student evaluations on all courses will show an increase in teacher effectiveness and in return rates.   Increased modeling of technology, diversity, assessment, and ELL assignments will be documented.

Actual Results: Increased student evaluations of teaching effectiveness for faculty and better response rates - see SmartEvals; More technology is modeled in the classroom; set of IPads used by students in classrooms for instruction; assessment and ELL assignments revised throughout programs; Two new courses added to the program because of a weakness evident in student outcomes; Moved old TPOA to TESS evaluation unit in line with the Department of Education's standards and expectations; Student Recognition and Awards as Teachers: Middle Level and MAT piloted TESS evaluation throughout programs; Piloted (Mills) Google Plus Learning Management System;
Faculty showcased "terrific tips" for teaching as part of each faculty meeting; ; Dyslexia and Disciplinary Literacy modules added to all programs.   Praxis scores increased for licensure.

Status: Completed

Supporting Program Statistics

Links to Supporting Documents

Goal 2: Recruit and retain high quality and diverse students for all programs, strengthening the quantity and quality of all three programs: middle/secondary, ASTL and MAT.

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
Goal 6: Promote Diversity in All Areas

Action Plans

2a. Update recruiting materials, attend events to recruit and market our programs, continue checkpoints in programs for successful assessment of knowledge, skills and dispositions.

Expected Results: Increased enrollment in all programs; Increased Praxis II: content and pedagogy in all programs; More students successful getting jobs and making an impact in classrooms.

Actual Results: Disposition checkpoints throughout the programs have been clearly identified and implemented; Enrollments are up in all programs, especially the graduate programs; Praxis II scores increase; Increased enrollment; Added new tracks to ASTL—Reading, Generalist, and G/T; Lighthouse Beacons implemented activities to target diverse candidates and increase retention rates, including reception, Beacon Bites, booth preceding finals week; Tracked student success rate of getting jobs – 91 MAT students currently on provisional licenses;

Status: Completed

Supporting Program Statistics

BSE-Middle Level Education	Enrolled
Fall On-Schedule 2013	32

MAT-Teaching	Enrolled
Fall On-Schedule 2013	317

MSE-Advanced Studies in Teacher Leadership	Enrolled
Fall On-Schedule 2013	22

BSE-Middle Level Education	Degrees Awarded
2013-2014	13
Total	13

MAT-Teaching	Degrees Awarded
2013-2014	94
Total	94

MSE-Advanced Studies in Teacher	Degrees Awarded

Leadership	
2013-2014	6
Total	6

Teaching & Learning SSCH

Fiscal Year	HS Concurrent	Undergraduate	Graduate	Total
2013-2014	0	3,648	5,685	9,333

Links to Supporting Documents
ADE Praxis Report-1.pdf
UCA Praxis 5 year trend-1.xlsx

Goal 3: Provide service to the surrounding communities by building partnerships with field experiences that emphasize helping the 'at-risk' student.

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
Goal 6: Promote Diversity in All Areas

Action Plans

3a. Build new partnerships with public schools who need help meeting the needs of diverse students; strengthen current partnerships (Soaring Wings tutoring field experiences, Little Rock Prep). Add tutoring field experiences that target at-risk students to the MAT practicum class. Write grants to provide materials and in-service to help teachers and students in high need areas.

Expected Results: Stronger partnerships with public schools and community outreach groups that impact student's learning in a positive way. Stronger field experiences for UCA students resulting in higher PRAXIS 2/PLT scores.

Actual Results: Soaring Wings and tutoring experiences were implemented by T and L field experience students four days a week during the school year and in a three day summer camp for kids (MSIT 3310). Participated in Greenbrier Community Partnership Breakfast…gave out pencils to middle school students.
MAT and MSIT meetings were coordinated for internship and practicum requirements - handbooks revised for field experiences to be inclusive of both programs; MAT and middle level students attend middle level conference and ACC conference; Delivered backpacks to Theodore Jones School; Switched the MAT practicum course to TESS and included a lesson observation by the mentor teacher, increasing public school collaboration; All faculty in the department and supervising in the public schools, strengthening partnerships.

Status: Completed

Supporting Program Statistics

Links to Supporting Documents
 pdf REVISED 2014 Early Field Handbook Fall 2013-6 Revised Version-1.pdf
MAT Field Handbook-1.pdf
Internship I Orientation-1.ppt

Goal 4: Support research efforts of faculty through collaboration and team building.

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 4: Commit to Ongoing Improvement and Innovation in Facilities and Technology
Goal 5: Increase Engagement with External Partners

Action Plans

4a. Faculty meetings that emphasize research and publishing opportunities; establish weekly time to devote to research; Support faculty professional travel and presentations; Stronger collaborations with other departments, colleges and the public schools in research endeavors

Expected Results: Increased number of meaningful research and scholarly projects, resulting in grants, presentations, publications, and positive change in educational settings.

Actual Results: Increased money spent on professional travel for the department faculty to $53,201 accomplished through increased grant funding, summer incentive monies from enrollment growth, and frugality with the M and O budget so monies could be transferred to travel; Mentoring of new faculty by including them on professional presentations, inclusion on research projects and guidance through the grant writing process.
Creation of T and L department newsletters and a PowerPoint rolling slideshow for the TV which praises faculty accomplishments and motivates increased scholarly activity; Hosted a yearly all day department retreat where goals that include faculty scholarship and discussion of ways to improve scholarly pursuits, both individually and collectively. Productivity charts from DM show publishing of 5 books, 18 book chapters, 60 articles, 79 national presentations, 18 regional and 78 state and local presentations;
Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents
2014 fall t and l retreat-1.pptx

Goal 5: Improve advising and mentoring effectiveness for all students in all programs.

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
Goal 5: Increase Engagement with External Partners

Action Plans

5a. Brainstorm ways to improve advising and mentoring strategies with students, undergraduate and graduates; Establish whole group advising sessions for all students; Assign all faculty a balanced advising load for undergraduate middle level students; Conduct a research study on Bug in Ear and Skype technology to mentor student interns during their internship semester.

Expected Results: Students will be more accurately advised on classes and professional goals.   Retention and graduation rates in all programs will increase.

Actual Results: 6 New PCPs were created for middle level advising purposes with new program requirements

http://uca.edu/teaching/middlelevel/middle-level-degree-options/

MAT advising meetings implemented both fall and spring semester with PowerPoints and handouts; ASTL students moved to one advisor for consistency to improve retention; A new Graduate Assistant was hired to assist with the large number of MAT students' advising needs;

Status: Completed

Supporting Program Statistics

Links to Supporting Documents
MAT-Advising-Spring-2014-1.pptx

3. 2015 Goals

Goal 1: Implement high quality graduate and undergraduate instruction, especially in areas of technology, assessment, accountability, online teaching strategies, STEM, gifted and talented, ELL, and cultural awareness.

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

1a. Enhance technology modeling of instruction in all classes.   Improve teaching strategies and effectiveness in both face to face and online instruction

Resources: IDC resources; professional travel to instructional conferences; technology support

Responsible Person(s): Department Chair, Individual Faculty Members and Program Coordinators

Projected Completion Date: June 2015

Expected Results: Student evaluations on all courses will show an increase in teacher effectiveness.   Increased modeling of technology, diversity, assessment, and ELL assignments will be documented.

Supporting Program Statistics

Goal 2: Recruit high quality and diverse students for all programs, balanced with retention efforts that include higher admission standards and managed enrollment for our undergraduate and graduate programs.

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

2a. Update recruiting materials, attend events to recruit and market our programs, continue checkpoints in programs for successful assessment of knowledge, skills and dispositions. Raise admission standards for all programs.   Implement retention strategies for all students, targeting students of diversity.

Resources: marketing materials, professional travel funds, faculty commitment to high quality programs; graduate school (undergraduate council and graduate council).

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

Projected Completion Date: June 2015

Expected Results: Strong, managed enrollment in all programs; Increased Praxis II: content and pedagogy in all programs; More students successful getting jobs and making an impact in classrooms.   Better retention rates for all programs

Supporting Program Statistics

Goal 3: Support research and scholarship efforts of faculty through collaboration and team building.

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

Action Plans

3a. . Faculty meetings that emphasize research and publishing opportunities; establish weekly time to devote to research; Support faculty professional travel and presentations; Stronger collaborations with other departments, colleges and the public schools in research endeavors

>**Resources:** Professional travel funds; department chair support of time for research focus; IDC and other grant opportunities to enhance scholarship
>
>**Responsible Person(s):** Department Chair; Faculty in department and college
>
>**Projected Completion Date:** June 2015
>
>**Expected Results:** Increased number of meaningful research and scholarly projects, resulting in grants, presentations, publications, and positive change in educational settings.

>**Supporting Program Statistics**

Goal 4: Implement after school and summer enrichment programs that involve our teacher education students conducting meaningful field experiences that positively impact the learning of K-12 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
>>Goal 5: Increase Engagement with External Partners
>>Goal 6: Promote Diversity in All Areas

>**Action Plans**

4a. Build new partnerships with public schools who need help meeting the needs of diverse students; strengthen current partnerships (Soaring Wings tutoring field experiences, Little Rock Prep).   Add tutoring field experiences that target at-risk students to the MAT practicum class. Write grants to provide materials and in-service to help teachers and students in high need areas.

>**Resources:** Field experience coordination, IDC support, grants support
>
>**Responsible Person(s):** Field experience coordinators, Department Chair; T and   L faculty and students; Community Partners
>
>**Projected Completion Date:** June 2015
>
>**Expected Results:** Stronger partnerships with public schools and community outreach groups that impact student's learning in a positive way.   Stronger field experiences for UCA students resulting in higher PRAXIS 2/PLT scores.

>**Supporting Program Statistics**

Goal 5: Increase enrollments in the ASTL graduate program by refining the track opportunities and focusing on recruitment efforts.

> **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 5: Increase Engagement with External Partners

> **Action Plans**

> **5a.** Update and revise content strands in the ASTL program; Revise the marketing and recruiting materials; Increase recruiting activities for this program
>> **Resources:** Academic Outreach; ASTL advisory committee; Public School Partnerships and recruiting events;
>> **Responsible Person(s):** Department Chair; ASTL program coordinator; T and L faculty
>> **Projected Completion Date:** June 2015
>> **Expected Results:** Increased number of students enrolled in the ASTL program; Stronger separate track cohorts in the program

> **Supporting Program Statistics**

4. Five-year Goals

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

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

> **Projected Completion Date:** June 2015

Goal 2: 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 2016

Goal 3: Goal 3: Increase the very 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 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
>> Goal 5: Increase Engagement with External Partners

Projected Completion Date: June 2015

Goal 4: Goal 4: Strengthen partnerships with public schools and community outreach programs to positively impact the learning of at-risk 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
Goal 5: Increase Engagement with External Partners

Projected Completion Date: June 2016

Goal 5: 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
Goal 4: Commit to Ongoing Improvement and Innovation in Facilities and Technology

Projected Completion Date: June 2017

5. Challenges

With increasing student enrollments in all programs and the addition of several new faculty members, our challenge is to continue to provide the highest quality programs for students while maintaining reasonable class size and faculty loads.   Most faculty are supervising four interns as an overload in addition to teaching a full load.   The move to online graduate programs has increased the amount of grading for faculty in courses and required some re-tooling for instructional strategies that are effective in an online format.   Faculty have expressed interest in learning more about quality online instruction and investigating ways to build community and collaboration among the students since they have less face to face time to meet in groups.   Along with the growth of our programs and the department, we are in need of more office and classroom space.   We have outgrown our current surroundings and will have the challenge of deciding where new faculty will have office which may have to be outside our suite.   Although larger number of students and faculty are a positive sign of growth and strength, they also bring with them the need for more resources including more administrative assistance, space, travel monies, and M and O.

Another challenge for our department will be the change of leadership in the dean's position. Completing six years under a strong, effective leader has allowed our programs to grow, our faculty productivity to increase significantly, and a positive morale in the department.   With the recent announcement of our dean's retirement, faculty are concerned about the future of the college, the vision of our programs, and the educational leadership in our state and region.

6. Opportunities

Just as increased student enrollment, program growth and more faculty pose challenges, they also present opportunities.   Our department has a dynamic group of faculty that are highly productive both in the classroom and in areas of relevant educational research.   Opportunities for the next school year include:
- Implement highly effective programs with all curriculum changes required by Arkansas Department of Education and National accreditation bodies.

- Improve outreach programs to school age children in the community which would allow our teacher education students to impact student learning in the school through individualized tutoring and other learning programs.
- Become the best online instructors, including the latest research and techniques for online learning and building student online communities for our graduate programs.
- Continue research collaborations that result in some of the highest number of prestigious publications, professional presentations and grant opportunities.
- Provide leadership opportunities for our college and university through a unique faculty with excellent skills.
- Serve our students and community needs with professional student organizations, benefits and volunteer activities.

7. Summary

The past year has been an exciting year for the Teaching and Learning faculty.   The evidence will show that this may be the most highly productive faculty in any department in our college in many years.   All programs were revised and improved this past year and continue to sustain healthy enrollments in all classes.   All faculty are supervising in the public schools, increasing the strength of our partnerships with the community.   New faculty have been integrated into the group effectively, providing new ideas and generating lots of enthusiasm for our profession.   A positive morale seems to permeate the department during this time.   The future looks very bright for this department as this group is committed to making a positive impact on teacher education candidates and the K-12 population.

APPENDIX A: FACULTY PROFILE

Distribution of Full-Time Faculty by Rank

Rank	No.	%
Professor	3	14.29
Associate Professor	3	14.29
Assistant Professor	5	23.81
Senior Lecturer/Clinical Instructor/Lab Instructor	0	0.00
Lecturer/Clinical Instructor/Lab Instructor II	3	14.29
Lecturer/Clinical Instructor/Lab Instructor I	5	23.81
Instructor	0	0.00
Visiting Assistant Professor	2	9.52
Visiting Lecturer	0	0.00
Total	**21**	**100.00**

Distribution of Full-Time Faculty by Tenure Status

Tenure Status	No.	%
Tenured	5	23.81
Tenure-Track	5	23.81
Non-Tenure-Track	11	52.38
Total	**21**	**100.00**

Distribution of Full-Time Faculty by Graduate Faculty Status

Graduate Faculty	No.	%
Affiliated	1	4.76
Associate	5	23.81
Full	10	47.62
No	5	23.81
Total	**21**	**100.00**

List of New Full-Time Faculty

Dailey, Deborah D, Visiting Assistant Professor, Non-Tenure Track

Handcock, Shelley Yvonne, Visiting Assistant Professor, Non-Tenure Track

List of Administrative Assignments

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

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

Race/Ethnicity	Female	Male	Total	%
American Indian/Alaska Native	0	0	0	0.00
Asian	0	0	0	0.00
Black	3	0	4	14.29
Hispanic/Latino of Any Race	0	0	0	0.00
Native Hawaiian or Pacific Islander	0	0	0	0.00
Two or More Races	0	0	0	0.00
White	14	4	32	85.71
Unknown	0	0	0	0.00

Total	17	4	21	100.00
%	80.95	19.05	100.00	

APPENDIX B: INSTRUCTIONAL ACTIVITIES

SSCH by ADHE Term

Term	HS Concurrent	Undergraduate	Graduate	Total
Summer II On-Schedule 2013	0	20	462	482
Summer II Off-Schedule 2013	0	0	0	0
Fall On-Schedule 2013	0	2,040	2,190	4,230
Fall Off-Schedule 2013	0	0	0	0
Spring On-Schedule 2014	0	1,464	1,965	3,429
Spring Off-Schedule 2014	0	0	0	0
Summer I On-Schedule 2014	0	124	930	1,054
Summer I Off-Schedule 2014	0	0	138	138

Fiscal Year	HS Concurrent	Undergraduate	Graduate	Total
2009-2010	0	2,296	3,124	5,420
2010-2011	0	3,872	4,449	8,321
2011-2012	0	4,101	4,203	8,304
2012-2013	0	4,042	4,161	8,203
2013-2014	0	3,648	5,685	9,333

Academic Advising Loads

Term	Undergraduate	Graduate
Fall 2013	2	388
Spring 2014	2	185

Total Undergraduate Program Enrollment

Summer II On-Schedule 2013	**Enrolled**
BSE-Middle Level Education	5
Term Total	5

Fall On-Schedule 2013	**Enrolled**
BSE-Middle Level Education	32
Term Total	32

Spring On-Schedule 2014	**Enrolled**
BSE-Middle Level Education	38
Term Total	38

Summer I On-Schedule 2014	**Enrolled**
BSE-Middle Level Education	12

Term Total	12

BSE-Business and Marketing Technology	**Enrolled**
Fall On-Schedule 2011	2
Fall On-Schedule 2010	11
Fall On-Schedule 2009	11

BSE-Middle Level Education	**Enrolled**
Fall On-Schedule 2013	32
Fall On-Schedule 2012	37
Fall On-Schedule 2011	47
Fall On-Schedule 2010	90
Fall On-Schedule 2009	80

Total Graduate Program Enrollment

Summer II On-Schedule 2013	**Enrolled**
MAT-Teaching	121
MSE-Advanced Studies in Teacher Leadership	10
Term Total	131

Fall On-Schedule 2013	**Enrolled**
MAT-Teaching	317
MSE-Advanced Studies in Teacher Leadership	22
Term Total	339

Spring On-Schedule 2014	**Enrolled**
MAT-Teaching	295
MSE-Advanced Studies in Teacher Leadership	19
Term Total	314

Summer I On-Schedule 2014	**Enrolled**
MAT-Teaching	184
MSE-Advanced Studies in Teacher Leadership	16
Term Total	200

MAT-Teaching	**Enrolled**
Fall On-Schedule 2013	317
Fall On-Schedule 2012	251
Fall On-Schedule 2011	264
Fall On-Schedule 2010	265

MS-Instructional Technology	**Enrolled**
Fall On-Schedule 2009	9

MS-Library Media and Information Technologies	**Enrolled**
Fall On-Schedule 2009	111

MS-Training Systems	**Enrolled**
Fall On-Schedule 2010	0

Fall On-Schedule 2009   5

**MSE-Advanced Studies in Teacher
Leadership**   **Enrolled**
Fall On-Schedule 2013   22
Fall On-Schedule 2012   10
Fall On-Schedule 2011   11
Fall On-Schedule 2010   12
Fall On-Schedule 2009   26

Total Undergraduate Program Degrees Awarded

August 2013	**Degrees Awarded**
BSE-Middle Level Education	0
Total	**0**

December 2013	**Degrees Awarded**
BSE-Middle Level Education	5
Total	**5**

May 2014	**Degrees Awarded**
BSE-Middle Level Education	8
Total	**8**

BSE-Business and Marketing Technology	**Degrees Awarded**
2011-2012	4
2010-2011	3
2009-2010	4
Total	**11**

BSE-Middle Level Education	**Degrees Awarded**
2013-2014	13
2012-2013	19
2011-2012	19
2010-2011	17
2009-2010	19
Total	**87**

Total Graduate Program Degrees Awarded

August 2013	**Degrees Awarded**
MAT-Teaching	6
MSE-Advanced Studies in Teacher Leadership	3
Total	**9**

December 2013	**Degrees Awarded**
MAT-Teaching	49
MSE-Advanced Studies in Teacher Leadership	3
Total	**52**

May 2014	**Degrees Awarded**
MAT-Teaching	39

MSE-Advanced Studies in Teacher Leadership	0
Total	39

MAT-Teaching	**Degrees Awarded**
2013-2014	94
2012-2013	85
2011-2012	83
2010-2011	79
Total	341

MS-Instructional Technology	**Degrees Awarded**
2009-2010	2
Total	2

MS-Library Media and Information Technologies	**Degrees Awarded**
2009-2010	50
Total	50

MS-Training Systems	**Degrees Awarded**
2010-2011	3
2009-2010	4
Total	7

MSE-Advanced Studies in Teacher Leadership	**Degrees Awarded**
2013-2014	6
2012-2013	2
2011-2012	5
2010-2011	9
2009-2010	15
Total	37

Number of Directed Individual Student Learning Activities

Involvement Type	**No.**
Dissertation Committee Chair	2
Dissertation Committee Co-Chair	1
Dissertation Committee Member	6
Honors Thesis Advisor	1
Independent Research Advisor	1
Internship Advisor	4
Teaching Activity Supervisor	1
Other	2
Unknown	1
Total	19

Number of Directed Group Student Learning Activities

Involvement Type	**No.**
Field Experience	12
Total	12

Number of Non-Credit Instruction Activities

Instruction Type	No.
Workshop	2
Other	4
Unknown	1
Total	7

APPENDIX C: SCHOLARSHIP

Total Contracts and Grants

Organization	Under Review		Funded	
	No.	Total Funds	No.	Total Funds
	2	$0	0	$0
Federal	0	$0	1	$39,500
Private	0	$0	1	$915,000
State	0	$0	4	$229,955
Total External	2	$0	6	$1,184,455
University of Central Arkansas	1	$1,792	10	$103,148

List of Grants and Contracts

Under Review

Cawein, M. J.

Cawein, M. J.

Wake, D. G. (Supporting), "University of Central Arkansas Foundation Grant," Sponsored by University of Central Arkansas, University of Central Arkansas, $1,791.98. (June 2013 - July 2013).

Funded

Addison, S. R. (Co-Principal Investigator), Bunn, G. O. (Co-Principal Investigator), "UTeach at the University of Central Arkansas," Sponsored by ADHE/ADE/UTeach Institute, State, $216,667.00. (May 1, 2012 - Present).

Bunn, G. O. (Co-Principal Investigator), Addison, S. R. (Co-Principal Investigator), "Support for implementation of UCA STEMteach," Sponsored by National Mathematics and Science Initiative, Private, $915,000.00. (March 2013 - Present).

Gallavan, N., "Transforming Educator Preparation: Answering the Call to Action," Sponsored by Council of Chief State School Officers (CCSSO), Federal, $39,500.00. (December 2013 - Present).

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).

Mills, M. S., "Faculty Development Grant," University of Central Arkansas, $500.00. (June 2014 - Present).

Mills, M. S., "University Research Council Grant," University of Central Arkansas, $3,085.00. (June 2014 - June 2015).

Mills, M. S., "Summer Research Incentive Grant," Sponsored by College of Education, University of Central Arkansas, $3,180.00. (June 1, 2014 - July 31, 2014).

Mills, M. S., "Summer Research Incentive Grant," Sponsored by College of Education, University of Central Arkansas, $3,180.00. (June 1, 2013 - July 31, 2013).

Thompson, A. D. (Director), "National Board Support Site Grant," Sponsored by Arkansas Department of Education, State, $7,089.00. (October 18, 2013 - June 1, 2014).

Wake, D. G. (Supporting), Mills, M. S. (Principal Investigator), "Edcamp Arkansas: Innovating Professional Development," Sponsored by UCA Foundation, University of Central Arkansas, $1,500.00. (April 2014 - December 2014).

Wake, D. G., Whittingham, J. L., Vanderslice, S. M., "Bearswrite Advanced: From Pencils to Pixels," Sponsored by Foundation, University of Central Arkansas, $2,970.40. (April 2014 - August 2014).

Wake, D. G., Whittingham, J. L., Vanderslice, S. M., "Author Study: Mike Mullin to visit Bearswrite," Sponsored by Arkansas Humanities Council, State, $1,199.00. (March 2014 - July 2014).

Wake, D. G. (Senior Investigator), "Program Evaluation of Arkansas A+ Schools," Sponsored by Windgate Foundation, State, $5,000.00. (May 2014 - June 2014).

Wake, D. G. (Recipient), "Instructional Development Center Grant," Sponsored by Instructional Development Center, University of Central Arkansas, $615.00. (November 2013).

Wake, D. G., "COE Summer Incentive Grant," Sponsored by UCA College of Education, University of Central Arkansas, $3,300.00. (June 2013 - July 2013).

Number of Accepted or Published Publications by Type

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Book	5	0	5	0
Book Review	0	1	1	0
Chapter	19	0	19	0
Conference Proceeding	5	0	5	0
Journal Article	12	4	16	0
Other	5	10	15	0
Total	46	15	61	0

Number of Submitted Publications by Type

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Chapter	1	0	1	0
Journal Article	3	0	3	0
Other	1	2	3	0
Total	5	2	7	0

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

Adams, C., Cotabish, A. A., Ricci, M. C. (2014). *Using the next generation science standards with advanced and gifted Learners* (pp. 200). Waco, TX: Prufrock Press. http://www.prufrock.com/Using-the-Next-Generation-Science-Standards-With-Gifted-and-Advanced-Learners-P1900.aspx

Benson, T. R., (2014). Bazinga: Bug in ear impacts teacher education. *Instructional Leader*, Arkansas Association of Educational Administrators, Winter issue.

Benson, T. R., & Cotabish, A. (2014). Virtual bugs: An innovative peer coaching intervention to improve the instructional behaviors of teacher candidates. *Southeastern Regional Association of Teacher Educators* Journal. Fall/Winter.

Bunn, G. O., Wake, D. G. (in press). Motivating Factors and Interests in Nontraditional Post-Baccalaureate Students. *To appear in The Teacher Educator*.

Bunn, G. O., Dailey, D. D., Cotabish, A. A. (in press). STEMteach: Preparing the Next Generation of Mathematics and Science Teachers". *To appear in The Journal of Mathematics and Science: Collaborative Explorations.*

Cawein, M. J., Phelps, P. H. (2014). National Board Certified Teachers as leaders. In Bond, N. (Ed.), *The Power of Teacher Leaders: Their Roles, Influence, and Impact* (pp. 156-168). New York, New York: Routledge.

Cawein, M. J. (in press). Mathematics Item set. In ACT (Ed.), *Mathematics section of ACT test*. Iowa City, Iowa: ACT.

Cotabish, A. A. (2014). STEM, Common Core, and gifted learners: Cultivating the Next Generation of Scientist. *MEGT Voice, Spring* (2014), 1-3.

Cotabish, A. A., Dailey, D. D., Coxon, S., Adams, C., Miller, R. G. (2014). The Next Generation Science Standards and high ability learners. *To appear in Teaching for High Potential.*

Cotabish, A. A. (2014). Current trends and legal issues in gifted education. *Arkansas Department of Education Beginning Administrator's Program* (pp. Moodle Module). Little Rock, Arkansas: Arkansas Department of Education. 1860 Columbia Drive

Dailey, D. D., Cotabish, A. A. (2013). A model for STEM talent development: Peer coaching in the elementary science classroom. *TEMPO, 4*(33), 15-19.

Dailey, D. D. (in press). Refrigerator Science: Home Science Activities. *To appear in Parenting for High Potential*.

Gallavan, N., Benson, T. R. (2014). Getting on the same PAGE: Evaluating student support services to increase candidate success and enhance professional self-efficacy. In N.P. Gallavan & L. G. Putney (Ed.), *ATE Yearbook XXIII*. Philadelphia, PA: ATE Yearbook XXIII.

Gallavan, N., Webster Smith, A. (2014). Advancing cultural competence and intercultural consciousness through a simulation with teacher candidates. In Nancy P. Gallavan (Ed.), *Annual editions: Multicultural education (17th ed.)* (vol. 17th edition). New York, New York: McGraw-Hill.

Gallavan, N. (2014). In Nancy P. Gallavan (Ed.), *Annual Editions: Multicultural Education (17th ed.) Editor*: Mc-Graw-Hill.

Gallavan, N. (2014). In Nancy P. Gallavan (Ed.), *Annual Editions: Multicultural Education (17th ed.) Introduction*: Mc-Graw-Hill.

Gallavan, N., Craig, C. E. (2014). ATE Yearbook XXIII: Introduction. In N. P. Gallavan & L. G. Putney (Ed.), *Optimizing Teaching, Learning, and Schooling with Classroom Assessments, Program Evaluations, and Educator Accountability*. Hersey, PA: Taylor & Francis.

Gallavan, N., Craig, C. E. (2014). ATE Yearbook XXIII: Introduction; Summaries; Discussions. In N. P. Gallavan & L. G. Putney (Ed.), *Optimizing Teaching, Learning, and Schooling with Classroom Assessments, Program Evaluations, and Educator Accountability*. Hersey, PA: Taylor & Francis.

Gallavan, N., Wink, J., Putney, L. G. (2014). Cultural competency and critical consciousness for transformative education. *Visions of Vygotsky (2nd ed.)* (pp. 157-180). Boston, MA: Allyn & Bacon.

Gallavan, N. (2014). Developing classroom teachers as TEAM Players to increase achievement, model leadership, and advance professionalism. In Nathan Bond (Ed.), *Perspectives on teacher leadership* (pp. 132-144). Indianapolis, IN: Kappa Delta Pi.

Gallavan, N., Moore, K. (2014). Exploring below the iceberg: Developing efficacy and cultural competence with second graders. In E. Hinde & L. Bennett (Ed.), *Integrating elementary school social studies.* Washington, DC: National Council for the Social Studies.

Gallavan, N. (2014). Follow the multicolored brick road to cultural competence. In K. Cushman & J. K. Dowdy (Ed.), *From the margins toward the mainstream: Activities to enhance social justice awareness in social studies and the social foundations of education* (pp. 131-138). Lanham, MD: Rowman Littlefiled.

Gallavan, N. (2014). 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. (2014). *Arkansas Association of Teacher Educators Electronic Journal (ArATE EJ) Editor* (1st ed., vol. 5). Conway, AR: electronic.

Gallavan, N. (2013). In Ed Pultorak (Ed.), *TEAMwork is Dreamwork*.: Midwest Association of Teacher Educators.

Gallavan, N. (2013). *Arkansas Association of Teacher Educators Electronic Journal (ArATE EJ) Editor* (1st ed., vol. 4). Conway, AR: electronic.

Gallavan, N., Craig, C. J. (2013). ATE Yearbook XXII Issues in Education: Introduction. In Nancy P. Gallavan and Cheryl J. Craig (Ed.), *Part 2: Investigating the Clinical Field-based Experience Practica and Pedagogical Practices of Candidates, Teachers, and Teacher Educators*. Philadelphia, PA: Francis & Taylor.

Gallavan, N., Craig, C. E. (2013). ATE Yearbook XXII: Forward. In C. E. Craig & N. P. Gallavan (Ed.), *Issues in Education: Part 2 Association of Teacher Educators (ATE) Annual Yearbook of Research*. Hersey, PA: Taylor & Francis.

Gallavan, N., Craig, C. E. (2013). ATE Yearbook XXII: Introduction; Summaries; Discussions. In C. E. Craig & N. P. Gallavan (Ed.), *Issues in Education: Part 2 Association of Teacher Educators (ATE) Annual Yearbook of Research*. Hersey, PA: Taylor & Francis.

Gallavan, N. (2013). *Arkansas Association of Teacher Educators Electronic Journal (ArATE EJ) Editor* (2nd ed., vol. 4). Conway, AR: electronic.

Handcock, S. Y. (in press). Cooperating Teachers' Uncertainty of Their Roles as Mentors. *To appear in Arkansas Association of Teacher Educators, 4*(2).

Johnsen, S., Sheffield, L., Adams, C., Cotabish, A. A., Mursky, C. (2013). In Susan Johnsen and Linda Sheffield (Ed.), *Using the Common Core State Standards for mathematics with advanced and gifted learners.* (pp. 136).: National Association for Gifted Children / Prufrock Press. https://www.nagc.org/nagc2/ngcShopper/ProductDetails.aspx?productID=NGC42158

Kelting-Gipson, L., Gallavan, N., Arnold, E., Black, G., Cayson, A., Davis, J., Evans, K. D., Johnson, P. P., Levandowski, B., Mosley, K., Rickey, D., Shulsky, D. D., Thomas, D., Williamson, A. M., Wolfgang, J. I. (2014). Four facets of classroom assessments: Obstacles, obligations, outcomes, and opportunities. In N. P. Gallavan & L. G. Putney (Ed.), *ATE Yearbook XXIII.* Pennsylvania, PA: Taylor & Francis.

Mills, M. S. Facilitating multimodal literacy instruction through digital curation. In J. Whittingham, S. Huffman, W. Rickman, and C. Wiedmaier (Ed.), *Technological Tools for the Literacy Classroom* (pp. 46-63). Hershey, PA: IGI. www.igi-global.com/book/technological-tools-literacy-classroom/72371

Mills, M. S. (2014). Promoting Digital Literacy and Collaboration through Purposeful Curation. In T. Rasinski, K. Pytash and R. Ferdig (Ed.), *Technology and Writing: New Approaches to Literacy Competency.* Bloomington, IN: Solution Tree.

Mills, M. S. (2013). Backchanneling with middle schoolers. *Learning & Leading with Technology, 41*(4), 30-31.

Mills, M. S. (2013). *Engaging Teacher Professional Development Through Digital Curation* (pp. 797-799). Chesapeake, VA: Proceedings of Society for Information Technology & Teacher Education International Conference.

Mills, M. S. (2013). Fostering collaboration and digital literacy with mobile technology. In H. Yang, Z. Yang, D. Wu, and S. Liu (Ed.), *Transforming K-12 Classrooms with Digital Technology.* Hershey, PA: IGI. www.igi-global.com/publish/call-for-papers/call-details/781

Mills, M. S. (2013). *Mobile Devices and Multitasking in the Classroom* (pp. 3757-3758). Chesapeake, VA: Proceedings of Society for Information Technology & Teacher Education International Conference.

Mills, M. S. (2013). *Using Twitter to Deliver Pre-Service Professional Development* (pp. 800-801). Chesapeake, VA: Proceedings of Society for Information Technology & Teacher Education International Conference.

Robinson, A., Dailey, D. D., Cotabish, A. A., Hughes, G. (2014). The effects of a STEM intervention on gifted elementary students' science knowledge and skills. [STEM Special issue]. *Journal of Advanced Academics, 25*(3), 189-213.

Robinson, A., Dailey, D. D., Cotabish, A. A., Hughes, G., Hall, T. (in press). STEM Starters: An Effective Model for Elementary Teachers and Students. In Robert Yager (Ed.), *Exemplary Science Program Series, 10th ed* (10th ed.). Arlington, VA: NSTA Press.

Robinson, A., Dailey, D. D. (2014). Effective practices and giftedness. In Bakken, Obiakor, & Rotatori (Ed.), *Advances in special education – Giftedness: Current perspectives and issues* (vol. 26, pp. 167-190). Bingey, WA, UK: Emerald Publishing Group. http://www.emeraldinsight.com/doi/book/10.1108/S0270-4013_2014_26

Robinson, A., MacFarlane, B., Dailey, D. D. (2013). A. Harry Passow: Curriculum, advocacy and diplomacy for talent development (1920-1996). In Ann Robinson and Jennifer Jolly (Ed.), *.), A century of contributions to gifted education: Illuminating lives* (pp. 220-231). New York, New York: Routledge.

Wake, D. G., Mills, M. S. (2014). *Edcamp: Listening to the voices of teachers..*: Society of Information Technology and Teacher Education. site.aace.org/conf/

Wake, D. G., Richardson, G., LIang, L. (2014). Examining the durability of environmental education self-efficacy beliefs in preservice teaching. *To appear in Applied Environmental Education and Communication Journal.* www.tandfonline.com/toc/ueec20/current http://www.aeec.org/

Wake, D. G., Whittingham, J. L. (2013). Teacher candidates' perceptions of technology supported literacy practices. *Contemporary Issues in Technology and Teacher Education, 13*(3). www.aace.org/pubs/cite/

Whittingham, J. L. Reading Motivation: A   study of literature circles. *Academic Exchange Quarterly, 18*(2). http://www.rapidintellect.com/AEQweb/

2. Submitted

Cotabish, A., Benson, T., & Wake, D.   The effects of virtual coaching on teacher candidates' perceptions and concerns. *Journal of Teacher Education*.

Bunn, G. O., Wake, D. G. Teacher Candidate Dispositions: Perceptual Perspectives of Professional Expectations. *The Teacher Educator*.

Friga, M. A., Gallavan, N. Chapter submission on Rethinking Social Studies Teacher Education Curriculum. *Rethinking Social Studies Teacher Education for Twenty-first Century Citizenship.*:

Miller, R. G. 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. *Gifted Child Quarterly*.

Oslick, M.E., Benson, T. R., & Styles-Foster, S. Middle level students examine social justice issues in common core.   *Language Arts* Themed Issue.

Robinson, A. E., Cotabish, A. A., Wood, B. K., O'Tuel, F. The effects of a statewide evaluation initiative in gifted education on practitioner knowledge, concern, and program documentation. *Journal of Advanced Academics, 25*(4).

Wake, D., & Benson, T. R.   A smart start: Preschool literacy professional development. *Dimensions of Early Childhood*. Southern Early Childhood Association.

B. Non-Peer Reviewed
  1. Accepted or Published

Bunn, G. O. (2013). *Preparing the Next Generation of Mathematics and Science Teachers at the University of Central Arkansas* (December 2013 ed., pp. 21-22). Little Rock, Arkansas: The Instructional Leader.

Bunn, G. O. (2013). *Preparing future educators with the UTeach model* (vol. Fall 2013, pp. 11). Little Rock, Arkansas: EAST Initiative.

Cotabish, A. A. (2014). *Internal Evaluation Report. ADHE Report on Algebra and Geometry in Vertical Teams for Grades 8-11* (pp. 15). Little Rock, AR - Arkansas: Arkansas Department of Higher Education.

Cotabish, A. A. (2014). *Internal Evaluation Report. Year 3 USDOE internal evaluation report on Partnership for Transition to Teaching* (pp. 15). Washington, DC: United States Department of Education.

Cotabish, A. A. (2013). In Julia Groce (Ed.), *President's message: To infinity and beyond* (vol. Fall, pp. 1-3). Little Rock, Arkansas: Arkansas Association of Gifted Education Administrators. 1860 Columbia Drive

Dailey, D. D. *Are you ready? The Next Generation Science Standards* (vol. Fall 2013)., Arkansas: AAGEAN Digest.

Dailey, D. D. *Thinking STEM? Start Early* (Spring 2013 ed.).: AAGEAN Digest.

Miller, R. G. (2013). Gaining STEAM with STEM. *To appear in Instructional Leadership*(Winter 2013).

Mills, M. S. Technology trends in education—2012. *EAST Quarterly, 2*(Fall, 2012), 12-13. issuu.com/eastquarterly/docs/fall13

Mills, M. S., Herring, J. (in press). Turning a QR Code Fail into an Epic Win. *To appear in AMLE Magazine.*

Mills, M. S. (2013). The digital curation process in literacy instruction. *Arkansas Association of Instructional Media Journal, 46*(1), 14-15.

Mills, M. S. (2013). *Tablets: The great equalizer.*: Amplify. www.amplify.com/viewpoints/tablets-the-great-equalizer

Phelps, P. H. (in press). *An Investment Strategy for Schools: Review of Cognitive Capital.*: The Educational Forum.

Phelps, P. H. (2013). *Joy Ride: More Teaching Tips for Reflection, Rejuvenation and Renewal.* Madison, Wisconsin: Magna Publications. www.facultyfocus.com/white-papers/joy-ride-more-teaching-tips-for-reflection-rejuvenation-and-renewal/

Wake, D. G. (2014). In Chris Goering (Ed.), *Emma's Tale: The story of one student in a broken system of labels and inequity.*: Edusanity. www.edusanity.com/2014/07/09/emmas-tale/

2. Submitted

Cotabish, A. A. Vertical Teams in Geometry: Internal Evaluation Report. *Vertical Teams in Geometry Final Grant Report / Arkansas Department of Higher Education* (pp. 3).:

Cotabish, A. A. In Julia Groce (Ed.), *President's message: Excellence and Diversity in Gifted Education* (vol. Spring, pp. 3). Little Rock, Arkansas: AAGEAN Digest.

Number of Presentations by Scope

| Scope | Invited | | Accepted | | | |
	Peer Reviewed	Non-Peer Reviewed	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Local	1	9	0	1	12	0
State	8	14	18	14	67	0
Regional	1	6	8	0	19	0
National	5	14	35	1	61	0
International	0	2	13	0	18	3
Unknown	0	1	1	0	4	0
Total	15	46	75	16	181	3

List of Presentations

A. Peer Reviewed

Adams, C., Cotabish, A. A., Dailey, D. D. (2014). *Differentiating the Next Generation Science Standards at the middle and high school levels.* Symposium presented at National Association for Gifted Children (NAGC), Baltimore, MD.

Adams, C., Cotabish, A. A. (2014). *Implementing the Next Generation Science Standards: Challenges to differentiation (Signature Series).* Symposium presented at National Association for Gifted Children (NAGC), Baltimore, MD.

Adams, C., Cotabish, A. A., Dailey, D. D. (2014). *Problem-based and project-based learning for scientifically-advanced learners.* Symposium presented at National Association for Gifted Children (NAGC), Baltimore, MD.

Adams, C., Cotabish, A. A., Dailey, D. D. (2014). *Wednesday Pre Convention: Differentiation at the core.* Symposium presented at National Association for Gifted Children (NAGC), Baltimore, MD.

Adams, C., Cotabish, A. A. (Apr. 2014). *The next generation advanced science learners. Annual Meeting of the Council for Exceptional Children.* Symposium presented at Council for Exceptional Children, CEC, Philadelphia, PA.

Benson, T. R., Cotabish, A. A. (2014). *Bazinga: Bug-In-Ear Benefits to Teacher Education.* Symposium presented at Annual conference of the Arkansas of Colleges for Teacher Education (ArACTE), Little Rock, AR.

Benson, T. R., Cotabish, A. A. (2014). *The Voice of Peer Coaching: Bug-In-Ear Technology Impacts Student Intern Teaching Effectiveness.* Symposium presented at Annual Meeting of the Southeastern Regional Association of Teacher Educators (SRATE), Charleston, SC.

Benson, T. R., Cotabish, A. A. (2014). *Speak Out for Internship Supervision Virtual Style!* Symposium presented at Association of Teacher Educators (ATE), Phoenix, AZ.

Benson, T. R., Cotabish, A. A. (Feb. 2014). *The interim effects of virtual peer coaching on the instructional behaviors of pre-service teacher candidates.* Colloquium presented at Association of Teacher Educators, ATE, St. Louis.

Benson, T. R., Hogan, C. A., Alea, J. D., Thompson, A. D., Voegele, C. M. (Feb. 2014). *University-School Partnerships: Working Hand in Hand Toward Solutions.* Paper Session presented at Association of Teacher Educators Annual Conference, St. Louis, MO.

Benson, T. R., Cotabish, A. A. (Nov. 2013). *Virtual peer coaching.* Colloquium presented at Schools Without Walls, Hot Springs, AR.

Benson, T. R., Cotabish, A. A. (Nov. 2013). *The interim effects of virtual peer coaching on the instructional behaviors of pre-service teacher candidates.* Paper Session presented at Mid-south Education Research Association, MSERA, Pensacola Beach, FL.

Benson, T. R. (Aug. 2013). *Teaching and Administration: Living and Learning with the Balance and Success of Both!* Paper Session presented at Association of Teacher Educators Summer Conference, Washington D.C.

Black, G., Jennifer, B., Freddie, B., Gallavan, N., Elizabeth, J., Shirley, L.-D., Jane, M., Terrell, P., Cathy, P., Walt, P., Bianca, P.-J., LeAnn, P., V. Carole, S., Elizabeth, W., Webster Smith, A., Steven, W., William, Y. (Feb. 2014). *Delving into teacher efficacy with candidates, classroom teachers, and colleagues.* Roundtable presented at Association of Teacher Educators, St. Louis.

Bunn, G. O., Benson, T. R., Barnes, D. L. (Feb. 2014). *Two Models, One Outcome: Getting the best from both UTeach and traditional teacher education programs.* Paper Session presented at Association of Teacher Educators Annual Conference, Association of Teacher Educators, St. Louis, MO.

Bunn, G. O., Dailey, D. D., Cotabish, A. A. (2014). *The UTeach model for teacher education: Using an investigative approach to transform classrooms into engaging environments.* Symposium presented at Annual conference of the National Consortium for Specialized Secondary Schools for Mathematics, Science, and Technology (NCSSMST), Baltimore, MD.

Bunn, G. O., Wake, D. G. (Apr. 2014). *Uncovering the motivations for career-changers to become teachers: An untapped source of highly qualified educators.* Roundtable presented at AERA 2014 Annual Meeting, American Educational Research Association, Philadelphia, PA.

Bunn, G. O., Wake, D. G. (Mar. 2014). *Going Beyond Content and Pedagogy to the Core of Teaching: Cultivating Candidates' Dispositions.* Paper Session presented at 2014 Annual Meeting, American Association of Colleges For Teacher Educations (AACTE), Indianapolis, IN.

Bunn, G. O., Wake, D. G. (Feb. 2014). *The motivation for non-traditional candidates to become teachers.* Paper Session presented at 2014 Annual Meeting, Association of Teacher Educators, St. Louis, Missouri.

Bunn, G. O., Wake, D. G. (Nov. 2013). *Developing a Systematic Approach to Cultivating Positive Dispositions in Teacher Education Candidates.* Paper Session presented at 2013 Midsouth Education Research Association Conference, MSERA, Pensacola, FL.

Bunn, G. O., Wake, D. G. (Nov. 2013). *Recruiting and Preparing Highly Motivated Non-Traditional Teacher Candidates.* Paper Session presented at 2013 Midsouth Education Research Association Conference, MSERA, Pensacola, FL.

Cawein, M. J. (June 2014). *National Board Certification: What it Takes to Achieve.* Seminar presented at KDP Webinar Series, Kappa Delta Pi International Honor Society, web based.

Cawein, M. J., Gallavan, N., Castles, A.*, Ritter, S.*, Seerey, T.*. (Oct. 2013). *Connecting with Parents: What They Want.* Workshop presented at Kappa Delta Pi Biennial Convocation, Kappa Delta Pi International Honor Society, Dallas TX.

Cawein, M. J., Phelps, P. H. (Oct. 2013). *Handling the Elephant: Leading to Achieve National Certification.* Paper Session presented at Kappa Delta Pi Biennial Convocation, Kappa Delta Pi International Honor Society, Dallas TX.

Cotabish, A. A., Bunn, G. O., Alumbaugh, A. D., Dailey, D. D. (Oct. 2013). *A differentiated approach to addressing the CCSS (Math) and NGSS.* Colloquium presented at Arkansas Curriculum Conference, ACC, Little Rock, AR.

Cotabish, A. A., Benson, T. R., Wake, D. G. (2014). *Virtual Bugs: The Effects of Teacher Candidates' Perceptions and Concerns Regarding Virtual On-demand Corrective Feedback.* Paper Session presented at 2014 Mid-south Educational Research Association, Knoxville, TN.

Cotabish, A. A., Benson, T. R. (2014). *The interim effects of virtual peer coaching on the instructional behaviors of pre-service teacher candidates.* Paper Session presented at Annual Meeting of the American Education Research Association (AERA), Philadelphia, PA.

Cotabish, A. A., Benson, T. R. (Apr. 2014). *The interim effects of virtual peer coaching on the instructional behaviors of pre-service teacher candidates.* Roundtable presented at Annual Conference of the American Education Research Association, AERA, Philadelphia, PA.

Cotabish, A. A., Dailey, D. D. *A differentiated approach to addressing the NGSS.* Workshop presented at Arkansans for Gifted and Talented Education Conference, Hot Springs, AR.

Cotabish, A. A. (2014). *A differentiated approach to the Next Generation Science Standards.* Symposium presented at Annual conference for the Arkansans for Gifted and Talented Education, Hot Springs, AR.

Cotabish, A. A. (2014). *A Differentiated Approach to Addressing the Next Generation Science Standards for Gifted and Advanced Students.* Symposium presented at Annual Conference of the Minnesota Educators of the Gifted and Talented, Brainerd, MN.

Cotabish, A. A., Dailey, D. D. (2014). *Self-study checklist for gifted programming.* Symposium presented at Annual fall conference of the Arkansas Association for Gifted Education Administrators, Little Rock, AR.

Cotabish, A. A., Adams, C. (2014). *Using the Next Generation Science Standards with advanced and diverse gifted learners.* Symposium presented at Council for Exceptional Children (CEC)-The Association of the Gifted (TAG), Western Kentucky University, Bowling Green, KY.

Cotabish, A. A. (2014). *Assessing Alignment to the NAGC Pre-K-12 Program Standards.* Symposium presented at National Association for Gifted Children (NAGC), Baltimore, MD.

Cotabish, A. A., Adams, C., Dailey, D. D. (2014). *Differentiating the Next Generation Science Standards for grades K-5.* Symposium presented at National Association for Gifted Children (NAGC), Baltimore, MD.

Cotabish, A. A., Dailey, D. D., Searcy, K. (2014). *Utilizing engineering activities in K-12 grades to promote interdisciplinary understanding of science, technology, and mathematics.* Symposium presented at National Association for Gifted Children (NAGC), Baltimore, MD.

Cotabish, A. A. (June 2014). *Brain power: Teaching with the brain in mind.* Workshop presented at One-day workshop delivered on behalf of the Arkansas Department of Education to Non-traditional Licensure Program participants, Arkansas Department of Education, Conway, AR.

Cotabish, A. A. (June 2014). *Extending thinking (Gifted Learners).* Workshop presented at One-day workshop delivered on behalf of the Arkansas Department of Education to Non-traditional Licensure Program participants, Arkansas Department of Education, Conway, AR.

Cotabish, A. A. (Feb. 2014). *A differentiated Approach to Addressing the Next Generation Science Standards for Gifted and Advanced Students.* Colloquium presented at Annual Conference of the Minnesota Educators of the Gifted and Talented, Brainerd, MN.

Dailey, D. D., Cotabish, A. A., Bunn, G. O., Miller, R. G. (2014). *Increasing opportunities for innovation and creativity in the classroom: Addressing the next generation Science Standards engineering design practices.* Symposium presented at National Association for Gifted Children (NAGC), Baltimore, MD.

Dailey, D. D., Robinson, A., Huges, G., Cotabish, A. A. (2014). *The effects of a STEM professional development intervention on elementary teachers.* Paper Session presented at Annual conference of the Mid-south Education Research Association (MSERA), Pensacola Beach, FL.

Dailey, D. D., Cotabish, A. A. (2014). *The Next generation Science Standards and Advanced Learners.* Symposium presented at Annual fall conference of the Arkansas Association for Gifted Education Administrators, Little Rock, AR.

Dailey, D. D., Cotabish, A. A., Adams, C., Miller, R. G. (Nov. 2013). *Supporting Elementary Teachers in Implementing the Next Generation Science Standards.* Colloquium presented at Annual Conference of the National Association for Gifted Children, National Association for Gifted Children, Indianapolis, IN.

Dailey, D. D., Cotabish, A. A., Adams, C. (Nov. 2013). *Supporting Elementary Teachers in Implementing the Next Generation Science Standards.* Workshop presented at NAGC, Indianapolis, IN.

Dailey, D. D., Robinson, A., Hughes, G., Cotabish, A. A. (Nov. 2013). *The effects of a STEM professional development intervention on elementary teachers.* Paper Session presented at MSERA, Pensacola, Florida.

Dailey, D. D. *Inspiring innovators through engineering.* Workshop presented at Arkansans for Gifted and Talented Education Conference, Hot Springs, AR.

Dailey, D. D. (Nov. 2013). *PBL in Elementary Classrooms: Action-packed Learning.* Workshop presented at NAGC, Indianapolis, IN.

Dailey, D. D. (Nov. 2013). *OMW...not just science but engineering in my elementary classroom.* Seminar presented at NAGC, Indianapolis, IN.

Friga, M. A., Cawein, M. J. (Feb. 2014). *Preparing for the Assessment Center.* Paper Session presented at Teaching and Reaching 2014, Arkansas Teachers National Board Certification, Searcy Arkansas.

Friga, M. A., Gallavan, N. (Mar. 2014). *Making Powerful Connections with Geography Education Across the Curriculum.* Workshop presented at Arkansas Association of Instructional Media Conference, AAIM, Fort Smith Convention Center.

Friga, M. A. (Mar. 2014). *Writing Across the Curriculum Using the Literature of Dr. Seuss.* Workshop presented at Arkansas Association of Instructional Media Conference, AAIM, Fort Smith Convention Center.

Friga, M. A., Linn, B. G. (Mar. 2014). *Exploring our World.* Workshop presented at 2014 Arkansas Geographic Alliance: Life producing, Life-sustaining, and Life-enhancing, AGA, Brewer-Hegeman Conference Center Conway, Arkansas.

Friga, M. A., Gallavan, N. (Mar. 2014). *Writing Across the Curriculum Using the Literature of Dr. Seuss.* Paper Session presented at Success for All: Developmentally Responsive Middle Level Education, CMLA Middle Level Education: University Central Arkansas, Brewer-Hegeman Conference Center Conway, Arkansas.

Friga, M. A., Handcock, S. Y. (Feb. 2014). *Preparing Cooperating Teachers to Mentor Your Candidates.* Paper Session presented at 2014 Annual Meeting of the Association of Teacher Educators, Association of Teacher Educator, St. Louis, Missouri.

Friga, M. A., Gallavan, N. (Feb. 2014). *No Teacher Left Behind: Fulfilling the Standards and Expectations for Teachers and Students.* Paper Session presented at 2014 Annual Meeting of the Association of Teacher Educators, Association of Teacher Educator, St. Louis, Missouri.

Gallavan, N., Friga, M. A. (Nov. 2013). *Enhance Higher Order Thinking with Inductive and Deductive Activities.* Paper Session presented at Arkansas Curriculum Conference (ACC), Arkansas Council for the   Social Studies (ACSS), Little Rock, AR.

Gallavan, N., Friga, M. A. (Nov. 2013). *Social Studies Strategies to Engage Learners and Increase Literacy.* Paper Session presented at Arkansas Curriculum Conference (ACC), Arkansas Council for the   Social Studies (ACSS), Little Rock, AR.

Gallavan, N., Friga, M. A. (Sept. 2013). *No Teacher Left Behind: Fulfilling the Standards and Expectations for Teachers and Students.* Paper Session presented at Arkansas Association of Teacher Educators (ArATE), Arkansas Association of Teacher Educators (ArATE), Conway, AR.

Gallavan, N. (Feb. 2014). *Advancing Teacher Education that Matters in Teaching, Learning, and Schooling: A View from ATE's Past Presidents, 2009-2014.* Panel presented at Association of Teacher Educators (ATE) Annual Conference, St. Louis, MO.

Gallavan, N. (Feb. 2014). *ATE Yearbook Session: Clinical Field-based Experience Practica and Pedagogical Practices.* Panel presented at Association of Teacher Educators (ATE) Annual Conference, St. Louis, MO.

Gallavan, N. (Feb. 2014). *Delving into Teacher Self-Efficacy with Candidates, Classroom Teachers, and Colleagues.* Panel presented at Association of Teacher Educators (ATE) Annual Conference, St. Louis, MO.

Gallavan, N. (Feb. 2014). *Enhancing of and Support for the Professional Educators through the Field Placement Experience.* Panel presented at Association of Teacher Educators (ATE) Annual Conference, St. Louis, MO.

Gallavan, N. (Feb. 2014). *The Significance of Classroom Assessment for Sustaining Success and Satisfaction in Teaching, Learning, and Schooling.* Paper Session presented at Association of Teacher Educators (ATE) Annual Conference, St. Louis, MO.

Gallavan, N. (Nov. 2013). *Optimizing Your TEAM Approach with Students, Parents, Colleagues, and Classroom.* Paper Session presented at Arkansas Curriculum Conference (ACC), Arkansas Council for the   Social Studies (ACSS), Little Rock, AR.

Gallavan, N. (Nov. 2013). *Rev Up Your Rubrics.* Paper Session presented at Arkansas Curriculum Conference (ACC), Arkansas Council for the Social Studies (ACSS), Little Rock, AR.

Gallavan, N. (Oct. 2013). *Connecting in a BIG Way through TEAMwork.* Paper Session presented at Kappa Delta Pi (KDP) Convo, KDP, Dallas, TX.

Gallavan, N. (Oct. 2013). *Assess with Finesse to Impress for Success.* Paper Session presented at Kappa Delta Pi (KDP) Convo, KDP, Dallas, TX.

Gallavan, N. (Oct. 2013). *Enhancing Instructor Self-Efficacy by Providing Student/Candidate Support Services: UCA College of Education Lighthouse Beacons Initiative.* Paper Session presented at Southeastern Association of Teacher Educators (SRATE) Annual Meeting, SRATE, Sarasota, FL.

Gallavan, N. (Oct. 2013). *Teacher Effectiveness Panel: What are the Southeastern States Doing to Define Teacher Effectiveness and to Measure It Effectively?* Panel presented at Southeastern Regional Association of Teacher Educators (SRATE), SRATE, Sarasota, FL.

Gallavan, N. (Aug. 2013). *The Significance of Classroom Assessment for Sustaining Success and Satisfaction in Teaching, Learning, and Schooling.* Paper Session presented at Association of Teacher Educators (ATE) Summer Conference, ATE.

Gallavan, N. (Aug. 2013). *Classroom Teachers as Associated Teacher Educators.* Paper Session presented at Association of Teacher Educators (ATE) Summer Conference, ATE, Washington, DC.

Gallavan, N. (Aug. 2013). *Significance of Teacher Self-Efficacy for Enhancing Success, Satisfaction, and Sustainability.* Paper Session presented at Association of Teacher Educators (ATE) Summer Conference, ATE, Washington, DC.

Miller, R. G., Dailey, D. D., Cotabish, A. A. (2014). *Let's produce innovators.* Symposium presented at National Association for Gifted Children (NAGC), Baltimore, MD.

Miller, R. G., Cotabish, A. A., Dailey, D. D. (Oct. 2013). *Gaining STEAM with STEM.* Colloquium presented at Arkansas Curriculum Conference, ACC.

Miller, R. G., Whittingham, J. L., Wake, D. G. (Apr. 2014). *Development of the STEAM Teacher Survey.* Colloquium presented at Spring 2014 Arkansas Association of Colleges for Teacher Education Conference, Arkansas Association of Colleges for Teacher Education, Little Rock, AR.

Miller, R. G. (Feb. 2014). *Opportunities Leading to Success Stories.* Colloquium presented at Arkansans for Gifted and Talented Education 2014 Conference, AGATE, Hot Spring, AR.

Miller, R. G., Wake, D. G. (Oct. 2013). *Reaching All Children in the Language Arts Classroom.* Colloquium presented at Arkansas Curriculum Conference, ACC.

Mills, M. S. (June 2014). *Engaging classroom tools and strategies for the BYOT classroom.* Seminar presented at International Society for Technology in Education Annual Conference, ISTE, Atlanta, GA.

Mills, M. S. (June 2014). *How digital textbook authorship engages and empowers faculty and students.* Seminar presented at International Society for Technology in Education Annual Conference, ISTE, Atlanta, GA.

Mills, M. S. (June 2014). *Promoting digital equity through practical BYOD strategies.* Seminar presented at International Society for Technology in Education Annual Conference, ISTE, Atlanta, GA.

Mills, M. S. (Apr. 2014). *Copyright in a remix culture: How fair use supports digital learning.* Paper Session presented at Annual Conference of the Arkansas Association of Instructional Media, AAIM, Ft. Smith, AR.

Mills, M. S. (Apr. 2014). *Helping students become digital authors.* Paper Session presented at Annual Conference of the Arkansas Association of Instructional Media, AAIM, Ft. Smith, AR.

Mills, M. S. (Apr. 2014). *Mobile devices in the classroom... Now what?* Paper Session presented at Annual Conference of the Arkansas Association of Instructional Media, AAIM, Ft. Smith, AR.

Mills, M. S. (Mar. 2014). *Analysis of research on the effects of texting and tweeting on literacy.* Paper Session presented at Society for Information Technology and Teacher Education, ISTE, Jacksonville, FL.

Mills, M. S. (Mar. 2014). *The effect of multi-touch interactive digital textbooks on student engagement and perception of knowledge.* Paper Session presented at Society for Information Technology and Teacher Education, ISTE, Jacksonville, FL.

Mills, M. S., Clark, T., Herring, J., Kendell, S. (Mar. 2014). *Bridging the digital divide with BYOD equity.* Panel presented at SXSWedu, Austin, TX.

Mills, M. S. (Nov. 2013). *Using Google+ as an LMS.* Workshop presented at Google Apps for Education Summit, Conway, AR.

Oslick, M. E., Benson, T. R. (2014). *Examining Social Justice Issues in Common Core Anchor Texts.* Roundtable presented at International Reading Association (IRA).

Oslick, M. E., Benson, T. R. (Feb. 2014). *Examining Social Justice Issues in Common Core Anchor Texts.* Paper Session presented at Association of Teacher Educators (ATE).

Oslick, M. E., Benson, T. R. (Nov. 2013). *Examining Social Justice Issues in Common Core Anchor Texts.* Paper Session presented at Arkansas Curriculum Conference (ACC), Little Rock, AR.

Oslick, M. E., Benson, T. R. (Nov. 2013). *Examining Social Justice Issues in Common Core Anchor Texts.* Paper Session presented at Arkansas Reading Association (ARA), Little Rock, AR.

Oslick, M. E., Benson, T. R. (Oct. 2013). *Examining Social Justice Issues in Common Core Anchor Texts.* Paper Session presented at Southeastern Regional Association of Teacher Educators (SRATE).

Oslick, M. E., Benson, T. R. (Sept. 2013). *Examining Social Justice Issues in Common Core Anchor Texts.* presented at Arkansas Association of Teacher Educators (ArATE), Conway, AR.

Rickman, W. A., Whittingham, J. L. (Feb. 2014). *Diversity in children's and young adult literature: Teacher perceptions and attitudes.* Paper Session presented at Annual Conference, Association of Teacher Educators, St. Louis, MO.

Robinson, A., Dailey, D. D., Huges, G., Cotabish, A. A. (2014). *The effects of a science-focused STEM intervention on gifted elementary students' science knowledge and skills.* Paper Session presented at 14th International ECHA (European Council for High Ability) Conference, Ljubljana - Slovenia.

Robinson, A., Dailey, D. D., Cotabish, A. A. (Nov. 2013). *The effects of a STEM intervention on gifted elementary students' science knowledge and skills.* Paper Session presented at NAGC, Indianapolis, IN.

Robinson, A., Miller, R. G. (Nov. 2013). *Lifelines! Differentiation with Biography.* Colloquium presented at Annual Conference of the National Association for Gifted Children, National Association for Gifted Children, Indianapolis, IN.

Wake, D. G., Bunn, G. O. (Mar. 2014). *Online learning for the left-behind generation.* Roundtable presented at American Association of Colleges for Teacher Education, AACTE, Indianapolis, IN.

Wake, D. G., Bunn, G. O. (Mar. 2014). *Promoting progressive approaches in teacher education: Advocating constructive and critical pedagogy models.* Paper Session presented at American Association of Colleges for Teacher Education, AACTE, Indianapolis, IN.

Wake, D. G., Bunn, G. O. (Feb. 2014). *Promoting progressive approaches in teacher education: Advocating constructive and critical pedagogy models.* Paper Session presented at Association of Teacher Educators (ATE), Association of Teacher Educators (ATE), St. Louis, MO.

Wake, D. G., Bunn, G. O. (Oct. 2013). *On-line learning for the left behind generation.* Paper Session presented at Mid-South Educational Research Association, Pensacola, FL.

Wake, D. G., Bunn, G. O. (Oct. 2013). *Promoting progressive approaches in teacher education: Advocating constructive and critical pedagogy models.* Paper Session presented at Mid-South Educational Research Association, Pensacola, FL.

Wake, D. G., Mills, M. S. (Nov. 2013). *Edcamp: Listening to the voices of teachers.* Paper Session presented at Mid-South Educational Research Association annual meeting, MSERA, Pensacola Beach, FL.

Wake, D. G. (Jan. 2014). *Examining the durability of environmental education self-efficacy beliefs in preservice teaching.* Paper Session presented at Hawaii International Conference on Education, Honolulu, HI.

Wake, D. G. (Nov. 2013). *Literacy strategies for student engagement: Tabletop Twitter.* Workshop presented at Arkansas Curriculum Conference, Little Rock, AR.

Wake, D. G. (Nov. 2013). *To write digitally or not to write digitally.* Paper Session presented at Arkansas Curriculum Conference, Little Rock, AR.

Wake, D. G. (Nov. 2013). *Edcamp: Listening to the voices of teachers.* Paper Session presented at Mid-South Educational Research Association, AERA, Pensacola, FL.

Wake, D. G., Whittingham, J. L. (Nov. 2013). *Digital writing in the early grades.* Poster Session presented at National Council for Teachers of English, NCTE, Boston, MA.

Whittingham, J. L., Huffman, S. P., Christensen, W. R., McAllister, T. D. (Nov. 2013). *Audiobooks: Improving middle level literacy.* Roundtable presented at Association of Middle Level Education National Conference, Association of Middle Level Education, Minneapolis, MN.

Williams, C., Cotabish, A. A., Hughes, G. D. (Nov. 2013). *Personable and academic performance of nontraditional STEM+ teachers.* Paper Session presented at Mid-south Education Research Association, Pensacola Beach, FL.

B. Non-Peer Reviewed

Adams, C., Cotabish, A. A., Johnsen, S., VanTassel-Baska, J. (Nov. 2013). *Essential opening session: National standards and program Design: What every gifted educator needs to know.* Panel presented at National Association for Gifted Children, NAGC, Indianapolis, IN.

Adams, C., Cotabish, A. A., Ricci, M. C., Dailey, D. D. (Nov. 2013). *Gifted Education and the Next Generation Science Standards: Focus on Science.* Workshop presented at National Association for Gifted Children, NAGC, Indianapolis, IN.

Cotabish, A. A. (Panelist). (Nov. 2013). *Using the Next Generation Science Standards. National Association for Gifted Children.* Panel presented at National Association for Gifted Children, NAGC, Indianapolis, IN.

Cotabish, A. A. (Panelist). (Nov. 2013). *Using the Next Generation Science: Alignment to the 21st Century Skills.* Panel presented at National Association for Gifted Children, NAGC, Indianapolis, IN.

Adams, C., Cotabish, A. A. (Oct. 2013). *Differentiating the Next Generation Science Standards for Gifted and Advanced Learners. Invited professional development webinar conducted for the National Association for Gifted Children.* Other presented at Webinars on Wednesday (WOW), National Association for Gifted Children, Virtual Webinar.

Alumbaugh, A. D. (2014). *Recruitment, Training, and Retention of Mentor Teachers: Developing School Partnerships.* Workshop presented at Uteach Conference 2014, University of Texas at Austin.

Benson, T. R. (Oct. 2013). *Renewal and Joy in Teaching.* Seminar presented at EdCamp Professional Development, UCA.

Bunn, G. O. (2013). *Problem-based Learning and the UTeach Model.* Workshop presented at EAST Core Tier II Training, EAST Initiative, Little Rock, AR.

C. A., Cotabish, A. A., Dailey, D. D. (Apr. 2014). *Using the Next Generation Science Standards with Advanced and Gifted Learners.* Symposium presented at Council for Exceptional Children, Symposium for The Association for Gifted Children, Philadelphia, PA.

Cotabish, A. A. *The differentiated classroom.* Workshop presented at Non-traditional Licensure Teacher Program -APPEL, Arkansas Department of Education, UCA.

Cotabish, A. A. (Feb. 2014). *A Differentiated Approach to Addressing the CCSS Math and the Next Generation Science Standards for Gifted and Advanced Students.* Colloquium

presented at Annual Conference of the Minnesota Educators of the Gifted and Talented, Minnesota Educators of the Gifted and Talented, Brainerd, MN.

Cotabish, A. A. (Feb. 2014). *Peas and Carrots: Modifying the Common Core for High Ability Learners.* Colloquium presented at Annual Conference of the Minnesota Educators of the Gifted and Talented, Brainerd, MN.

Cotabish, A. A. (Nov. 2013). *The next generation elementary science classroom.* Workshop presented at Forest Park Elementary Faculty Professional Development, Little Rock School District, Little Rock, AR.

Cotabish, A. A., Dailey, D. D. (Nov. 2013). *A differentiated approach to addressing the CCSS Math and NGSS.* Symposium presented at National Association for Gifted Children, NAGC, Indianapolis, IN.

Cotabish, A. A., Shaunessy-Dedrick, E. (Nov. 2013). *Essentials Closing Session: Ensuring Success. Your Leadership Role in Implementing National and Common Core Standards for Gifted and Advanced Learners.* Other presented at National Association for Gifted Children, NAGC, Indianapolis, IN.

Cotabish, A. A. (Nov. 2013). *Value-added teaching in higher education.* Workshop presented at UACCM Faculty Professional Development, University of Arkansas Community College at Morrilton.

Cotabish, A. A. (Aug. 2013). *The differentiated elementary classroom.* Workshop presented at Forest Park Elementary Faculty Professional Development, Little Rock School District, Little Rock, AR.

Cotabish, A. A. (Aug. 2013). *Classroom management in higher education.* Workshop presented at UACCM Faculty Professional Development, University of Arkansas Community College at Morrilton, UACCM Morrilton, AR.

Cotabish, A. A. (2013). *Brain power: Teaching with the brain in mind.* Workshop presented at Non-traditional Licensure Teacher Program -APPEL, Arkansas Department of Education, UCA.

Cotabish, A. A. (2013). *Extending thinking.* Workshop presented at Non-traditional Licensure Teacher Program -APPEL, Arkansas Department of Education, UCA.

Cotabish, A. A. (2013). *Teaching with poverty in mind.* Workshop presented at Non-traditional Licensure Teacher Program -APPEL, Arkansas Department of Education, UCA.

Dailey, D. D. (Apr. 2014). *Dissertation Discussion from Recent Graduates.* Panel presented at UALR Dissertation Day, University of Arkansas at Little Rock, Little Rock.

Dailey, D. D. (Sept. 2013). *The Next Generation Science Standards.* Workshop presented at UCA STEMTeach Mentor Teachers, UCA STEMTeach, Conway.

Friga, M. A. (Panelist). (Jan. 2014). *Panel on Tenure, Promotion, & Advancement.* Panel presented at Professional Conversations:, College of Education, Mashburn Hall.

Gallavan, N. (Feb. 2014). *Award Banquet Moderator.* Other presented at Association of Teacher Educators (ATE) Annual Conference, St. Louis, MO.

Gallavan, N. (Feb. 2014). *Introduction of Diana Hess, Keynote Speaker.* Other presented at Association of Teacher Educators (ATE) Annual Conference, St. Louis, MO.

Gallavan, N. (Feb. 2014). *Introduction of Jane Piirto, Keynote Speaker.* Other presented at Association of Teacher Educators (ATE) Annual Conference, St. Louis, MO.

Gallavan, N. (Feb. 2014). *Introduction of Jeff Charbonneau, Keynote Speaker.* Other presented at Association of Teacher Educators (ATE) Annual Conference, St. Louis, MO.

Gallavan, N. (Feb. 2014). *Introduction of Marilyn Cochran-Smith, Keynote Speaker.* Other presented at Association of Teacher Educators (ATE) Annual Conference, St. Louis, MO.

Gallavan, N. (Feb. 2014). *Teacher Advocacy for the 21st Century.* Panel presented at Association of Teacher Educators (ATE) Annual Conference, St. Louis, MO.

Gallavan, N. (Oct. 2013). *Kappa Delta Pi/Association of Teacher Educators Student Teacher of the Year Award.* Other presented at Kappa Delta Pi (KDP) Convo, KDP, Dallas, TX.

Gallavan, N. (Oct. 2013). *Advancing Teacher Education that Matters in Teaching, Learning, and Schooling.* Other presented at Southeastern Regional Association of Teacher Educators (SRATE), SRATE, Sarasota, FL.

Gallavan, N. (Sept. 2013). *Advancing Teacher Education that Matters in Teaching, Learning, and Schooling.* Other presented at Arkansas Association of Teacher Educators (ArATE), Arkansas Association of Teacher Educators (ArATE), Conway, AR.

Hogan, C. A. (2014). *Behavioral Problems - Current Trends and A Practical Approach that is Legally Compliant.* Seminar presented at Disciplining Students with Behavioral Problems in a Legally Compliant Manner, National Business Institute, Marriott Hotel, Little Rock, AR.

Mills, M. S. (June 2014). *Effective programs for the success of underserved students.* Panel presented at 3rd Annual Bridging the Gap Symposium, Springdale, AR.

Mills, M. S., Herring, J. (June 2014). *BYOD: What Really Works in the Classroom.* Seminar presented at Hot Springs Technology Institute, ARKSTE, Hot Springs, AR.

Mills, M. S. (June 2014). *Mobile Devices in the Classroom: Now What?* Seminar presented at Hot Springs Technology Institute, ARKSTE, Hot Springs, AR.

Mills, M. S. (June 2014). *Engaging students through interactive digital textbook creation.* Seminar presented at Mobile Learning 2014 Conference, NEMCC, Corinth, MS.

Mills, M. S. (June 2014). *Using BYOT to Bridge the Digital Divide.* Seminar presented at Mobile Learning 2014 Conference, NEMCC, Corinth, MS.

Mills, M. S. (Nov. 2013). *Engaging students through interactive digital textbook creation.* Paper Session presented at Schools Without Walls, Hot Springs, AR.

Mills, M. S. (Nov. 2013). *Making BYOD work: A middle school perspective.* Paper Session presented at Schools Without Walls, Hot Springs, AR.

Mills, M. S. (Oct. 2013). *BYOD: What really works in the classroom.* Paper Session presented at Arkansas Curriculum Conference, Little Rock, AR.

Mills, M. S. (Oct. 2013). *OMG! Effect of texting on literacy instruction.* Paper Session presented at Arkansas Curriculum Conference, Little Rock, AR.

Mills, M. S. (Oct. 2013). *Using BYOT to bridge the digital divide.* Paper Session presented at Arkansas Curriculum Conference, Little Rock, AR.

Mills, M. S. (2013). *Providing Differentiation Through Technology and the SAMR Model.* Seminar presented at Arkansas Association of Educational Administrators Summer Conference, AAEA, Little Rock, AR.

Phelps, P. H. (2014). *Keeping the Flame Burning.* Other presented at Faculty Development Day, University of Saint Joseph, West Hartford, CT.

Phelps, P. H. (Dec. 2013). *Collaborative Learning Design.* Workshop presented at First Year Seminar Training, IDC, Conway AR.

Stephens, D. L., Whittingham, J. L. (Nov. 2013). *The crisis Mr. Faubus made: Arkansas Gazette and Central High.* Other presented at Arkansas Curriculum Conference, Little Rock, AR.

Thompson, A. D. (Mar. 2014). *Debunking the Myths: Transitioning from the Classroom to Higher Ed.* Workshop presented at Arkansas Association of Instructional Media, AAIM, Fort Smith, Arkansas.

Thompson, A. D. (Feb. 2014). *University-School Partnerships--Working Hand in Hand Toward Solutions.* Workshop presented at ATE - St. Louis, ATE, St. Louis, Missouri.

Thompson, A. D. (Feb. 2014). *National Board Certification - Debunking the Myths.* Workshop presented at Arkansas Teachers for National Board Certification, ATNBC and Harding University, Harding University - Searcy.

Thompson, A. D. (Nov. 2013). *5 Minute Mobile Moments - Super-Sized.* Workshop presented at Schools Without Walls, Schools Without Walls, Hot Springs Convention Center.

Thompson, A. D. (Oct. 2013). *Debunking the Myths - Transitioning from the Classroom to Higher Education.* Workshop presented at Arkansas Curriculum Conference, Little Rock - Marriot Hotel.

Thompson, A. D. (Sept. 2013). *Debunking the Myths: Transitioning from the Classroom to Higher Education.* Workshop presented at arATE, arATE, Conway - UCA.

Wake, D. G. (Jan. 2014). *Google Drive and Google Docs.* Workshop presented at Google App Training for COE Faculty, Teaching and Learning, Conway, AR.

Wake, D. G. (2013). *Teacher excellence and support system.* Workshop presented at Arkansas Department of Education APPEL Program, Conway, AR.

Ward, S. (2013). *Classroom Management.* presented at Arkansas Non-traditional Licensure Program, Arkansas Department of Education, UCA, Conway, Arkansas.

Whittingham, J. L. (Oct. 2013). *Books galore: The best juvenile and young adult books of 2013.* Other presented at Arkansas Curriculum Conference, Little Rock, AR.

Whittingham, J. L. (Sept. 2013). *Increasing textbook reading through literature circles.* Workshop presented at Arkansas Association of Teacher Educators Fall Conference, Arkansas Association of Teacher Educators, Conway, AR.

Whittingham, J. L. (2013). *Great books booktalk.* Workshop presented at Arkansas Association of School Librarians Annual Conference, Arkansas Association of School Librarians, Little Rock, AR.

APPENDIX D: PROFESSIONAL DEVELOPMENT AND RECOGNITION

Number of Faculty Development Activities Attended

Type of Activity	No.
Conference	66
Course Towards a Degree	1
Faculty Fellowship	1
Self-Study Program	3
Seminar	16
Tutorial	3
Workshop	32
Other	17
Unknown	3
Total	142

List of Awards and Honors

Gallavan, Nancy ATE President's Award-recipient, Association of Teacher Educators, Service, Professional, National. (February 17, 2014).

Friga, Marilyn A College of Education 2014 Teaching Award, College of Education, Teaching, University. (May 2, 2014).

Wake, Donna College of Education 2014 Service Award, College of Education, UCA. (May 2, 2014)

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

Dailey, Deborah D Hebert M. Handley Outstanding Dissertation Award, MidSouth Educational Research Association, Scholarship/Research, Regional. (November 7, 2013).

Gallavan, Nancy KDP Eleanor Roosevelt Honorary Chapter Initiate, Kappa Delta Pi, Leadership, International. (December 13, 2013).

Wake, Donna G NCTE Affiliate of Excellence, National Council of Teachers of English, Service, Professional, National. (November 2013).

Friga, Marilyn A Nomination for University Teaching Excellence Award, University of Central Arkansas, Teaching, University. (April 2014).

Mills, Michael S Technology Leader of the Year, Arkansas Association of Instructional Media, Leadership, State. (February 5, 2014).

Gallavan, Nancy UCA COE Faculty Award for Service-nominee, University of Central Arkansas College of Education, Service, Professional, College. (May 2, 2014).

Gallavan, Nancy UCA Faculty Excellence Award for Service-finalist, University of Central Arkansas, Service, Professional, University. (April 10, 2014).

APPENDIX E: SERVICE AND COMMUNITY ENGAGEMENT

Number of Activities with External Partners

Type of Activity	No.
Recruitment	1
Other	1
Total	2

Number of University Service Activities

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Department	9	48	57
College	6	44	50
University	3	36	39
Total	51	128	179

    * 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	57	57
Total	0	57	57

    * 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	1	3	2	2	0	8
Coordinator/Organizer	1	6	0	0	0	7
Editor	0	2	0	4	1	7
Member	2	9	0	8	6	25
Officer (Not President)	0	2	0	0	0	2
President	0	2	1	1	0	4
Reviewer	0	1	0	9	3	13
Other	1	12	0	6	1	20
Total	5	37	3	30	11	86

Number of Public Service Activities by Scope of Organization

Position/Role	Local	State	Regional	National	International	Total
Board Member/Trustee	1	0	0	0	0	1
Chair	0	1	0	0	0	1
Coordinator/Organizer	2	0	0	0	0	2
Guest Speaker	0	3	0	0	0	3
Member	2	0	0	0	0	2
Officer (Not President)	1	0	0	0	0	1
Other	7	1	0	2	0	10
Total	5	37	3	30	11	86