**Department of
Teaching & Learning**

Annual Report
July 1, 2014 - June 30, 2015

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 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

> **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.
>
> **Actual Results:** Implemented a Unit Plan that covers Diversity and its impact on Student Learning; Faculty was formally trained in all programs associated with dyslexia; Link shows success of our teacher education candidates - http://uca.edu/education/files/2013/07/StatewideReportApril2015.pdf; Faculty mentored professional student presentations at conferences such as: S.T.E.M, Arkansas Curriculum Conference, and the Arkansas Reading Association; Faculty have increased to 23 full time faculty with graduate faculty status; Faculty utilized iPads and SmartBoards for instruction and a class set of mini-IPads with a moveable cart for classroom modeling and instruction.
>
> Field experiences were modified to include an ELL assignment for every student; Increased Praxis II scores for content and pedagogy in the MAT and middle level program.   See link: http://uca.edu/education/files/2013/07/EPPR-Report-User-Friendly1.docx; Faculty implemented Google apps for education into courses in order to better prepare candidates for teaching since local public schools have adopted GAFE.
>
> Three faculty received professional development to become a certified Ruby Payne "A Framework of Poverty" trainer, bringing this knowledge to our students in courses and in

the field; Student evaluations of coursework and faculty have improved significantly; CAEP coordinator did a validity study on the key assessment, unit plan and impact on student learning for our programs. Rubrics were revised based on feedback gathered to improve the learning experience for our students.

Status:

Supporting Program Statistics

BSE-Middle Level Education	Enrolled
Fall On-Schedule 2014	51

MAT-Teaching	Enrolled
Fall On-Schedule 2014	325

MSE-Advanced Studies in Teacher Leadership	Enrolled
Fall On-Schedule 2014	27

BSE-Middle Level Education	Degrees Awarded
July 2014 - June 2015	22
Total	22

MAT-Teaching	Degrees Awarded
July 2014 - June 2015	111
Total	111

MSE-Advanced Studies in Teacher Learning	Degrees Awarded
July 2014 - June 2015	12
Total	12

Teaching & Learning SSCH				
Fiscal Year	**HS Concurrent**	**Undergraduate**	**Graduate**	**Total**
July 2014 - June 2015	0	2,993	5,577	8,570

Links to Supporting Documents
2014-2015 UCA COE Data Summary v.4-1.docx

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.

> **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
>
> **Actual Results:** Faculty participated in various P-12 school visits to reach middle and high school students; Reestablished students as Teachers of Tomorrow; Connected future recruits with letters sent out from chair, advising days, and Bear Fact Days; Student Orientations were added to the MAT and undergraduate middle level programs to promote student retention and success; Recruited students of diversity to enhance enrollment through Lighthouse Beacons and Minority Receptions to provide assistance and resources to diverse students; Diverse faculty have increased to 21.74% in the department.   Student diversity has increased in the MAT program; Student enrollment: Middle Level 51 with 22 degrees awarded; MAT 325 with 111 degrees awarded; ASTL 27 with 12 degrees awarded. 142 STEM with 0 degrees awarded (2014); Teaching and Learning Minor was created, including all students with secondary education as a major (included 98 students last year); Transition to Teaching Grant has been utilized to increase diversity of students and place our MAT students in high need teaching shortage areas; Northstar implementation   in all sections of EDUC 1300 for helping students to pass the Praxis I has produced positive results; Transition to Teaching Meet and Greet with School Recruiters was implemented twice during the year, including our faculty and graduate students; A MAT Advisor was hired to assist the ever growing population of the MAT program, relieving faculty of some of the heavy advising responsibilities and help students successfully navigate through the graduate program and sometimes complex Arkansas licensure system;
> MAT advising meetings have are now offered both face to face and through online communications.   Podcasts and videos have been created to assist students with various graduate struggles.
>
> **Status:**
>
> **Supporting Program Statistics**
>
>
> **Links to Supporting Documents**

None

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

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

Actual Results: Collaborated with fellow faculty for research projects and publications; Faculty supported through travel funds during International, National, Regional, and State presentations;   Partnerships with other colleges and university: Whittingham/Vanderslice; Buchanan/Maumelle High School; Cotabish/Dailey/UALR; Miller/A+ Consortium; Grant recipients - Federal grants: $3,222,768; UCA internal grants: $107,128.00
A+ Wingate Foundation grant worth $70,000; Data from outreach programs will be used to support research; $47,700 spent on professional travel and presentations at International, National, Regional, and State Conferences; Greater number of AERA and MSERA papers; Graduate students and faculty worked with UCA Reading Center from Dept of ELSE; 55 peer reviewed publications and 8 non peer reviewed, totaling 63 publications; 163 total accepted and invited professional presentations, with 20 international and 45 national conferences; 130 faculty development activities attended - Dyslexia Connections, Google Summit, Ruby Payne training, HSTI, School Based Research; Books published by faculty members receiving high praise from the profession - added to professional readings recommendation listsl Over 120 service activities where faculty are helping university, public schools, professional organizations, and the community.
Status:

Supporting Program Statistics

Links to Supporting Documents

None

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 partnernships 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 inservice 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: In the Greenbrier School District, after school tutoring, VIP's, and the Soaring Wings program have been established to aid in student field experiences and help struggling learners in the K-12 system; Bears Write summer camp for children was expanded to include more grade levels; STEMulate Academy was created for summer GATE field experience and involved teaching assistants from the STEM program; MAT students and faculty worked collaboratively with the Department of ELSE in UCA Reading Success Center, tutoring children.
Our students work with Conway Junior High HAP (Homework Assistance Program); Faculty taught an undergraduate reading course on school site at Bob Courtway Middle School.
Faculty participated in STEMteach Whale, Heart and Lung, Cell Presentations to public schools; Inquiry based presentations were conducted by STEM students to Maumelle High School
Tutoring program implemented by our students at Morrilton and Little Rock Preparatory Academy; Faculty collected books for children of poverty in Faulkner County and attended the Bookcase of Literacy Banquet in Conway to support this cause.
Status:

Supporting Program Statistics

Links to Supporting Documents

None

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

Expected Results: Increased number of students enrolled in the ASTL program; Stronger separate track cohorts in the program

Actual Results: Enrollments for the current year have increased; Established a National Board course that can be taken during the summer and is in coordination with a National Board grant received by our faculty; Tracks have been expanded to include Gifted and Talented, as well as a General Track that could include the Dyslexia endorsement courses; A Generalist track has been created to accommodate students with transfer credits; Set up a recruiting booth at the Arkansas Curriculum Conference in Little Rock, Arkansas GATE conference and the ACTELA conference in Rogers, AR; Attended the National Board Orientation to focus on recruitment efforts; Faculty encouraged graduates at Portfolio Presentations to help recruit other teachers into the program; Brochures were taken to intern school sites; ASTL 27 enrolled with 12 degrees awarded (2014)

Status:

Supporting Program Statistics

Links to Supporting Documents

None

3. **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.

> **Resources:** UCA Sponsored Programs; ADHE, Partnernships with other colleges, corporations, universities
>
> **Responsible Person(s):** T and L Faculty
>
> **Projected Completion Date:** June 2016
>
> **Expected Results:** Increased opportunities to present research at professional conferences and build collaborative relationships in a global professional community.

Supporting Program Statistics

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.

> **Resources:** IT department; other universities successfully implementing these programs. Two Apple Distinguished Educators teaching in our department
>
> **Responsible Person(s):** T and L faculty; department chair; associate dean; dean
>
> **Projected Completion Date:** June 2016
>
> **Expected Results:** Implementation of 1 to 1 Apple Ipad program for every student in the middle level/secondary programs for fall 2016.

Supporting Program Statistics

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

Resources: UCA Foundation Grants; Kimberly Clark corporation partnership; STEM grant

Responsible Person(s): T and L faculty; Department chair

Projected Completion Date: June 2016

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.

Supporting Program Statistics

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.

Resources:

Responsible Person(s): Field Coordinators; T and L faculty; department chair; Transition to Teaching Director and Advisor

Projected Completion Date: June 2016

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;

Supporting Program Statistics

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.

Resources: Transition to Teaching Grant; three faculty trained in Ruby Payne.

Responsible Person(s): Department Chair; Transition to Teaching Grant Coordinator and staff; T and L faculty

Projected Completion Date: June 2016

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.

Supporting Program Statistics

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.

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

Responsible Person(s): T and L faculty; department chair/leader

Projected Completion Date: June 2016

Expected Results: Increased publications, professional presentations, and grants

Supporting Program Statistics

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

Resources:

Responsible Person(s): ASTL Program Coordinator; Jeff Whittingham; Department Chair; T and L faculty

Projected Completion Date: June 2016

Expected Results: Increased enrollments in the ASTL program

Supporting Program Statistics

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

Resources: Chalk and Wire Data; program reports

Responsible Person(s): CAEP Coordinator; Program Coordinators; T and L Faculty; Department Chair

Projected Completion Date: June 2016

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

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 2016

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 2016

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

Our department has a number of new faculty to integrate within the group, maintaining a culture of mutual respect and shared governance without unnecessary conflict.   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)

6. Opportunities

We have a strong faculty who are always looking for ways to improve programs and benefit our students' learning.   We have opportunities to capitalize on the Gifted and Talented program's move to the department with five faculty with a strong expertise in GATE.   We are looking to 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.   Our faculty are determined to become the best online instructors, including the latest research and techniques for online learning and building student online communities for our graduate programs.   We hope to lead the university in a one to one initiative where all our undergraduate students have Apple IPads and faculty use them during class to improve learning and model instructional strategies.   We plan to continue research collaborations that result in some of the highest number of prestigious publications, professional presentations and grant opportunities. We also look to provide leadership opportunities for our college and university through a unique faculty with excellent skills while serving our students and community needs with professional student organizations, benefits and volunteer activities (Spring Middle Level Conference, Soaring Wings, summer camps).

7. Summary

It has been a truly rewarding learning experience to chair the Teaching and Learning Department for the past five years.   In this time, we have embraced change and passionately fought to improve our teaching, research, and service to our profession.   We have a diverse and highly qualified faculty with impressive teaching evaluations and scholarly productivity.   Our faculty have a variety of expertise: four STEM, three Nationally Board Certified, four Gifted and Talented, six Reading with latest dyslexia training, 8 with recent public school experience, three STEAM with the arts training, two Apple Distinguished Educators, STRONG technology base for all faculty, two with ELL certifications, 4 with administrator experience.   We have grown programs and maintain excellent student enrollments in all programs.   Our year has resulted in enrollments increasing in all programs, teaching evaluations increases for everyone, improved Praxis II scores after state's change of exam which caused difficulties for our middle level students, and strong graduation rates. We have high quality field based experiences embedded in both undergraduate and graduate courses.   We have increased our students' application of knowledge with tutoring experiences after school, summer outreach programs; Soaring Wings Ranch activities;   and year long internship experiences.   We have made positive changes in internship field meetings for students   by combining undergraduate and graduate MAT students, and including public school mentors and UCA supervisors in 'before semester begins' and other seminars. Our faculty are goal focused with a strategic plan emphasizing IMPACT!

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APPENDIX A: FACULTY PROFILE

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Distribution of Full-Time Faculty by Rank

Rank	Continuing	New	Total	%
Professor	3	0	3	12.00
Associate Professor	4	0	4	16.00
Assistant Professor	6	0	6	24.00
Senior Lecturer/Clinical Instructor/Lab Instructor	0	0	0	0.00
Lecturer/Clinical Instructor/Lab Instructor II	4	0	4	16.00
Lecturer/Clinical Instructor/Lab Instructor I	5	0	5	20.00
Instructor	0	0	0	0.00
Visiting Assistant Professor	1	0	1	4.00
Visiting Lecturer	2	0	2	8.00
Total	25	0	25	100.00

Distribution of Full-Time Faculty by Tenure Status

Tenure Status	Continuing	New	Total	%
Tenured	6	0	6	26.09
Tenure-Track	4	0	4	17.39
Non-Tenure Track	13	0	13	56.52
Total	23	0	23	100.00

Distribution of Full-Time Faculty by Graduate Faculty Status

Graduate Faculty	Continuing	New	Total	%
Affiliated	1	0	1	4.35
Associate	7	0	7	30.43
Full	10	0	10	43.48
No	5	0	5	21.74
Total	23	0	23	100.00

List of New Full-Time Faculty

No new full-time faculty in report date range.

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	17.39
Hispanic/Latino of Any Race	1	0	1	4.35
Native Hawaiian or Other Pacific Islander	0	0	0	0.00
Two or More Races	0	0	0	0.00
White	15	3	18	78.26

Non-Resident Alien	0	0	0	0.00
Unknown	0	0	0	0.00
Total	19	4	23	100.00
%	82.61	17.39	100.00	

APPENDIX B: INSTRUCTIONAL ACTIVITIES

SSCH by ADHE Term

Term	HS Concurrent	Undergraduate	Graduate	Total
Summer II On-Schedule 2014	0	56	654	710
Summer II Off-Schedule 2014	0	0	0	0
Fall On-Schedule 2014	0	1,609	2,142	3,751
Fall Off-Schedule 2014	0	0	0	0
Spring On-Schedule 2015	0	1,226	1,857	3,083
Spring Off-Schedule 2015	0	0	0	0
Summer I On-Schedule 2015	0	102	756	858
Summer I Off-Schedule 2015	0	0	168	168

Fiscal Year	HS Concurrent	Undergraduate	Graduate	Total
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
July 2010 - June 2011	0	3,872	4,449	8,321

Academic Advising Loads

Term	Undergraduate	Graduate
Fall 2014	109	331
Spring 2015	86	252

Total Undergraduate Program Enrollment

Fall On-Schedule 2014	Enrolled
BSE-Middle Level Education	51
Term Total	51

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

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
Fall On-Schedule 2010	90

Total Graduate Program Enrollment

Fall On-Schedule 2014	Enrolled
MAT-Teaching	325
MSE-Advanced Studies in Teacher Leadership	27
Term Total	352

MAT-Teaching	Enrolled
Fall On-Schedule 2014	325
Fall On-Schedule 2013	317
Fall On-Schedule 2012	251
Fall On-Schedule 2011	264
Fall On-Schedule 2010	265

MS-Training Systems	Enrolled
Fall On-Schedule 2010	0

MSE-Advanced Studies in Teacher Leadership	Enrolled
Fall On-Schedule 2014	27
Fall On-Schedule 2013	22
Fall On-Schedule 2012	10
Fall On-Schedule 2011	11
Fall On-Schedule 2010	12

Total Undergraduate Program Degrees Awarded

August 2014	Degrees Awarded
BSE-Business and Marketing Technology	0
BSE-Middle Level Education	0
Total	0

December 2014	Degrees Awarded
BSE-Business and Marketing Technology	0
BSE-Middle Level Education	10
Total	10

May 2015	Degrees Awarded
BSE-Business and Marketing Technology	0
BSE-Middle Level Education	12
Total	12

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

July 2011 - June 2012	4
July 2010 - June 2011	3
Total	7

BSE-Middle Level Education	**Degrees Awarded**
July 2014 - June 2015	22
July 2013 - June 2014	13
July 2012 - June 2013	19
July 2011 - June 2012	19
July 2010 - June 2011	17
Total	90

Total Graduate Program Degrees Awarded

August 2014	**Degrees Awarded**
MAT-Teaching	1
MSE-Advanced Studies in Teacher Learning	2
Total	3

December 2014	**Degrees Awarded**
MAT-Teaching	57
MSE-Advanced Studies in Teacher Learning	0
Total	57

May 2015	**Degrees Awarded**
MAT-Teaching	53
MSE-Advanced Studies in Teacher Learning	10
Total	63

MAT-Teaching	**Degrees Awarded**
July 2014 - June 2015	111
July 2013 - June 2014	94
July 2012 - June 2013	85
July 2011 - June 2012	83
July 2010 - June 2011	79
Total	452

MS-Training Systems	**Degrees Awarded**
July 2010 - June 2011	3
Total	3

MSE-Advanced Studies in Teacher Leadership	**Degrees Awarded**
July 2013 - June 2014	6
July 2012 - June 2013	2
July 2011 - June 2012	5
July 2010 - June 2011	9
Total	22

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

Number of Directed Individual Student Learning Activities

Involvement Type	No.
Dissertation Committee Chair	3
Dissertation Committee Co-Chair	2
Dissertation Committee Member	9
Independent Study Advisor	2
Internship Advisor	8
Master's Thesis Committee Member	1
Other	2
Total	**27**

Number of Directed Group Student Learning Activities

Involvement Type	No.
Field Experience	15
Group Research	1
Unknown	1
Total	**17**

Number of Non-Credit Instruction Activities

Instruction Type	No.
Guest Lecture	1
Unknown	1
Total	**2**

APPENDIX C: SCHOLARSHIP

Total Contracts and Grants

Organization	Under Review No.	Total Funds	Funded No.	Total Funds
	2	$0	0	$0
Federal	0	$0	2	$3,198,506
Local	0	$0	1	$5,000
State	0	$0	2	$19,262
Total External	2	$0	5	$3,222,768
University of Central Arkansas	0	$0	14	$107,978

List of Grants and Contracts

Under Review

　　Cawein, M. J.

　　Cawein, M. J.

Funded

　　Cotabish, A. A., "UCA Faculty Summer Research Incentive," Sponsored by UCA College of Education, University of Central Arkansas, $3,300.00. (June 2014 - July 2014).

　　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., "STEMulate Academy Kimberly Clark Funding," Sponsored by Kimberly Clark, Local, $5,000.00. (September 2014 - June 2015).

　　Dailey, D. D., Cotabish, A. A., Bunn, G. O., "STEMulate Engineering Academy," Sponsored by UCA Foundation, University of Central Arkansas, $2,961.75. (April 2014 - Present).

　　Frederickson, C. K. (Principal Investigator), Martin, J. C. (Co-Principal Investigator), Bland, M. W. (Co-Principal Investigator), Bunn, G. O. (Co-Principal Investigator), Yarberry, F. M. (Co-Principal Investigator), Mason, A. J. (Senior Investigator), "DUE - Noyce Teacher Scholarships," Sponsored by NSF, Federal, $1,198,506.00. (October 1, 2014 - September 30, 2019).

　　Friga, M. A., Thompson, A. D., Cawein, M. J., "National Board Support Group," Sponsored by Arkansas Department of Education, University of Central Arkansas. (November 2014 - May 2015).

　　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, $700.00. (June 2015 - 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).

Thompson, A. D. (Recipient to attend conference and present research), "Student Research Grant," Sponsored by UCA, University of Central Arkansas, $888.00. (November 7, 2014).

Thompson, A. D., Voegele, C. M., "IDC Grant through UCA to attend a national field conference," Sponsored by Instructional Development Center, University of Central Arkansas, $850.00. (April 12, 2015 - April 15, 2015).

Thompson, A. D. (Director), "National Board Support Site Grant," Sponsored by Arkansas Department of Education, State, $18,062.50. (November 30, 2014 - June 1, 2015).

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. (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).

Whittingham, J. L., "Association of Teacher Educators Conference," Sponsored by UCA, University of Central Arkansas, $850.00. (March 14, 2015 - March 16, 2015).

Number of Accepted or Published Publications by Type

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Book	11	0	11	0
Book Review	2	1	3	0
Chapter	22	1	23	0
Conference Proceeding	3	0	3	1
Journal Article	12	2	14	0
Other	11	5	16	0
Total	61	9	70	1

Number of Submitted Publications by Type

Type	Peer	Non-Peer	Total	Student

	Reviewed	Reviewed		Author
Chapter	1	0	1	0
Journal Article	5	0	5	1
Total	6	0	6	1

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

Adams, C., Cotabish, A. A., Dailey, D. D. (2014). *A Teacher's Guide to Using the Next Generation Science Standards With Gifted and Advanced Learners.* (pp. 200). Waco, Texas: Prufrock Press. www.prufrock.com

Benson, T. R., Cotabish, A. 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/Wnter*.

Bunn, G. O., Dailey, D. D., Cotabish, A. A. (2015). STEMteach: Preparing the Next Generation of Mathematics and Science Teachers". *The Journal of Mathematics and Science: Collaborative Explorations, 15*(Spring 2015), 147-157.

Bunn, G. O., Wake, D. G. (2015). Motivating Factors and Interests in Nontraditional Post-Baccalaureate Students. *The Teacher Educator, 50*(1), 47-66. http://www.tandfonline.com/doi/full/10.1080/08878730.2014.975304#.VMETp3YzBKs

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.

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., 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. (2015). Connecting the Common Core and Next Generation Science Standards with Curriculum for Advanced Learners. In Bronwyn MacFarlane (Ed.), *Bright Flight: Developing Talent with STEM Education*. Waco, TX: Prufrock Press.

Cotabish, A. A. (2015). In National Association for Gifted Children (Ed.), *Pre-K-Grade 12 Gifted Programming Standards Self-Study Checklist for Teachers of the Gifted and Program Coordinators [Excel Spreadsheet]*. Washington, DC: National Association for Gifted Children. nagc.org

Cotabish, A. A., Kielty, W., Dailey, D. D., Pratt, D. (in press). In National Association for Gifted Children (Ed.), *Pre-K-Grade 12 Gifted Programming Standards Self-Study Checklist for Teachers of the Gifted and Program Coordinators* (pp. 30). Washington, DC: National Association for Gifted Children. nagc.org

Cotabish, A. A. (2015). In National Association for Gifted Children (Ed.), *Integrating gifted pedagogy into university science syllabi*. Washington, DC: National Association for Gifted Children. www.nagc.org/preparing-teaching-candidates-advanced-learners

Cotabish, A. A., Kielty, W., Dailey, D. D., Pratt, D. (2014). In NAGC (Ed.), *NAGC gifted programming standards self-study checklists* (pp. 60). Washington, DC: National Association for Gifted Children. nagc.org

Cotabish, A. A. (2014). *Beyond Gifted Education: Designing and Implementing Advanced Academics*. New York, New York: Teachers College Record. www.tcrecord.org/Content.asp?ContentId=17753

Dailey, D. D., Bunn, G. O., Cotabish, A. A. (in press). *Contributing factors to the initial growth of a mathematics and science teacher education program*. Washington, DC: AERA Proceedings.

Dailey, D. D., Bunn, G. O., Cotabish, A. A. (in press). Answering the call to improve STEM education. *To appear in Journal of the National Association of Alternative Certification*.

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., Cotabish, A. A. (2015). Implementing engineering practices with advanced learners. In Bronwyn MacFarlane (Ed.), *Bright flight: Developing talent with sTEM education.*. Waco, Texas: Prufrock Press.

Dailey, D. D., Cotabish, A. A. (2015). Developing Advanced Science Curriculum for Gifted Students. In Todd Kettler (Ed.), *Modern Curriculum for Gifted and Advanced Academic Students*. Waco, TX: Prufrock Press.

Dailey, D. D. (2015). Elementary Science curriculum for gifted learners. *Bright flight: Developing talent with STEM education.*. Waco, TX: Prufrock Press.

Dailey, D. D. (2014). Refrigerator Science: Home Science Activities. *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* (5-6 ed., vol. 36, pp. 490-502). Philadephia, PA: ATE Yearbook XXIII.

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. (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). 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. 1-10). Thousand Oaks, CA: Sage.

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

Gallavan, N. (2015). *UCA Diversity Strategic Plan.*:

Gallavan, N. (2015). *Arkansas Association of Teacher Educators Electronic Journal (ArATE EJ) Editor* (1st ed., vol. 6). Conway, AR: electronic.

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

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. (2014). *Developing performance-based assessments: Grades k-5. (Reprinted in Mongolian; original publication 2009).* Thousand Oaks, CA: Corwin Press.

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). *Arkansas Association of Teacher Educators Electronic Journal (ArATE EJ) Editor* (2nd ed., vol. 5). Conway, AR: electronic.

Hughes, G., Cotabish, A. A., Williams, C. C., Wake, D. G. (2015). A Perceptual Assessment of Non-traditional STEM Teacher Candidates: A University Partnership for Transition to Teaching. *Journal of Teaching Effectiveness and Student Achievement*.

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.

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* (5-6 ed., vol. 36, pp. 363-376). Pennsylvania, PA: Taylor & Francis.

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

McAllister, T. D., Whittingham, J. L., Huffman, S. P., Christensen, W. R. (2014). Developing Independent Readers with Audiobooks. *Association of Middle Level Education Magazine, 2*(3), 19-21.

Mills, M. S. (2014). Effect of faculty member's use of Twitter as informal professional development during a preservice teacher internship. *Contemporary Issues in Technology and Teacher Education, 14*(4). www.citejournal.org/vol14/iss4/currentpractice/article1.cfm

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* (pp. 132-138). Bloomington, IN: Solution Tree.

Robinson, A., Dailey, D. D., Cotabish, A. A., Hughes, G., Hall, T. (2014). STEM Starters: An Effective Model for Elementary Teachers and Students. In Robert Yager and Herbert Brunkhorst (Ed.), *Exemplary Science Program Series, 10th ed* (10th ed., pp. 1-18). Arlington, VA: NSTA Press.

Robinson, A. E., Cotabish, A. A., Wood, B. K., O'Tuel, F. (2014). The effects of a statewide evaluation initiative in gifted education on practitioner knowledge, concern, and program documentation. *Journal of Advanced Academics, 25*(4).

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

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

Shaunessy-Dedrick, E., Cotabish, A. A. (2014). In Shaunessy-Dedrick, E., & Cotabish, A. (Ed.), *Introduction letter: Jacob K. Javits gifted and talented students education program grant findings* (4th ed., vol. 25).: Journal of Advanced Academics.

Styles-Foster, S. L. (in press). *Literacy across the content areas with the 2015 Orbis Pictus Award.*: The Florida Reading Journal.

Wake, D. G., Cotabish, A. A., Benson, T. R. (2015). *The effects of virtual coaching on teacher candidates' instructional development..*: Society of Information Technology and Teacher Education.

Wake, D. G., Dibble, A.* (2015). *Using augmented reality to explicate science fiction genre..*: Society of Information Technology and Teacher Education.

Wake, D. G. To Cursive or Not To Cursive? That's Not the Point! In Chris Goering (Ed.), *Edusanity.*: www.edusanity.com/2015/03/05/to-cursive-or-not-to-cursive-thats-not-the-point/

Wake, D. G. (2014). NCTQ - Elementary, Literacy, and Special Education Program Report. *National Council for Teacher Quality.*: uca.edu/education/files/2013/07/NCTQ-Report-Elementary-2014.pdf

Wake, D. G. (2014). NCTQ - Secondary English Education Program Report. *National Council for Teacher Quality.*: uca.edu/education/files/2013/07/NCTQ-Report-Secondary-English-Education-2014.pdf

Whittingham, J. L. (2014). Reading Motivation: A   study of literature circles. *Academic Exchange Quarterly, 18*(2). http://www.rapidintellect.com/AEQweb/

2. Submitted

Benson, T. R., Cotabish, A. A., Wake, D. G. The effects of virtual coaching on teacher candidates' perceptions and concerns regarding on-demand corrective feedback. *Research in the Schools.*

Cotabish, A. A., Benson, T. R., Wake, D. G., Dailey, D. D. Virtual Bugs and Coaching: Teacher Candidates' Perceptions and Concerns Regarding On-Demand Corrective Feedback. *Educational Forum / Taylor and Francis.*

Dailey, D. D., Gallavan, N., Cotabish, A. A., Thompson, A. D.* Mentor Teachers' Practices: Using Formative Assessment to Provide Differentiated Learning Opportunities. *Action in Teacher Education.*

Dailey, D. D., Robinson, A. Teacher Concerns about Implementing a Science Intervention. *School Science and Mathematics.*

Dailey, D. D., Robinson, A. Improving and Sustaining Elementary Teachers' Science Teaching Perceptions, Process Skills, and Instructional Practices: A Post-Intervention Study. *Journal for Research in Science Teaching.*

Jackson, N. H., Styles-Foster, S. L., Landor, J. *Moving Out of the Shallow End: Preparing Culturally Responsive Teachers* (vol. XXIV, pp. 20).: Association of Teacher Educators Yearbook.

B. Non-Peer Reviewed
  1. Accepted or Published

Cotabish, A. A. (2015). President's message: Footprints: Leaving a Legacy of Excellence.. *AAGEAN Digest* (vol. 22, pp. 1-4). Little Rock, AR: Arkansas Association of Gifted Educational Administrators.

Cotabish, A. A. (2014). In Julia Groce (Ed.), *President's message: Addressing the "Excellence Gap" in Arkansas Gifted Programs* (vol. Spring, pp. 3). Little Rock, Arkansas: AAGEAN Digest.

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.

Miller, R. G., Wake, D. G., Whittingham, J. L. (2015). *Integrating the Arts with the Arkansas A+ Model* (1st ed., vol. 48, pp. 14-17).: Arkansas Association of of Instructional Media Journal.

Miller, R. G. (2015). Integrating the Arts and Creativity in STEM Education: Emerging Talent with STEAM. In Brownyne MacFarlane (Ed.), *STEM Education for High Ability Learners: Designing and Implementing Programming* (pp. 207-223). Waco, TX: Prufrock Press.

Phelps, P. H. (2015). *An Investment Strategy for Schools: Review of Cognitive Capital by A. Costa, R. Garmston, & Dr. Zimmerman* (1st ed., vol. 79, pp. 90-91).: The Educational Forum.

Phelps, P. H. (2014). Climbing the Stairs: Observations on a Teaching Career. *Faculty Focus, November 10, 2014*. http://www.facultyfocus.com/articles/teaching-careers/climbing-stairs-observations-teaching-career/

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/

Whittingham, J. L., Rickman, W. A. (2015). Booktalking: Avoiding Summer Drift. *Knowledge Quest, 43*(5), 18-21. http://knowledgequest.aasl.org/dive-into-summer-learning-with-the-mayjune-2015-issue/

  2. Submitted

  No data available

Number of Presentations by Scope

| | | Invited | | Accepted | | |
| | | Peer | Non-Peer | Peer | Non-Peer | Student |
Scope	Total	Reviewed	Reviewed	Reviewed	Reviewed	Author
Local	17	0	16	0	1	1
State	61	12	15	29	5	2
Regional	24	3	5	13	3	1
National	46	4	1	39	2	2
International	21	1	1	19	0	7
Unknown	2	0	0	2	0	0
Total	**171**	**20**	**38**	**102**	**11**	**13**

List of Presentations

A. Peer Reviewed

A. C., Cotabish, A. A., Dailey, D. D. (Nov. 2014). *Implementing the Next Generation Science Standards: Challenges to differentiation.* Workshop presented at National Association for Gifted Children, Baltimore, MD.

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

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

Benson, T. R., Wake, D. G., Alea, J. D., Jackson, N. H. (Feb. 2015). *Advocating for effective technology enriched learning environments: Possible, probably, painful?* Paper Session presented at the Association of Teacher Educators (ATE), the Association of Teacher Educators (ATE), Phoenix, AZ.

Benson, T. R., Cotabish, A. A. (Apr. 2015). *The effects of virtual coaching on teacher candidates' perceptions and concerns regarding on-demand corrective feedback.* Roundtable presented at American Education Research Association, Chicago, Ill.

Benson, T. R., Cotabish, A. A. (Feb. 2015). *Speak out for Internship Supervision Virtual Style.* Colloquium presented at Annual Conference of the Association of Teacher Educators, Association of Teacher Educators, Pheonix, AZ.

Benson, T. R., Cotabish, A. A. (2014). *Bazinga: Bug-In-Ear Benefits to Teacher Education.* Symposium presented at Annual confrence 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. (Oct. 2014). *The voice of peer coaching: Bug-in-ear technology impacts student intern teaching effectivenes.* Paper Session presented at Southeastern Regional Association of Teacher Educators, Charleston, SC.

Benson, T. R. (Sept. 2014). *Dyslexia: Myths, facts, and a plan of attack.* Workshop presented at Child Care Aware of Northcentral Arkansas, Batesville, AR.

Bunn, G. O., Wake, D. G. (Feb. 2015). *Promoting the profession: Innovative marketing and outreach through summer programs of distinction.* Paper Session presented at 67th Annual Meeting, American Association for Colleges of Teacher Education (AACTE), Atlanta, GA.

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., Dailey, D. D., Cotabish, A. A. (Nov. 2014). *The UTeach model for teacher education: Using an investigative approach to transform classrooms into engaging environments.* Colloquium presented at National Association for Gifted Children (NAGC), National Association for Gifted Children, Baltimore, MD.

Cawein, M. J. (Feb. 2015). *The Assessment Center: What Assessors Want.* Seminar presented at Teaching & Reaching 2015 Strengthening Excellence in Education throughout Arkansas, Arkansas Teachers for National Board Certification, Searcy Arkansas.

Cawein, M. J., Castles, A.*. (Nov. 2014). *Beyond Parental Involvement.* Workshop presented at Arkansas Curriculum Conference (ACC), Arkansas Council for Teachers of Mathematics (NCTM), Little Rock, AR.

Cawein, M. J., Stacks, J. R., Wolfe, D.*, Balla, M. L.*. (Nov. 2014). *Integrating Public Leadership to Enhance Access to Knowledge.* Symposium presented at Annual ILA Global Conference, International Leadership Association, San Diego, CA.

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

Cotabish, A. A., Benson, T. R., Wake, D. G. (Apr. 2015). *The effects of virtual coaching on teacher candidates' perceptions and concerns regarding on-demand corrective feedback.* Roundtable presented at American Educational Research Association (AERA), American Educational Research Association (AERA), Chicago, IL.

Cotabish, A. A., Benson, T. R., Wake, D. G. (Nov. 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. (Discussant). (Apr. 2015). *Evidence-based Practice for Gifted Students.* Other presented at American Education Research Association, Chicago, Ill.

Cotabish, A. A., Dailey, D. D. (Apr. 2015). *Project-based elementary engineering: A differentiated approach for the next generation gifted innovators.* Symposium presented at Annual Meeting of the Council for Exceptional Children (CEC), San Diego, CA.

Cotabish, A. A., Hughes, G., Williams, C. C., Wake, D. G. (Nov. 2014). Paper Session presented at Mid-south Education Research Association, Mid-south Education Research Association, Knoxville, TN.

Cotabish, A. A. (Nov. 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. (Nov. 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. (Nov. 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., Dailey, D. D. (Sept. 2014). *A differentiated approach to addressing the NGSS.* Workshop presented at Arkansans for Gifted and Talented Education Conference, Hot Springs, AR.

Dailey, D. D., Cotabish, A. A. (Sept. 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. (Oct. 2014). *Differentiating the Next Generation Science Standards for advanced learners.* Symposium presented at Mississippi Association of Gifted Children, Tupelo, MS.

Dailey, D. D. (Oct. 2014). *Teaching science through engineering design.* Symposium presented at Mississippi Association of Gifted Children, Tupelo, MS.

Dailey, D. D. (Aug. 2014). *In case you missed it: Creating an investigative classroom.* Workshop presented at In Case You Missed It, Atlanta Public Schools, Atlanta Georgia.

Dailey, D. D. (2014). *Creating an investigative classroom.* Workshop presented at Common Core and Gifted Education, Atlanta Public Schools, Atlanta Georgia.

Dailey, D. D. (2014). *Creating an Investigative Classroom with the Next Generation Science Standards.* Workshop presented at Common Core and Gifted Education, Atlanta Public Schools, Atlanta Georgia.

Dailey, D. D., Bunn, G. O., Cotabish, A. A. (Apr. 2015). *Contributing factors to the initial growth of a mathematics and science teacher education program.* Roundtable presented at American Education Research Association, Chicago, Ill.

Dailey, D. D., Bunn, G. O., Cotabish, A. A. (Nov. 2014). *Answering the call to improve STEM education.* Paper Session presented at Mid-South Education Research Association, Knoxville, TN.

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

Dailey, D. D., Cotabish, A. A. (Apr. 2015). *Engaging students in STEM. Creating an investigative classroom culture.* Symposium presented at Annual Meeting of the Council for Exceptional Children (CEC), San Diego, CA.

Dailey, D. D., Cotabish, A. A. (Feb. 2015). *Using engineering practices to encourage innovation.* Colloquium presented at Arkansans for Gifted and Talented Education Conference, Arkansans for Gifted and Talented Education, Little Rock, AR.

Dailey, D. D., Cotabish, A. A., Gallavan, N., Thompson, A. D.*. (Nov. 2014). *Using Formative Assessment to Provide Differentiated Learning Opportunities: Mentor Teachers' Beliefs and Practices.* Paper Session presented at MSERA, AERA, Knoxville, Tennessee.

Dailey, D. D., R. A. (Apr. 2015). *Improving and Sustaining Elementary Teachers' Science Teaching Perceptions: Results after a 2 Year Professional Development Intervention.* Paper Session presented at American Education Research Association, Chicago, Ill.

Dailey, D. D., Robinson, A. (Nov. 2014). *The effect of a professional development intervention on elementary teachers' perceptions about teaching science.* Paper Session presented at Mid-South Education Research Association, Knoxville, TN.

Earls, J.*, Hunt, J.*, Miller, R. G., Vest, C.*, (Oct. 2014). *Economics of Educating Women.* Panel presented at 16th Annual ILA Global Conference, International Leadership Association, San Diego.

Farah, M., Allender, J., Gallavan, N., Davis, K., Hill, J. (Nov. 2014). *Geography and World Affairs.* Paper Session presented at Arkansas Curriculum Conference (ACC), Arkansas Council for the   Social Studies (ACSS), Little Rock, AR.

Friga, M. A., Gallavan, N., Benson, T. R. (Feb. 2015). *Advocating for All Learners: Enhancing Self-Efficacy in Teacher Candidates.* Paper Session presented at 2015 Annual National Meeting: Advocating For The Silenced: The Educators' Vocation, Association for Teacher Educators, Phoenix Arizona.

Friga, M. A., Cawein, M. J., (Feb. 2015). *Discussion of Professional Growth Experiences-Renewal Process.* Seminar presented at Teaching & Reaching 2015 Strengthening Excellence in Education throughout Arkansas, Arkansas Teachers for National Board Certification, Searcy Arkansas.

Friga, M. A., Gallavan, N. (Mar. 2015). *Developing a Sense of Belonging for You and Your Learners.* Seminar presented at AAIM, Arkansas Association of Instructional Media, Hot Springs, Arkansas.

Friga, M. A., Gallavan, N. (Mar. 2015). *Becoming TEAM Teachers to Enhance Professional Practices.* Seminar presented at AAIM, Arkansas Association of Instructional Media, Hot Springs, Arkansas.

Friga, M. A. (Feb. 2015). *No Teacher Left Behind: Rasising the Standards for Middle Level Teachers and Students.* Panel presented at Association for Teacher Educators, Middle Level Educators, Phoenix Arizona.

Gallavan, N., Dailey, D. D., Cotabish, A. A., Thompson, A. D.*, (Apr. 2015). *Mentor teachers' beliefs and practices with formative assessment: Mentors' influences on interns.* Roundtable presented at American Education Research Association, Chicago, Ill.

Gallavan, N., Benson, T. R. (Feb. 2015). *Getting on the Same PAGE: Expanding Student Support Services to Increase Candidates Success and Educator Accountability.* Paper Session presented at Association of Teacher Educators (ATE), Phoenix, AZ.

Gallavan, N., Benson, T. R. (Oct. 2014). *Enhancing self-efficacy in teacher candidates to express voices, minds, and stories.* Paper Session presented at Southeastern Association of Teacher Educators (SRATE) Annual Meeting, SRATE, Charleston, SC.

Gallavan, N., Benson, T. R. (Oct. 2014). *Enhancing self-efficacy in teacher candidates to express voices, minds, and stories.* Paper Session presented at Southeastern Regional Association of Teacher Educators, Charleston, SC.

Gallavan, N., Benson, T. R. (Sept. 2014). *Learning to Drive without a Vehicle: Enhancing Self-Efficacy with Teacher Candidates.* Paper Session presented at Arkansas Association of Teacher Educators (ArATE), Arkansas Association of Teacher Educators (ArATE), Russellville, AR.

Gallavan, N., Benson, T. R. (Aug. 2014). *Learning to drive without a vehicle: Enhancing self-efficacy with teacher candidates.* Panel presented at Association of Teacher Educators (ATE) Summer Conference, Niagara Falls, NY.

Gallavan, N., Cawein, M. J., Swafford, J.*. (Nov. 2014). *Strengthening Technology Pathways between Homes and Classrooms.* Paper Session presented at Arkansas Curriculum Conference (ACC), Arkansas Council for the   Social Studies (ACSS), Little Rock, AR.

Gallavan, N., Friga, M. A. (Nov. 2014). *Are We There Yet? Moving Thru Change Over Time.* Paper Session presented at Arkansas Curriculum Conference (ACC), Arkansas Council for the   Social Studies (ACSS), Little Rock, AR.

Gallavan, N., Friga, M. A. (Nov. 2014). *NCSS Notable Tradebooks for Young Readers.* Paper Session presented at Arkansas Curriculum Conference (ACC), Arkansas Council for the Social Studies (ACSS), Little Rock, AR.

Gallavan, N. (Apr. 2015). *Dignity of the Calling; Fireside Chat.* Panel presented at American Education Research Association, Chicago, Ill.

Gallavan, N. (Apr. 2015). *Implementing More Constructivist Teaching and Learning Pratices in Contemporary Classrooms via Focused Teacher Reflections.* Panel presented at American Education Research Association, Chicago, Ill.

Gallavan, N. (Apr. 2015). *Publishing in Annual Editions: Multicultural Education, a McGraw-Hill.* Roundtable presented at American Education Research Association, Chicago, Ill.

Gallavan, N., Webster Smith, A. (Apr. 2015). *Taking Academic Selfies: Realizing the Presence and Power of Defining Moments in Our Own Journeys.* Paper Session presented at American Educational Research Association, AERA.

Gallavan, N. (Feb. 2015). *2014 Yearbook Sessions (Three Sessions).* Paper Session presented at Association of Teacher Educators (ATE), Phoenix, AZ.

Gallavan, N. (Feb. 2015). *Commission on Classroom Teachers as Associated Teacher Educators: Recognition of Classroom Teacher as Professional Educators.* Paper Session presented at Association of Teacher Educators (ATE), Phoenix, AZ.

Gallavan, N. (Feb. 2015). *Commission on Teacher Self-Efficacy: Case Studies.* Paper Session presented at Association of Teacher Educators (ATE), Phoenix, AZ.

Gallavan, N. (Feb. 2015). *Dignity of the Calling; Teacher Educators share the Beginnings of their Journeys.* Paper Session presented at Association of Teacher Educators (ATE), Phoenix, AZ.

Gallavan, N. (Feb. 2015). *Four Facets of Classroom Assessments: Obstacles, Obligations, Outcomes, and Opportunities: ATE Commission on Classroom Assessment.* Paper Session presented at Association of Teacher Educators (ATE), Phoenix, AZ.

Gallavan, N. (Feb. 2015). *Introduction of Joan Wink.* Seminar presented at Association of Teacher Educators (ATE), Phoenix, AZ.

Gallavan, N., Webster Smith, A., Petty, B.*. (Feb. 2015). *Obtaining a Baccalaureate Degree: How HIgh School GPAs and ACT Scores Affect African American Males.* Paper Session presented at Association of Teacher Educators (ATE), Phoenix, AZ.

Gallavan, N. (Feb. 2015). *Transforming Education: From Conception to Going Live, the Genesis of an Education Journal.* Paper Session presented at Association of Teacher Educators (ATE), Phoenix, AZ.

Gallavan, N. (Feb. 2015). *Ways of Learning: Using Differentiated Instruction for Classroom Assessments: Commission on Classroom Assessments.* Paper Session presented at Association of Teacher Educators (ATE), Phoenix, AZ.

Gallavan, N., Buchanan, L. (Oct. 2014). *Integrating learning using the Socratic Method to elicit students' voices, expand their minds, and express their stories.* Paper Session presented at Southeastern Association of Teacher Educators (SRATE) Annual Meeting, SRATE, Charleston, SC.

Gallavan, N., Kemp, A., Buchanan, L. (Oct. 2014). *Teacher educators share the beginnings of their journeys expressing their voices, minds, and stories.* Paper Session presented at Southeastern Association of Teacher Educators (SRATE) Annual Meeting, SRATE, Charleston, SC.

Gallavan, N. (Sept. 2014). *Writing for the ArATE Electronic Journal.* Paper Session presented at Arkansas Association of Teacher Educators (ArATE), Arkansas Association of Teacher Educators (ArATE), Russellville, AR.

Gallavan, N. (Aug. 2014). *Advocating for all learners: Enhancing self-efficacy in teacher candidates.* Panel presented at Association of Teacher Educators (ATE) Summer Conference, Niagara Falls, NY.

Gallavan, N. (Aug. 2014). *August). Enhancement of and support for the professional educators throughout the field placement experience.* Panel presented at Association of Teacher Educators (ATE) Summer Conference, Niagara Falls, NY.

Gallavan, N., Bowles, F., Pearman, C. (Aug. 2014). *Education is not a private affair: Finding our public voice to advocate for all.* Panel presented at Association of Teacher Educators (ATE) Summer Conference, Niagara Falls, NY.

Gallavan, N. (Aug. 2014). *The four facets of classroom assessment in New York: Obstacles, obligations, outcomes, and opportunities.* Panel presented at Association of Teacher Educators (ATE) Summer Conference, Niagara Falls, NY.

Herring, J. R., Mills, M. S. (Nov. 2014). *Managing the digital classroom.* Paper Session presented at Schools without Walls, Hot Springs, AR.

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

Miller, R. G. (Apr. 2015). *Using the A+ Schools Program to Close the Achievement Gap.* Poster Session presented at CEC 2015 Conference, San Diego.

Miller, R. G., Whittingham, J. L., Wake, D. G., (Nov. 2014). *A Content Validity Study of PACT.* Paper Session presented at 2014 Annual Meeting of Mid-south American Educational Research Association, MSAERA, Knoxville, TN.

Miller, R. G., Whittingham, J. L., Wake, D. G. (Nov. 2014). *An Examination of Teacher Perceptions and Practices in the Arkansas A+ Program.* Paper Session presented at 2014 Annual Meeting of Mid-south American Educational Research Association, MSAERA, Knoxville, TN.

Miller, R. G., Landrum, M., Calaway, E., (Nov. 2014). *A+ Schools in Arkansas.* Paper Session presented at Arkansas Curriculum Conference, Little Rock.

Mills, M. S. (June 2015). *Digital books will rot your brain, or something like that....* Seminar presented at Hot Springs Technology Institute, ARKSTE, Hot Springs, AR.

Mills, M. S., Herring, J. (June 2015). *Hacking professional development through innovation & technology.* Paper Session presented at Hot Springs Technology Institute, ARKSTE, Hot Springs, AR.

Mills, M. S. (June 2015). *Using Google Forms to streamline your classroom and increase engagement.* Workshop presented at Hot Springs Technology Institute, ARKSTE, Hot Springs, AR.

Mills, M. S. (June 2015). *Engaging classroom tools and strategies for the mobile device classroom.* Seminar presented at International Society for Technology in Education Annual Conference, ISTE, Philadelphia, PA.

Mills, M. S. (Apr. 2015). *Effect of faculty's use of Twitter as a professional development resource in preservice teacher internship.* Roundtable presented at American Educational Research Association Annual Conference, AERA, Chicago, IL.

Mills, M. S. (Mar. 2015). *Better Classroom Management (& Parental Engagement) through Google Apps.* Paper Session presented at Annual Conference of the Arkansas Association of Instructional Media, AAIM, Hot Springs, AR.

Mills, M. S., Ross, C., Herring, J., Kendell, S. (Mar. 2015). *Hacking PD through innovation and technology.* Panel presented at SXSWedu, Austin, TX.

Mills, M. S. (Feb. 2015). *Hacking PD through innovation and collaboration.* Seminar presented at TICAL Conference, Arkansas Educational Administration Association, Little Rock, AR.

Mills, M. S. (Nov. 2014). *Building a professional learning community through social media.* Paper Session presented at Arkansas Curriculum Conference, Little Rock, AR.

Mills, M. S. (Nov. 2014). *Better classroom management (& parent involvement) through Google apps.* Paper Session presented at Schools Without Walls, Hot Springs, AR.

Mills, M. S. (Nov. 2014). *Promoting student engagement through the paperless classroom.* Workshop presented at Google Apps for Education Summit, Conway, AR.

Mills, M. S. (Sept. 2014). *Multi-touch interactive digital textbooks and their effects on student engagement.* Paper Session presented at ArATE Conference, Russelville, AR.

Phelps, P. H. (June 2015). *Staying on the Bicycle: Teaching as a Balancing Act.* Workshop presented at Teaching Professor, Atlanta GA.

Rickman, W. A., Whittingham, J. L. (2014). *2014 ALA Rainbow List and Stonewall Book Awards for Children and Young Adults.* Workshop presented at Arkansas Association of School Librarians Annual Conference, Arkansas Association of School Librarians, Little Rock, AR.

Robinson, A., Dailey, D. D., Huges, G., Cotabish, A. A. (Sept. 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.

Shelly, A., Gallavan, N., Alouf, J. (Oct. 2014). *USA as a case study: Policy and accountability.* presented at World Federation Association of Teacher Educators (WFATE) Annual International Meeting, Beijing, China.

Stephens, D. L., Whittingham, J. L. (Nov. 2014). *The Crisis the Mr. Faubus Made: The Arkansas Gazette and Central High.* Other presented at Arkansas Curriculum Conference, Little Rock, AR.

Thompson, A. D., Voegele, C. M., Hogan, C. A. (Feb. 2015). *Check that Attitude at the Door: Dispositions in Field Experience.* Paper Session presented at Association of Teacher Educators, ATE, Phoenix, Arizona.

Thompson, A. D., Voegele, C. M., Hogan, C. A. (Oct. 2014). *Check that Attitude at the Door: Dispositions in Field Experience.* Paper Session presented at SRATE, SRATE, South Carolina.

Thompson, A. D. (Nov. 2014). *It's Your Time! Become an NBCT!* Seminar presented at Arkansas Reading Association Annual Conference, ARA, Little Rock, Arkansas.

Voegele, C. M., Thompson, A. D. (Nov. 2014). *Multisensory Interventions.* Seminar presented at Arkansas Reading Association Annual Conference, ARA, Little Rock, Arkansas.

Wake, D. G., Mills, M. S. (Nov. 2014). *Edcamp: Flipping Professional Development.* Paper Session presented at Arkansas Curriculum Conference, Arkansas Council for Teachers of English Language Arts, Little Rock, AR.

Wake, D. G. (Nov. 2014). *Technology Connections.* Paper Session presented at Arkansas Curriculum Conference, Arkansas Council for Teachers of English Language Arts, Little Rock, AR.

Wake, D. G. (Nov. 2014). *Empowering Teachers: ACTELA and NCTE.* Paper Session presented at Arkansas Curriculum Conference, Arkansas Council for Teachers of English Language Arts, Little Rock, AR.

Wake, D. G., Cotabish, A. A., Benson, T. R. (Mar. 2015). *The effects of virtual coaching on teacher candidates' instructional development.* Paper Session presented at Society of Information Technology and Teacher Education, ISTE, Las Vegas, NV.

Wake, D. G. (Apr. 2015). *Promoting Progressive Approaches in Teacher Education: Advocating Constructive and Critical Pedagogy Models.* Paper Session presented at American

Educational Research Association (AERA), American Educational Research Association (AERA), Chicago, IL.

Wake, D. G., Dibble, A.*. (Mar. 2015). *Using augmented reality to explicate science fiction genre.* Paper Session presented at Society of Information Technology and Teacher Education, ISTE/AACE, Las Vegas, NV.

Wake, D. G., A.*. (Nov. 2014). *Using augmented reality to write the story of science fiction.* Poster Session presented at National Council for Teachers of English (NCTE), National Council for Teacher of English (NCTE), Washington, DC.

Ward, S., Wake, D. G., Dyson, A. T. (Apr. 2015). Workshop presented at Arkansas Association of Colleges for Teacher Education (ArACTE), AACTE, Searcy, AR.

Whittingham, J. L., Herring, J. R., Vanderslice, S. M., Dibble, A. (Mar. 2015). *Using Pinterest for Character Development.* Workshop presented at Arkansas Association of Instructional Media Annual Conference, Arkansas Association of Instructional Media, Hot Springs, AR.

Whittingham, J. L., Wake, D. G. (Feb. 2015). *Pencils to Pencils: Middle Grades Writing Camp.* Other presented at Association of Teacher Educators Annual Conference, Association of Teacher Educators, Phoenix, AZ.

Whittingham, J. L. (Mar. 2015). *Book Worth Talking About.* Workshop presented at Arkansas Association of Instructional Media Annual Conference, Arkansas Association of Instructional Media, Hot Springs, AR.

Whittingham, J. L. (Nov. 2014). *Books, Books, and More Books.* Other presented at Arkansas Curriculum Conference, Little Rock, AR.

Whittingham, J. L., Rickman, W. A. (Sept. 2014). *The Stonewall Award: A Study of the Attitudes of Pre-Service Librarians.* Workshop presented at Arkansas Association of Teacher Educators Fall Conference, Arkansas Association of Teacher Educator, Russellville, AR.

B. Non-Peer Reviewed

Benson, T. R., Hogan, C. A., Thompson, A. D. (Oct. 2014). *SRATE innovations in teacher education award presentation.* Paper Session presented at Southeastern Regional Association of Teacher Educators, Charleston, SC.

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

Alumbaugh, A. D., (Sept. 2014). *Engaging Students using 5E Lesson Planning for Math or Science.* Workshop presented at Expanding Horizons for Gifted Education, Arkansas Association of Gifted education Adminstrators, Holiday inn Presidential Conference Center.

Buchanan, M. C. B. (Sept. 2014). *Engaging Students using 5E Lesson Planning for Math or Science.* Workshop presented at Arkansas Association of Gifted Education Administrators, Arkansas Association of Educational Administrators, Little Rock, AR.

Buchanan, M. C. B. (2014). *Engineering is Everywhere for GT Students.* Workshop presented at Geyer Springs Gifted Academy Engineering Workshop.

Buchanan, M. C. B. (Nov. 2014). *SEED - Science Explored through Engineering Design.* Workshop presented at SEED - Science Explored through Engineering Design, Little Rock, AR.

Buchanan, M. C. B. (Nov. 2014). *UTeach Arkansas 7-12 STEM Share-a-thon.* Workshop presented at Arkansas Curriculum Conference, Little Rock, AR.

Buchanan, M. C. B. (Nov. 2014). *UTeach Arkansas K-6 STEM Share-a-thon.* Workshop presented at Arkansas Curriculum Conference, Little Rock, AR.

Buchanan, M. C. B. (Nov. 2014). *SEED - Science Explored through Engineering Design.* Workshop presented at Arkansas Curriculum Conference, Little Rock, AR.

Cain, D. D., Benson, T. R., (Apr. 2015). *Reading Strategies for college students.* Workshop presented at UCA Tutoring center, UCA, Main Hall.

Cawein, M. J., Stacks, J. R., Tubb-Warbington, C. D., Wolfe, D.*, McClellan, R. L. (Mar. 2015). *Hearing Our Story: AR Women's Education Reflections.* Seminar presented at Special University Presentation/Invitation, Gender Studies at UCA, UCA, Conway.

Cotabish, A. A., Dailey, D. D. (Sept. 2014). *Problem and Project-based Learning for Advanced Science Learners.* Colloquium presented at Arkansas Association of Gifted Education Administrators, AAGEA, Little Rock, AR.

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

Cotabish, A. A. (Discussant). (Apr. 2015). *The intersection between Common Core State Standards and gifted education.* Panel presented at Annual Meeting of the Council for Exceptional Children (CEC), Council for Exceptional Children, San Diego, CA.

Dailey, D. D. (June 2015). *Parent Communication.* Workshop presented at Arkansas Professional Pathway to Educator Licensure, Arkansas Department of Education, North Little Rock, AR.

Dailey, D. D. (June 2015). *Parent Communication.* Workshop presented at Arkansas Professional Pathway to Educator Licensure, Arkansas Department of Education, North Little Rock, AR.

Dailey, D. D. (June 2015). *The Engaging Classroom.* Workshop presented at Arkansas Professional Pathway to Educator Licensure, Arkansas Department of Education, North Little Rock, AR.

Dailey, D. D. (Oct. 2014). *Cultivating Tomorrow's Innovators.* Other presented at Mississippi Association of Gifted Children, Tupelo, MS.

Friga, M. A. (Nov. 2014). *Welcome to National Board Professional Teaching Standards Core.* Seminar presented at UCA National Board Support Group, University of Central Arkansas T&L Department, Conway.

Hogan, C., Voegele, C., Thompson, A. (Feb. 2015). *Check That Attitude at the Door: Dispositions in Field Experiences.* Paper Session presented at Association of Teacher Educators, Phoenix, AZ.

Hogan, C. A., Thompson, A., Voegele, C. (Oct. 2014). *Check That Attitude at the Door: Dispositions in Field Experiences.* Paper Session presented at Southeast Regional Association of Teacher Educators, Charleston, South Carolina.

Jackson, N. H. (Sept. 2014). *Cultural and Diversity Issues in Gifted Education.* Workshop presented at Arkansas Association of Gifted Education Administrators, Little Rock, AR.

Landor, J., Jackson, N. H., Trotter, M. (Mar. 2015). *Parent Perceptions of Community Serice.* Workshop presented at Louisiana Education Research Association Annual Meeting, Louisiana Education Research Association, Lafayette, LA.

Miller, R. G., Landrum, M., Calaway, E., (Sept. 2014). *Developing Creativity Using A+.* Paper Session presented at Arkansas Association of Gifted Education Administrators, Little Rock.

Mills, M. S. (June 2015). *Mac basics & iBooks Author.* Workshop presented at Hot Springs Technology Institute, HSTI, Hot Springs, AR.

Mills, M. S. (June 2015). *A journey toward transformative learning.* Seminar presented at Mobile Learning Conference 2015, NEMCC, Corinth, MS.

Mills, M. S. (June 2015). *Developing dynamic open-access classroom resources.* Seminar presented at Mobile Learning Conference 2015, NEMCC, Corinth, MS.

Mills, M. S. (2015). *Mobility and higher education.* Seminar presented at 2015 iTeach SHU Gallery, Seton Hill Center for Innovative Teaching, Greenburg, PA.

Mills, M. S. (2015). *Creating multi-touch resources in higher ed.* Seminar, Bridgewater, MA.

Mills, M. S. (Nov. 2014). *Open educational digital textbook use in higher education.* Panel presented at Apple Global ESM, Apple, Inc., Austin, TX.

Mills, M. S. (Oct. 2014). *Breaking boundaries by creating digital equity through BYOT.* Paper Session presented at Academic Technologies Summit, El Paso, TX.

Mills, M. S. (Oct. 2014). *Empowering faculty and students through digital authorship.* Paper Session presented at Academic Technologies Summit, El Paso, TX.

Mills, M. S. (Oct. 2014). *Book hacking is for anyone!* Paper Session presented at Technology and Curriculum Conference of Aldine, Aldine ISD, Houston, TX.

Mills, M. S. (Oct. 2014). *Dynamic professional development through social media.* Paper Session presented at Technology and Curriculum Conference of Aldine, Aldine ISD, Houston, TX.

Mills, M. S. (Oct. 2014). *Helping students become digital authors.* Paper Session presented at Technology and Curriculum Conference of Aldine, Aldine ISD, Houston, TX.

Mills, M. S. (Oct. 2014). *Mobile devices in the classroom. Now what?* Paper Session presented at Technology and Curriculum Conference of Aldine, Aldine ISD, Houston, TX.

Phelps, P. H., Ward, S. (Sept. 2014). *An Ounce of Prevention.* Panel presented at College of Fine Arts & Communication Professional Development, UCA, Conway AR.

Phelps, P. H. (Sept. 2014). *Joyful Teaching.* Seminar presented at EdCamp Arkansas, Conway.

Thompson, A. D. (Sept. 2014). *Dyslexia - Interventions and Strategies.* Seminar presented at EdCamp Arkansas, UCA.

Wake, D. G. (Oct. 2014). *Using writing to promote engagement and collaboration in online graduate level coursework.* Paper Session presented at UCA Instructional Development Center, UCA Instructional Development Center.

Wake, D. G. (Sept. 2014). *Technology to engage and connect.* Seminar presented at College of Education Tea Time Talks, COE Faculty, Mashburn 103.

Wake, D. G. (Sept. 2014). *E-texts, Multitouch Books, and Digital Storytelling.* Workshop presented at Edcamp Arkansas, UCA COE, Mashburn.

Wake, D. G. (Sept. 2014). *TESS "Basic" Training (new faculty).* Workshop presented at TESS "Basic" Training, UCA COE, Mashburn.

Wake, D. G. (Sept. 2014). *TESS "Basic" Training (new faculty).* Workshop presented at TESS "Advanced" Training, UCA COE, Mashburn.

Wake, D. G. (Sept. 2014). *TESS "Basic" Training (new faculty).* Workshop presented at TESS "Advanced" Training, UCA COE, Mashburn.

Wake, D. G. (Oct. 2014). *EdCamp Arkansas.* Workshop presented at EdCamp Arkansas, UCA College of Education, Conway, AR.

Ward, S. (Jan. 2015). *Classroom Management Basics for STEM.* Workshop presented at UCA STEM Workshop, UCA.

Ward, S. (2014). *Learning Theories.* Workshop presented at Teach Arkansas Non-Traditional Licensure Program, Arkansas Department of Education, UCA.

Whittingham, J. L. (2014). *Best Books of the Year.* 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	63
Continuing Education Program	2
Course Towards a Degree	6
Faculty Fellowship	3
Self-Study Program	2
Seminar	14
Tutorial	4
Workshop	32
Other	7
Unknown	2
Total	**135**

List of Awards and Honors

Mills, Michael S College Teacher of the Year, ACTELA, Teaching, State. (October 30, 2014).

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

Mills, Michael S Faculty Teaching Award, UCA College of Education, Teaching, College. (May 1, 2015).

Gallavan, Nancy Innovation in Teacher Education Award, Southeastern Regional Association of Teacher Educators (SRATE), Leadership, Regional. (October 2014).

Gallavan, Nancy LaureATE, Association of Teacher Educators, Service, Professional, National. (February 16, 2015).

Thompson, Amy Danielle National Board for Professional Teaching Standards Renewal, NBPTS, Teaching, National. (October 24, 2014).

Gallavan, Nancy UCA COE Faculty Award for Service-nominee, University of Central Arkansas College of Education, Service, Professional, College. (May 1, 2015).

Gallavan, Nancy UCA COE Faculty Award for Teaching-nominee, University of Central Arkansas College of Education, Teaching, College. (May 1, 2015).

Gallavan, Nancy UCA Faculty Excellence Award for Service-finalist, University of Central Arkansas, Service, Professional, University. (April 26, 2015).

Gallavan, Nancy UCA Faculty Excellence Award for Teaching-finalist, University of Central Arkansas, Teaching, University. (April 26, 2015).

APPENDIX E: SERVICE AND COMMUNITY ENGAGEMENT

Number of Activities with External Partners

Type of Activity	No.
Recruitment	1
Other	4
Total	**5**

Number of University Service Activities

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Department	12	45	57
College	7	50	57
University	3	58	61
Total	**77**	**153**	**230**

* 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	3	8	2	4	0	17
Coordinator/Organizer	0	3	0	0	0	3
Editor	0	2	0	5	1	8
Member	2	9	1	10	7	29
Officer (Not President)	0	3	0	0	0	3
President	0	1	0	0	0	1
Reviewer	0	2	0	12	12	26
Other	2	20	3	6	2	33
Total	**7**	**48**	**6**	**37**	**22**	**120**

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	3	1	0	1	0	5
Director	1	0	0	0	0	1
Guest Speaker	7	1	0	1	0	9
Judge	0	1	0	0	0	1
Member	2	0	0	0	0	2
Officer (Not President)	1	0	0	0	0	1
Other	5	0	0	0	0	5
Total	**7**	**48**	**6**	**37**	**22**	**120**