

**COLLEGE OF EDUCATION
ANNUAL REPORT 2010-11**

Submitted by Dean Diana Pounder and Assistant Dean Debbie Barnes
July 2011

See Appendix A for an Index of Additional State/National Annually Reported Data
See Appendix B for News Stories reported from the C of Ed during the past year

TABLE OF CONTENTS

	Page
1. College of Education	3
2. Department of Early Childhood & Special Education	14
3. Department of Teaching & Learning	29
4. Department of Leadership Studies	39
5. Office of Candidate Services and Field Experiences	48
6. Technology Learning Center	52
7. Appendix A: Index of Additional State/National Annually Reported Data	58
a. Title II Federal Report	58
b. AACTE Report	58
c. US News & World Report	59
d. NCATE	60
8. Appendix B: News Stories Reported from the C of Ed during the past year	62
a. Program Recognition	62
b. Student Recognition	74
c. Faculty Recognition	78

College of Education Annual Report 2010-11

1. College Mission Statement

The College of Education at the University of Central Arkansas, as Arkansas' premier educator preparation college, is dedicated to providing exemplary programs for the preparation of professional educators, including teacher preparation, educational leadership, school counseling, library media, instructional technologies, higher education student personnel administration, and other related professional fields. With an emphasis on teaching, research, and service, the members of the College of Education, along with their counterparts in supporting programs across campus, demonstrate a commitment to the improvement of educational programs and services by collaboratively working with organizations that have teaching and human development as their mission. The professional education programs in the College prepare professionals who demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.

To accomplish this mission, the College of Education:

- Provides programs of study at both the undergraduate and graduate levels based on empirically-supported pedagogical and clinical practices.
- Prepares educators to effectively teach and enhance learning conditions and outcomes for diverse learners.
- Promotes a commitment to understanding and working effectively with children and adults in geographically and culturally diverse settings.
- Employs a faculty who demonstrate excellence in teaching, scholarship, and service.
- Establishes a professional environment conducive to both student and faculty growth and development.
- Supports faculty to establish prominence and visibility through state and national professional contributions and to maintain UCA's prominence as the premier educator preparation institution in Arkansas.
- Maintains and promotes resources such as the Technology Learning Center, the Child Study Center, and outreach programs such as the Mashburn Center for Learning, the Reading Center, the SuperKids Program, the Summer Enrichment Program, and the University Challenge Program.
- Promotes on-going professional development for educators through such programs as the UCA College of Education Leadership Institute, Pathwise Training and Recalibration, National Board Certification for Teaching Standards program, Pre-K Early Literacy Learning Program, and professional development for educators offered through UCA's Academic Outreach Office and the UCA STEM Center.

The College includes three academic departments and two support units:

Departments

Early Childhood and Special Education (ECSE)

Leadership Studies (LS)

Teaching and Learning (T&L)

Support Units

Office of Candidate Services and Field Experiences (OCSFE)

Technology Learning Center (TLC)

2. **Status/achievement of 2010 goals** (as aligned with 2011 UCA Strategic Plan Goals)

The College of Education has spent much of its internal administrative efforts in the past two years increasing efficiency and effectiveness of its unit operations with the aim of boosting enrollment (largely at the graduate level), deleting programs that are not in high demand and were undersubscribed, revising programs to be more attractive to students and/or to use faculty teaching time more efficiently, reallocating funds internally to more equitably address the faculty and unit needs in the College, developing procedures and tools to address faculty performance accountability more effectively, and using resources more efficiently to address the many state and federally regulated accountability demands. Although these priorities are not strongly reflected in UCA's strategic plan goals below (especially efficiency priorities), we have nonetheless framed the College of Education goals and achievements below in terms of UCA's 2011 strategic plan goals.

The College's external administrative efforts have been spent on increasing the visibility and prominence of the College and its faculty in state professional arenas. The College has also invested in building the infrastructure needed to more effectively market the College and its programs to build a stronger alumni and donor base of support.

UCA Strategic Goal #1: Focus on Integrity (including unit efficiency and effectiveness) at All Levels of Action

- **College Goal & Achievement: Increase Efficiencies (where possible) in Accountability, Personnel Assignments, Program Delivery, Outreach Initiatives, etc... (CAC)**
 - The C of Ed is making its multiple accountability reports available on-line and cross-referenced with one another to enhance data access and gain efficiency in reporting procedures and outcomes.
 - The C of Ed has increased efficiency in utilization of personnel by using relevant faculty expertise across programs and departments rather than limiting faculty assignments to single program areas.
 - The C of Ed leadership team attempted to reduce the number of standing committees in the College, but unfortunately there are too many university, state, or national requirements that necessitate the many standing committees on which the faculty must serve.
 - C of Ed departments have increased efficiency in scheduling their courses to conserve faculty teaching time and to gain more efficient class sizes.
 - C of Ed departments have revised some programs or program requirements to gain efficiencies in cross-departmental course offerings (e.g. Research Methods courses, ASTL program offerings).
- **College Goal & Achievement: Develop more transparency, consistency, and effectiveness regarding C of Ed Human Resource administration functions.**
 - The College faculty developed and approved a College Promotion and Tenure policy to complement existing UCA RPT policy. (There had never been a college-level P&T policy heretofore.) The new P&T policy specifies College performance expectations & standards thus encouraging more clarity and

transparency for both candidates and reviewers (College Promotion and Tenure Committee / CAC)

- College departments have improved their faculty search and hiring procedures by consistently posting faculty openings in outlets that are more likely to attract diverse candidates, and by improving screening procedures to obtain more comprehensive and relevant candidate information. (CAC)
 - The College has made modest revisions in its annual performance review documents and procedures to obtain additional job-relevant information and to enhance performance accountability and record-keeping. The College has also somewhat revised its administrative procedures for reviewing faculty performance so that Department Chairs may have more evidence of teaching performance in particular. (CAC)
- **College Goal and Achievement: Efficiently and equitably manage College faculty resources (Dean / Department Chairs)**
- Over the past two years, the College has managed to enhance its faculty resources largely by reallocating monies internally. The net effect is that the College has 5 full-time faculty positions where only 4 part-time or visiting faculty lines previously existed. (One new faculty line was funded by the Office of Academic Affairs to staff the MAT program that had grown to over 300 students in only four years.) Additionally, faculty travel and other non-personnel monies have been enhanced by more equitably distributing non-personnel monies across units within the College.

UCA Strategic Goal #2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence

- **College Goal and Achievement: Complete Final Stages of NCATE Accreditation Review Process**
- In Fall 2010, the Professional Education Unit Program Coordinators, with the direction of the NCATE Coordinator and Assistant Dean, completed and submitted final NCATE SPA Program Review documents for all UCA educator preparation programs (N=24). In Spring 2011, the NCATE Coordinator and the Assistant Dean completed and submitted the final NCATE Institutional Report for UCA's Professional Education Unit (Assistant Dean/NCATE Coordinator).
 - The College is currently preparing for the On-Site NCATE Review scheduled for September 2011 (NCATE Coordinator, Assistant Dean, and all PEU personnel).
- **College Goal and Achievement: Promote Teaching & Learning Excellence in College Programs (All College personnel)**
- A College Committee has worked on strategies for enhancing the clinical experiences of undergraduate teacher education students to more effectively prepare them for classroom employment. Several changes are being implemented in Fall 2011, with more anticipated in the following year.
 - The College consistently promotes the preparation of educators to enhancing the teaching and learning experience for the most challenged student learners. The College is hoping to develop a study that more effectively establishes the

relationship between teacher candidates' preparation experiences and resultant k-12 student learning.

- The College has expanded its use of on-line instruction in its graduate programs to attract and serve working professionals who enroll in graduate programs. However, greater expansion may be required to effectively compete with other institutions for student enrollment.
- The College has significantly expanded its marketing and recruitment efforts to attract stronger graduate enrollments. These efforts are beginning to pay off, but continued marketing and recruitment will be required to increase enrollment in the currently competitive environment. Graduate program admission requirements may also need to be increased to attract academically stronger graduate students to the College of Education.

UCA Strategic Goal #3: Provide a Learner-Focused Environment for All Students

- **College Goal and Achievement: Increase Program Enrollment where appropriate (largely Grad Programs)**
 - The College developed and implemented a comprehensive recruitment plan in which faculty regularly participated in both undergraduate and graduate-level recruitment efforts. Collectively the faculty represented the College of Education at more than 75 recruitment-related events during the 2010-11 academic year.
 - The College, with help from Academic Outreach, conducted regular electronic and hardcopy documents to market its graduate programs to enhance graduate student enrollment.
 - The College promoted the expansion of distance education/on-line/hybrid course offerings to enhance convenience for students/working professionals in Graduate Programs. In particular, the Leadership Studies Department obtained approval for most of its coursework to be offered on-line. Three of the College's graduate programs are totally on-line, and the remaining six graduate programs include some coursework that is on-line or hybrid in nature.

UCA Strategic Goal #4: Commit to Ongoing Improvement and Innovation in Facilities and Technology

- **College Goal and Achievement: Improve Appearance of Mashburn Hall**
 - The College has used some of its resources to redecorate several of its reception areas and offices in preparation for the NCATE visit. Much of the Mashburn facility had not been updated in 30 years.
- **College Goal and Achievement: Expand Smart Boards and other instructional technology tools in Mashburn classrooms**
 - The College has invested in instructional technology equipment for some of its classrooms as well as its Technology Learning Center.
 - The College conducted several training workshops for faculty and staff to improve their use of instructional technology or other technology tools to enhance their job performance.

- **College Goal and Achievement: Enhance Mashburn high-speed technology and wireless technology similar to that which is available in most other UCA campus buildings**
 - UCA has installed additional nodes to provide better high-speed internet service to College faculty and particularly students enrolled in on-line courses. However, a greater investment in the technology of the building is needed, including greater capacity to support wireless computers. Currently, if a class has close to 20 students trying to use their laptops at the same time, the wireless network cannot support that many computers in a single class.
- **College Goal and Achievement: Increase availability of needed classroom space and faculty office space (Dean / Department Chairs)**
 - The College is in need of more classroom space, an additional conference room, and faculty office space. Negotiations are in progress with the Psychology Department in hopes of sharing space more effectively.

UCA Strategic Goal #5: Increase Engagement with External Partners

- **College Goal and Achievement: Market and/or Expand 2010-11 Professional Development Offerings**
 - The College has reinvigorated its Leadership Institute by booking prominent national leadership researchers as keynote speakers at the Institute. The Institute is offered in June and attracts 100-150 participants annually.
 - The College continues to offer a variety of professional development programs for educators (see website for complete list). Additionally, it links its website information with professional development opportunities in the STEM Center and in Academic Outreach.
 - The College is continuing its regular meetings with members of the District Advisory Council members, and especially works with them and UCA's Office of Career Services in its Teacher Recruitment Fair. Graduating students participate in mock interviews conducted by our Faulkner County Retired Educators partners, in preparation for the actual Teacher Fair activity.
- **College Goal and Achievement: Build stronger marketing strategies, alumni relations, and development opportunities**
 - The College has systemized production of regular news stories by using Publicity Committee personnel. These news stories appear in the Bear Ledger, on the College website and the College Facebook page.
 - The College received a donation to provide faculty research, teaching, and service awards annually.
 - The College has regularly marketed its graduate programs, with the help of the Academic Outreach office and faculty recruitment efforts.
 - The Dean's Office is in the process of developing an annual College publication to communicate more effectively with alumni and donors and to encourage donor contributions. The College started a Facebook page and has engaged Academic Outreach in developing video testimonials to put on the College website and Facebook page. The College is launching a Facebook ad to encourage College alumni to reconnect with the College. The College has

assigned a new faculty member to develop/improve the College alumni database so that communication with alumni is more effective.

- **College Goal and Achievement: Coordinate outreach efforts**
 - The College has established a relationship with the Faulkner County Retired Educators who are helping with our annual mock candidate interviews.
 - The College continues to oversee several centers and child services (e.g. the Mashburn Center, the Reading Center, the Child Study Center, SuperKids, and others) that provide outreach to the local community.
- **College Goal and Achievement: Establish/Maintain a strong and visible presence in state professional educator organizations, e.g. through.... (All College faculty)**
 - In addition to her pre-existing national professional leadership and service, the Dean is providing leadership in several state professional organizations, including the Education Deans Council (Recorder), President-elect of the ArACTE organization and conference, the Arkansas Leadership Academy Research Advisory Team, an invited Task Force on Education Reform in Arkansas, and others.
 - C of Ed faculty are active in state teacher education organizations and professional associations for k-12 educators. Many are also active participants and presenters at national professional conferences.

UCA Strategic Goal #6: Promote Diversity in All Areas

- **College Goal and Achievement: Prepare implementation plan with specific tasks & identify responsible persons/unit to carry out tasks to diversify faculty & student population (College Diversity Committee)**
 - The College has a high-functioning Diversity Committee that has put together a comprehensive plan to attract and retain diverse students and faculty.
 - The Diversity Committee also monitors curricular attention to preparing educators to work effectively with diverse k-12 student populations.

3. 2011-12 Goals

In addition to continuing and/or expanding upon most of the goals and initiatives described above, the College will be embarking on significant revision in many program areas after the September 2011 NCATE Review is completed. There are many national education initiatives that require curricular alignment in educator preparation programs. This is a monumental program analysis and revision process and may take more than one year to complete. Additional challenges may exist in the secondary education program due to the decentralized nature of UCA's secondary teacher preparation program(s).

- Program/curricular revision/realignment (largely focused on undergrad programs -- ECSE, Middle Level, Secondary) to address national education initiatives, including:
 - New INTASC Model Core Teaching Standards
 - Common Core Standards
 - NCATE Developmental/Learning Sciences Emphasis
 - NCATE Clinical Experiences Priorities
 - Technology enhancement

- Assessment enhancement

Plan of action: CAC will put together draft matrix of INTASC/TPOA and program criteria. Then Program Coordinators will help fine tune analysis and help establish work groups to figure out how to conduct the analysis and revision process. We will convene work groups to complete the matrix in blocks of time. We should complete analysis in the fall and during spring semester revise the programs. If there are curricular changes, they will need to start through the process in March. We should also look at gaining efficiencies and reducing credit hours if possible.

- See also Goals and Initiatives listed above which will continue and/or be expanded in 2011-12.

4. Five-year DRAFT goals – as aligned with UCA Strategic Plan Goals

UCA Strategic Goal #1: Focus on Integrity at All Levels of Action

- **ACADEMIC INTEGRITY**
 - Provide tools (e.g. *TURNITIN* software to help us help students avoid plagiarism and violations of copyright and intellectual property rights)
 - Develop mentoring program for junior faculty on professionalism and academic integrity
 - Create a resource handbook for junior faculty regarding academic, professional, and ethical integrity guidelines
 - Provide support for fair use in online courses
- **BROADER INTEGRITY EFFORTS**
 - Broaden the Academic Integrity policy to include Professional/Ethical Integrity --- e.g. to address possible professional misconduct among interns working in K-12 schools
 - Improve communication between Dean of Students and Academic Colleges concerning instances of student misconduct that may be relevant to student's academic/professional standing
 - Publish more positive press for the College and the University, both internally and externally, that may increase public confidence in UCA and its institutional integrity; Alumni support may also bolster our public image

UCA Strategic Goal #2: Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence

- **SCHOLARSHIP EXCELLENCE**
 - Promote scholarship of teaching and learning, including scholarship that contributes to improvement of our own programs and teaching/learning practices
 - Promote action research, especially among students (not simply something that goes into a journal)
 - Showcase research done by students and faculty, share research more broadly, including in different disciplines
 - Create faculty research circles for the College to come together to present and foster research activities

- Focus on collaborative research (especially with students and among different colleges)
- **ACADEMIC EXCELLENCE**
 - Improve student course/instructor evaluation instrument and process to be more reliable, sustainable, & meaningful, as well as peer-to-peer and other evaluations that develop trust and growth
 - Increase professional development offerings to extend connections to K-12 schools
 - Maintain and go beyond compliance accreditation with NCATE, HLC, etc.; develop stronger assessment measures and practices that support program objectives.
 - Align curriculum and programs with new national education standards – e.g. K-12 Common Core Standards, CCSSO Model Core Teaching Standards, and NCATE emphasis on Developmental Sciences and more intensive field experiences. Enhance the technology for learning aspects of our programs and the learning and assessment emphases.
 - Work with UCA's other colleges to promote excellence in secondary education teacher preparation.
- **ADMINISTRATIVE AND INSTITUTIONAL SUPPORTS**
 - Create a culture of evidence-based management --- use institutional data to enhance administrative decision-making, program improvement, and general organizational effectiveness and efficiency --- use data as part of a continuous feedback and improvement loop
 - Work with University support offices to recruit high-achieving and diverse students and faculty (recruit the highest quality candidates to maintain culture of excellence)
 - Stabilize resources so that we can depend on them (policies that give the departments more authority to give money for travel, re-assigned time for special projects)
 - Increase salaries to competitive level by benchmarking against SREB comparison data for masters comprehensive universities

UCA Strategic Goal #3: Provide a Student-Focused Environment for All Students

- **TIGHTER COORDINATION between ACADEMIC AFFAIRS & STUDENT AFFAIRS/STUDENT SERVICES.**
- **ACADEMIC ENGAGEMENT**
 - Assist students with metacognition: how can we increasingly help students to help themselves become active learners and critical thinkers
 - Establish high-impact activities designed to increase engagement among at-risk students for higher retention
 - Have more of an advisor mentality even when students are not our advisees (e.g. secondary education students)
 - Give students a greater voice in how they feel about the services, the education they're receiving, etc.
 - Pursue opportunities to recognize the importance of advising and give faculty time and teaching or service credit for it
- **SUPPORT FOR GRADUATE AND ON-LINE STUDENT POPULATIONS**
 - Improve technological support for online courses and services for on-line students
 - Lower fee structures (especially for online students and graduate students, who rarely or never use facilities/services for which fees are charged)
 - Focus on services for graduate students (e.g., keep bookstore open on Saturdays & at nights, which are prime times for graduate course offerings, establish an evening

office so students can take care of problems in a one-stop shop; convenient food service options for evening students)

UCA Strategic Goal #4: Commit to Ongoing Improvement and Innovation in Facilities and Technology

- **CLASSROOM TEACHING IMPROVEMENT & INNOVATION**
 - Act on *SIGHTLINES* consulting firm's analysis and recommendations for improvement of classroom space
 - Build new ED building or improve ED classrooms (Mashburn technologically behind the schools that the COE is sending their students into)
 - Provide Smartboards in every room
 - Strengthen physical plant(e.g. bandwidth) and human resources (e.g. faculty professional development) infrastructure to support better classroom technological capacity and usage
 - Provide professional development to be able to use technologically advanced classrooms and equipment
 - Examine technology needs for e-books
- **ADMINISTRATIVE CONSIDERATIONS**
 - Use student e-mail system more efficiently (currently sending too many messages so that students are overwhelmed and ultimately don't read any messages—perhaps send one e-mail a day with links to all university announcements)
 - Find or develop more useful technology for student advising
 - Reconsider PC computer orientation and open up to other platforms (offer Macs, access to Linux)
 - Dedicate budget line for continuous improvement of technology

UCA Strategic Goal #5: Increase Engagement with External Partners

- **ENGAGEMENT WITH K-12 SCHOOL PARTNERS**
 - Coordinate professional development for K-12 educators across campus—AOEP, Math/Science Center, COE, NWP
 - Maintain close instructional alignment with the K-12 curriculum and other relevant external education constituencies
 - Create stronger partnerships with K-12 schools to improve quality and authenticity of field experiences
 - Use external program advisory committees to help us improve programs (e.g. teachers, principals, superintendents)
 - Strengthen engagement with K-12 schools through field experiences, scholarly publications, consulting, professional development, etc
 - Share best practices with schools that are wanting improvement and develop conflict resolution skills to address resistance to change for both internal and external constituents
- **ENGAGEMENT WITH OTHER EXTERNAL CONSTITUENCIES**
 - Strengthen relationship between COE and alums/retired educators—to provide participation in and support for C of Ed mission, goals, and activities
 - Strengthen relationship with 'feeder' community colleges to promote enrollment of transfer students

- Increase engagement with businesses for grants (where relevant), internships, professional development and other kinds of training needs – e.g. AETN, HP, and other partners
- Take advantage of feedback and support from external sources whose interests may align with our mission —e.g. Greek organizations who want to do service projects, etc.
- Market and promote our College to multiple external constituencies to encourage donor gifts and general support for the C of Ed

UCA Strategic Goal #6: Promote Diversity in All Areas

- **ATTRACTION, RETENTION, AND SUPPORT OF DIVERSE STUDENTS**
 - Recognize many forms of diversity— racial, linguistic, exceptionalities, gender, sexual identity and sexual orientation, socio-economic, religious, national origin, etc
 - Increase racial and linguistic diversity among C of Ed students to increase diversity of professional educators in k-12 schools and universities
 - Promote culturally-relevant content and pedagogy to support learning for diverse k-12 and university students
 - Ensure Recognized Student Organizations (RSO's) reflect student diversity
 - Ensure diverse organizations are represented on campus and we are reaching out to diverse organizations off campus
 - Increase partnerships with off-campus organizations that work with diverse constituents
 - Examine why minority students leave and develop appropriate interventions and remedies to promote higher retention rates for minority students
 - Coordinate resources, supports, and services across campus in order to keep increasing effectiveness of service centers (e.g. Minority Services, International Programs, Disability Support)
 - Examine policies toward and address needs of LGBTQ students (e.g., bullying not really being addressed)
- **ATTRACTION, RETENTION, AND SUPPORT OF DIVERSE FACULTY**
 - Increase racial and linguistic diversity among faculty to better attract and retain diverse students in the C of Ed
 - Promote diversity in faculty recruitment and selection processes
 - Address HR policies such as insurance for LGBT faculty/staff
 - Address out-of-area faculty needs—human resources (e.g., faculty who live out of state are usually “out of network” re health benefits)

5. Challenges

- **Adverse Media Attention to Public Education:** One of the greatest challenges the College of Education faces is the adverse publicity leveled at public education in Arkansas (and nationally as well). In spite of a high degree of public accountability and reporting, the media often fails to recognize the successes and achievements of its public educators. Thus, one of our greatest challenges is overcoming adverse media attention and effectively marketing our College and its strengths.
- **Limited Institutional Management Infrastructure and Management Systems:** UCA often does not have the management infrastructure and systems in place to efficiently and easily address its administrative needs. Databases are often limited and do not

necessarily capture the kinds of data the College of Education needs for its required federal reporting. An undue amount of time and effort is required of College of Education personnel to conduct 4-5 national reports each year. Many administrative processes that could be handled electronically are still processed in hardcopy, thus requiring more processing turn-around time.

- **High number of University Committee requirements, coupled with College-specific accountability requirements:** The College of Education faculty spend an excessive amount of time in required internal service due to the number of university committees and required accountability demands in the education field. This is particularly hard on a College that has fewer full-time faculty than many of the other campus colleges, yet more service and accountability demands.

6. Opportunities

The College is well-positioned to be the leading educator preparation institution in the state of Arkansas. Every opportunity is being used to advance the College's prominence within the state --- including faculty and administrator visibility and leadership in state professional organizations, stronger marketing efforts of College programs, use of newer communication tools to build alumni and donor support for the College, direct communication efforts with internal UCA colleagues to change adverse perceptions of the College, and continued efforts to increase work environment efficiencies to achieve more with existing human and fiscal resources.

7. Summary

The College of Education has spent much of its internal administrative efforts in the past two years increasing efficiency and effectiveness of its unit operations with the aim of boosting enrollment (largely at the graduate level), deleting programs that are not in high demand and were undersubscribed, revising programs to be more attractive to students and/or to use faculty teaching time more efficiently, reallocating funds internally to more equitably address the faculty and unit needs in the College, developing procedures and tools to address faculty performance accountability more effectively, and using resources more efficiently to address the many state and federally regulated accountability demands.

The College's external administrative efforts have been spent on increasing the visibility and prominence of the College and its faculty in state professional arenas. The College has also invested in building the infrastructure needed to more effectively market the College and its programs to build a stronger alumni and donor base of support.

These collective efforts promise to increase the College's prominence within the state of Arkansas over the foreseeable future. UCA has reason to be proud of its College of Education and its faculty for their diligence, cooperative attitude, and continued efforts to build educator preparation in the face of a strong anti-public education policy environment in the state.

**Department of Early Childhood and Special Education
Annual Report 2010-11**

Submitted by Dr. Kathleen Atkins, Department Chair, June 2011

Part 1: Mission Statement and Statement of Purposes

The mission of the Department of Early Childhood and Special Education is to prepare teachers at the graduate and undergraduate levels to successfully meet the challenges of educators who reflect on and model the principles of learning and to demonstrate the ability to meet the educational, social, and emotional needs of children and youth who come from highly diverse backgrounds.

To achieve this mission, the Department:

- recruits and retains qualified faculty and students who represent diverse backgrounds and viewpoints and who demonstrate excellence in learning and teaching;
- provides challenging initial licensure programs for the education of children and youth (with and without exceptionalities) in the area of early childhood (preschool through fourth grade), as well as graduate programs in early childhood education, gifted education, reading/literacy, and special education;
- engages faculty and students in scholarly activities such as research and grantsmanship, reflective and creative teaching practices, and service to the community and profession in order to identify and implement best practices to educate our children and youth;
- encourages outstanding candidates who complete graduate programs to pursue career pathways that will allow them to assume leadership roles in schools, agencies, and professional organizations, as well as pursue advanced studies such as graduate programs;
- supports the use of technology in instruction, research and scholarly activities, and service;
- collaborates with public schools, agencies, and fellow educators to develop and maintain: outstanding programs of teacher education, clinical experiences, and professional development schools.

Part 2: Status of Goals

**2010-2011 DEPARTMENT GOALS
Status of Goals**

Expect the department to actively recruit and retain students through graduation in all programs with emphasis on diverse populations. Recruitment efforts during the past year were significant. At the undergraduate level, recruitment focused on participation in campus wide recruitment days such as Bear Facts Days, President's Scholar Day, and Major Fair. All potential UCA students participating in recruitment events received a follow up letter from the department chair with a personal invitation to join the UCA community as an early childhood

education major. The department began articulation sessions with UACCM regarding a potential partnership designed to recruit and retain AAT students as undergraduate students in the UCA P-4 program. Department representation at local and state teacher fairs and conferences allowed us to market our graduate programs to practicing teachers. Additionally, materials on all department graduate programs, as well as other college programs, were hand delivered to over twenty P-4 Partnership Schools for distribution to practicing teachers. Department funds supported the purchase of recruitment materials, development of new program flyers, and marketing assistance of programs through UCA AOEP. In terms of retention, data indicates undergraduate P-4 retention rates are higher for those students admitted into the teacher education program as compared to preadmission retention rates. Several initiatives were put in place during the past year to address challenges of retaining students from preadmission to post admission classes including department participation in seminars for students on academic probation, enhancing the advising procedures for transfer students, redesigning the structure of undergraduate advising program, completion of the ECSE Undergraduate Advising Handbook for faculty members, and department representation on a college committee created to address ways to support the success of students on the Praxis I and other admission requirements. Retention in graduate programs does not appear to be a problem. **This will remain an on-going goal of the department.**

(UCA Strategic Plan #3, #5, #6)

Expect the department to conduct faculty searches for three tenure track positions. Due an unexpected retirement, three faculty searches began in fall 2010 for tenure track positions in early childhood, reading, and special education. New assistant professor faculty members were hired for the reading and special education positions to begin in August 2011. The search for an early childhood faculty member was unsuccessful so the position will be filled by an emergency hire one year clinical instructor with the expectation of reopening the search in fall of 2011.

(UCA Strategic Plan #2, #6)

Expect faculty to involve and support graduate and undergraduate students to engage in research, publication, and professional activities at conferences and through involvement in our student organizations. Department faculty members served as advisors or co-advisors of two student professional organizations: Teachers United and Student Council for Exceptional Children. Approximately 40 undergraduate students were active in these organizations during the past year. Due to faculty involvement in Arkansas Council for Exceptional Children as executive board members, undergraduate P-4 and P-4 special education students were actively involved in the annual conference as conference workers, presenters, and participants. Several faculty members worked closely with graduate students in the reading and special education programs in preparing articles for publications and/or presenting to professional audiences. Department faculty articulated a desire to design a reporting system to document contributions of students.

This will remain an on-going goal of the department.

(UCA Strategic Plan #2)

Expect the department to address specific diverse technological advancement needs of individuals in the department as it relates to equipment and software needs for integrating technology into instruction. The department technology committee researched technological needs of the department to support the integration of technology into instruction. The department

acquired two iPads. Applications including books, educational games, and other instructional software has been purchased to be used in Junior Block and Internship I instruction. Faculty training in the use of smartboard and starboards was conducted. Additionally, technology equipment was upgraded in five Mashburn classrooms through the department budget to ensure our students have the technological knowledge and skills needed as highly qualified teachers.

This will remain an on-going goal of the department.

(UCA Strategic Plan #4)

Expect the department to explore ways to support new faculty through the development of a mentor/new faculty department resource guide. While possible content of the resource

guide was discussed in faculty meetings, work on the development of the guide was not started.

This goal will roll over to the 2011-2012 year.

(UCA Strategic Plan #1, #2)

Expect the department to explore ways to support scholarship among faculty including grant writing opportunity and training, research, travel for dissemination of research, and publication. Faculty travel for the dissemination of research and publication was funded by

reallocating department M&O budget for this purpose. In addition, five faculty were provided additional financial support to attend professional development opportunities such as training workshops. It is noteworthy to mention the department established a Scholarship Incentive Award for the purpose of supporting research/scholarship activities of faculty. **This will remain an on-going goal of the department.**

(UCA Strategic Plan #2)

Using the disposition model already developed, implement the disposition model, embed dispositions through coursework and institute a formal review of candidates' dispositions and/or behaviors. The department developed a new orientation workshop for all P-4 candidates

newly admitted into teacher education. The formal introduction of the dispositional model is presented at this required workshop. Pre-admission and junior block classes have integrated the dispositions into the curriculum. While Internship I classes also address the disposition model, faculty are still in the process of determining a more formal means of evaluating the dispositions in our P-4 candidates. **This goal remains in progress.**

(UCA Strategic Plan #2, #3)

Expect the department to secure external grant funding. Three departmental faculty worked collaboratively in obtaining a grant from the Arkansas Department of Education in the amount of \$325,400 to support the efforts of the Mashburn Institute. Additional grants were awarded to faculty to support the UCA Reading Success Center and the Child Study Center. **This will remain an on-going goal of the department.**

(UCA Strategic Plan #2, #3)

Expect the faculty to work closely with program coordinators to collect and maintain program database for accreditation and program improvement. Faculty members were

successful in the collection of model assessment data in Chalk and Wire.

(UCA Strategic Plan #2)

Expect the faculty to work closely with program coordinators in preparation for NCATE accreditation visit in fall, 2011. Faculty participated in the review and editing process of all NCATE SPA reports. Departmental representatives presented at faculty meetings of 15 partnership schools to disseminate information regarding the fall 2011 NCATE accreditation visit.
(UCA Strategic Plan #2)

Expect the faculty to develop philosophy, guidelines and expectations of online or partial online delivery of courses. This goal has not been addressed.
(UCA Strategic Plan #2, #3)

Expect the faculty to evaluate and assess the organization and delivery of Super Kids, UCA Challenge, Summer Enrichment, and UCA Reading Success Center programs. Super Kids, UCA Challenge and Summer Enrichment made significant changes in curriculum content, student capacity, and/or instructional format for 2011 summer programs. With the change of the directorship of the UCA Reading Success Center in fall 2011, similar improvements are expected next year in the Reading Success Center.
(UCA Strategic Plan #5)

Investigate the feasibility of collaborating with the P-4 schools to institute an after school and /or mentoring program using P-4 students. This goal has not been addressed.
(UCA Strategic Plan #5)

2010-2011 UNDERGRADUATE PROGRAM GOALS Status of Goals

Expect the faculty to conduct a curriculum mapping to explore cohesion of course content throughout the P-4 and P-4 dual program. A matrix was developed for the purpose of curriculum mapping. Work has begun on this goal but due the new Common Core Curriculum, **this goal will be ongoing.** Faculty members received information and/or training in the Common Core and are working to integrate the standards in the P-4 curriculum where appropriate.
(UCA Strategic Plan # 2, #5)

Expect the faculty to explore possibilities of involving faculty more in Internship I and Internship II supervision. While there was a very small increase in the numbers of faculty supervising interns during the past year, this goal will be difficult to meet without additional faculty resources.
(UCA Strategic Plan #2, #3)

Investigate our presence in the P-4 schools to increase visibility and collaboration among faculties to establish strong partnerships. The department is engaged in active conversations regarding strengthening our partnerships with schools through advisory board meetings and participation on a college wide committee to address this issue. Currently we have one P-4 course meeting on a public school campus. A goal identified at the department annual retreat addresses the desire to reconfigure block schedules used for Junior Block and Internship I in an effort to allow for increased faculty presence on the school campus. This could mean increasing

the numbers of courses meeting on a school campus and/or reinstating the school-based liaison model used in the past. **This goal is in progress.**
(UCA Strategic Plan #5)

Expect the faculty to expand professional development opportunities for early childhood candidates by chartering a student affiliate of NAEYC (CAEYC is currently active but not productive). Two tenure track faculty members are in the process of working directly with NAEYC to gather the information necessary to move forward in establishing a student organization. The process has been somewhat more complicated than expected but the department will continue to pursue the student affiliate organization. **This goal is in progress.**
(UCA Strategic Plan #2, #5)

Expect the faculty to conduct a pilot project to investigate interest in a special education minor for undergraduates in other related areas by offering three classes. This goal has not been addressed.
(UCA Strategic Plan #2, #3)

Expect the faculty to revisit junior block placement sites. An ad-hoc committee has been established to investigate placement sites. This goal is closely connected to curriculum mapping and program scheduling and therefore remains in process. **This goal is in progress.**
(UCA Strategic Plan #3, #5)

Strengthen 0-2 content and field experience portions of the P-4 program. An ad-committee was established to address this goal and have facilitated the implementation of new assignments and field opportunities for P-4 students.
(UCA Strategic Plan #2, #3)

2010-2011 GRADUATE PROGRAM GOALS

Status of Goals

Expect the faculty to conduct a curriculum mapping to explore cohesion of course content throughout the graduate programs in special education and reading. Examination of assessment data during the preparation of the NCATE SPA reports led to some changes in graduate program curricula however **this goal will remain in progress** in order to address the placement of common core standards.
(UCA Strategic Plan #2, #5)

Expect faculty to develop implementation and assessment plan for early childhood track embedded in the ASTL Master's program. The graduate advisor in this area has worked collaboratively as a member of the cross department committee established to address model assessments for the ASTL graduate program.
(UCA Strategic Plan #2)

Expect the department to take a leadership role in the approval and implementation of the Instructional Facilitator endorsement program. The program has been approved and class rotation began fall 2010.

(UCA Strategic Plan #2, #3)

Expect the department to obtain ADHE approval for online course delivery of the graduate reading program. While progress toward this goal has been made in terms of an increase in on-line instruction in the reading program, the goal has not been met.

(UCA Strategic Plan #2, #3)

Expect the faculty to extend the use of technology throughout all graduate programs.

Graduate programs have access to I-Pads, smart/star boards, class room technology upgrades.

This will remain an ongoing goal in the department.

(UCA Strategic Plan #2, #4)

Expect the faculty to continue to recruit diverse populations of graduate students and children in all department outreach programs.

The UCA Reading Success Center was successful in developing a partnership to increase services to ELL students and their families. In addition, the director of the Summer Enrichment Program anticipates the expansion of the program to meet the needs of a broader age range of children with special needs. The discussion of the status of department wide goals addresses the recruitment of graduate students. **This will remain an ongoing goal in the department.**

(UCA Strategic Plan #6)

Expect the department to evaluate the delivery of the gifted and talented license on-line.

An investigation was conducted to determine whether there is a need to reinstate the gifted and talented endorsement program. The investigation included the gathering of data from ADE on the number of current gifted teachers teaching without the endorsement, consulting with gifted and talented teachers regarding the need for the program in the central Arkansas area, and identifying curriculum revision needs. The decision has been made to transition the program to on-line delivery no later than spring 2012. The appropriate documents will be prepared for the curriculum approval process through UCA, ADE, and ADHE. **This goal is in progress.**

(UCA Strategic Plan #2, #3)

Expect the department to explore graduate credit professional development opportunities.

The graduate advisory board has begun conversations with school partners regarding professional development opportunity needs. Very little progress was made toward this goal.

(UCA Strategic Plan #2)

Part 3: 2011-2012 Goals

Expect the department to actively recruit and retain students through graduation in all programs with emphasis on diverse populations.

(UCA Strategic Plan #3, #5, #6)

Expect faculty to involve and support graduate and undergraduate students to engage in research, publication, and professional activities at conferences and through involvement in our student organizations.

(UCA Strategic Plan #2)

Expect the department to address specific diverse technological advancement needs of individuals in the department as it relates to equipment and software needs for integrating technology into instruction.

(UCA Strategic Plan #4)

Expect the department to explore ways to support new faculty through the development of a mentor/new faculty department resource guide.

(UCA Strategic Plan #1, #2)

Expect the department to explore ways to support scholarship among faculty including grant writing opportunity and training, research, travel for dissemination of research, and publication.

(UCA Strategic Plan #2)

Using the disposition model already developed, implement the disposition model, embed dispositions through coursework and institute a formal review of candidates' dispositions and/or behaviors.

(UCA Strategic Plan #2, #3)

Expect the department to secure external grant funding

(UCA Strategic Plan #2, #3)

Expect the faculty to develop philosophy, guidelines and expectations of online or partial online delivery of courses.

(UCA Strategic Plan #2, #3)

Investigate the feasibility of collaborating with the P-4 schools to institute an after school and /or mentoring program using P-4 students.

(UCA Strategic Plan #5)

UNDERGRADUATE PROGRAM GOALS

Expect the faculty to conduct a curriculum mapping to explore cohesion of course content throughout the P-4 and P-4 dual program.

(UCA Strategic Plan # 2, #5)

Investigate our presence in the P-4 schools to increase visibility and collaboration among faculties to establish strong partnerships.

(UCA Strategic Plan #5)

Expect the faculty to expand professional development opportunities for early childhood candidates by chartering a student affiliate of NAEYC (CAEYC is currently active but not productive.

(UCA Strategic Plan #2, #5)

Expect the faculty to conduct a pilot project to investigate interest in a special education minor for undergraduates in other related areas by offering three classes.

(UCA Strategic Plan #2, #3)

Expect the faculty to revisit junior block placement sites.

(UCA Strategic Plan #3, #5)

GRADUATE PROGRAM GOALS

Expect the faculty to conduct a curriculum mapping to explore cohesion of course content throughout the graduate programs in special education and reading.

(UCA Strategic Plan #2, #5)

Expect the department to obtain ADHE approval for online course delivery of the graduate reading program.

(UCA Strategic Plan #2, #3)

Expect the faculty to extend the use of technology throughout all graduate programs.

(UCA Strategic Plan #2, #4)

Expect the faculty to continue to recruit diverse populations of graduate students and children in all department outreach programs.

(UCA Strategic Plan #6)

Expect the department to evaluate the delivery of the gifted and talented license on-line.

(UCA Strategic Plan #2, #3)

Expect the department to explore graduate credit professional development opportunities.

(UCA Strategic Plan #2)

Special Note: It should be noted that ECSE faculty will revise and finalize all goals in October 2011.

Part 4: Long-Range Goals (5 years)

FIVE YEAR GOALS

As evidenced by the previous discussion on the department's achievements toward our 2010-2011 goals, we are currently addressing a number of the projected five year goals presented below. These goals are organized by UCA Strategic Plan goals.

Focus on Integrity at All Levels of Action

- **ACADEMIC INTEGRITY**
 - Develop mentoring program for junior faculty on professionalism and academic integrity

- Create a resource handbook for junior faculty regarding academic, professional, and ethical integrity guidelines
- Provide support for fair use in online courses

Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence

- **SCHOLARSHIP EXCELLENCE**
 - Promote scholarship of teaching and learning, including scholarship that contributes to improvement of our own programs and teaching/learning practices
 - Promote action research, especially among students (not simply something that goes into a journal)
 - Showcase research done by students and faculty, share research more broadly, including in different disciplines
 - Focus on collaborative research (especially with students and among different colleges)
- **ACADEMIC EXCELLENCE**
 - Improve student course/instructor evaluation instrument and process to be more reliable, sustainable, & meaningful, as well as peer-to-peer and other evaluations that develop trust and growth
 - Increase professional development offerings to extend connections to K-12 schools
 - Maintain and go beyond compliance accreditation with NCATE, HLC, etc.; develop stronger assessment measures and practices that support program objectives.
 - Align curriculum and programs with new national education standards – e.g. K-12 Common Core Standards, CCSSO Model Core Teaching Standards, and NCATE emphasis on Developmental Sciences and more intensive field experiences.

Provide a Student-Focused Environment for All Students

- **ACADEMIC ENGAGEMENT**
 - Assist students with metacognition: how can we increasingly help students to help themselves become active learners and critical thinkers?
 - Establish high-impact activities designed to increase engagement among at-risk students for higher retention
 - Have more of an advisor mentality even when students are not our advisees
 - Give students a greater voice in how they feel about the services, the education they are receiving, etc.
- **SUPPORT FOR GRADUATE AND ON-LINE STUDENT POPULATIONS**
 - Improve technological support for online courses and services for on-line students through faculty and information technology (IT) support.

Commit to Ongoing Improvement and Innovation in Facilities and Technology

- **CLASSROOM TEACHING IMPROVEMENT & INNOVATION**
 - Relocate Smartboards/Starboards in classrooms as needed
 - Provide ongoing professional development to be able to use technologically advanced classrooms and equipment
 - Use student e-mail system more efficiently.

- Find or develop more useful technology for student advising
- Dedicate department budget line for continuous improvement of technology

Increase Engagement with External Partners

- **ENGAGEMENT WITH K-12 SCHOOL PARTNERS**
 - Work closely with K-12 educators across campus—AOEP, Math/Science Center, COE, NWP
 - Maintain close instructional alignment with the K-12 curriculum and other relevant external education constituencies
 - Create stronger partnerships with K-12 schools to improve quality and authenticity of field experiences
 - Use external program advisory committees to help us improve programs (e.g. teachers, principals, superintendents)
 - Strengthen engagement with K-12 schools through field experiences, scholarly publications, consulting, professional development, etc.
 - Share best practices with schools that are wanting improvement and develop conflict resolution skills to address resistance to change for both internal and external constituents
- **ENGAGEMENT WITH OTHER EXTERNAL CONSTITUENCIES**
 - Strengthen relationship with ‘feeder’ community colleges to promote enrollment of transfer students
 - Take advantage of feedback and support from external sources whose interests may align with our mission —e.g. Greek organizations who want to do service projects, etc.

Promote Diversity in All Areas

- **ATTRACTION, RETENTION, AND SUPPORT OF DIVERSE STUDENTS**
 - Increase racial and linguistic diversity among C of Ed students to increase diversity of professional educators in K-12 schools and universities
 - Promote culturally-relevant content and pedagogy to support learning for diverse K-12 and university students
- **ATTRACTION, RETENTION, AND SUPPORT OF DIVERSE FACULTY**
 - Increase racial and linguistic diversity among faculty to better attract and retain diverse students in the C of Ed
 - Promote diversity in faculty recruitment and selection processes

Special Note: It should be noted that ECSE faculty will revise and finalize department specific long range goals in October 2011.

Part 5: Challenges

In response to UCA’s continued initiative to increase enrollment at both the undergraduate and graduate level, the department has taken several actions including: (1) the submission of a proposal to form a partnership with UACCM which will ultimately impact transfer enrollment in

the our undergraduate early childhood program, (2) graduate program revisions to increase electronic program delivery, (3) facilitating the approval of the new Instructional Facilitator endorsement program, and (4) initiating the transition of the gifted/talented endorsement program to on-line delivery beginning spring 2012 area. Not only do these initiatives align us with the university's desire to address enrollment but they also place us in a position to be competitive with other universities. As other Arkansas institutions of higher education increase on-line delivery and build partnerships with two year colleges, program viability will be dependent upon our own innovations in program delivery while not compromising program quality. These types of initiatives cannot be successful without the full support, both programmatically and financially, of the university.

As long as the economy is an issue and financial assistance to graduate students is limited, enrollment may continue to be a challenge in certain graduate programs. We must continue to think of incentives to attract practicing teachers into graduate school. Another challenge related to graduate enrollment is how to manage low enrollment classes while honoring student petition for candidacy timelines for course completion. While all our graduate programs certainly meet ADHE viability guidelines, we do occasionally have low enrollment courses especially in practicum type classes. It becomes somewhat of a catch twenty-two. If we cancel classes students are expecting due to low enrollment while we are trying to build programs, the public relations becomes problematic. While trying to build newly revised programs, perhaps considering the average graduate enrollment across all graduate program courses in a given semester would be a way to allow programs the flexibility to accommodate low enrollment in certain classes during a designated growth period yet ensure no financial loss to the university.

While we have increased the number of online graduate classes it does pose a challenge in regard to lower enrollment maximums in these classes. While ADHE supports 20 students in an on-line class, faculty reports that 15 students tend to be more manageable. In addition, the technology infrastructure to support delivery of graduate programs on-line is a challenge. While considered slight, we are seeing a decrease in the undergraduate P-4 program over the past three years. In light of beginning teacher salary compared to other professions, we will need to work harder to increase enrollment if this trend continues. Given our transfer student numbers are steadily increasing (approximately 42% of our current P-4 majors are transfer students), additional efforts must be placed on collaborative partnerships with two year colleges in order to continue the upward trend of transfer enrollment.

The national emphasis on NCLB and the concept of the "highly qualified teacher" will continue to place increased demands on UCA's teacher preparation programs.

Revision of existing undergraduate and graduate teacher preparation programs to meet state licensure and/or professional standard changes will require an intensive amount of work from faculty and college administrators.

Faculty salary increase, equity and merit pay are areas to be considered as critical need. Of special concern to the ECSE department chair is the increased salary inequity created by recent hires of new assistant professors in the department. The college cannot afford to lose good, experienced faculty members due to such inequities.

Classroom space continues to be an issue in the College of Education. In addition to the issue of physical space, it is imperative that we recognize the unique needs of the various teacher preparation programs in terms of instructional environments and materials. An instructional environment and materials for training an early childhood teacher should be expected to look significantly different from that of a middle/secondary environment just as public school classroom needs are different based on age level and curriculum.

Faculty incentives for scholarship productivity remain an area of concern in the department as faculty resources are limited and do not allow any type of release time for faculty research.

We continue to need additional faculty resources in the area of undergraduate field placement management and supervision.

Part 6: Opportunities

With the recent implementation of the Instructional Facilitator Endorsement Program, the department has the opportunity not only to increase graduate enrollment but to also become a state leader in the training of academic coaches.

With the on-line delivery of the graduate program in Special Education, the department has the opportunity not only to increase graduate enrollment but also to become a state leader in training highly qualified special education teachers.

With the recent encouragement to increase on-line graduate offerings, the department has the opportunity to become a state leader in the electronic delivery of a significant portion of the Reading graduate program.

Restoring and transitioning the gifted and talented to online delivery will position the department to be one of two g/t endorsement programs in the state.

The department has the opportunity to be a state leader in increasing on-line professional development for practicing teachers.

The department continues to have the opportunity to partner closely with the ADE and ADHE through advisory boards, program approval committees, licensure updates, and other professional tasks.

Given our current relationship with over twenty partnership schools used for P-4 field experiences, the prospect of enhancing our relationship with the schools to align more closely to the definition of a true professional development school is promising.

Both undergraduate program classes and graduate programs classes are an excellent place to integrate service learning into the preparation of teachers.

Given the current role of the Mashburn Institute in the state, we have the opportunity to impact the lives of struggling learners at a higher level by increasing our involvement with ADE departments.

Part 7: Summary

In conclusion, a discussion of the department's efforts and achievements over the past academic year would be incomplete without the inclusion of faculty accomplishments. The following tables outline those accomplishments:

FACULTY SCHOLARSHIP

Publication: Refereed Journal	Grants	Presentation: International/ National	Presentation Regional	Presentation State/Local	Professional Development	Faculty Total
1	1	1	1		2	6
2		3	1	4	3	13
	1	2		2	5	10
	1			2		3
				2	5	7
3	1	1		2	3	10
2		2		3	3	10
1		2		1		4
1	1			2	9	13
				1	11	12
					2	2
4	1	1		8		14
2		2		3	9	16
16	6	14	2	30	52	120

FACULTY SERVICE

Department Committee/ Activities	College Committee/ Activities	University Committee/ Activities	Local	State	National	Faculty Total
Chairperson	3	1	2	3	9	18
6	5	2	1	2	2	18
1	3	5		1	1	11
1	3					4
6	3		5	2		16
8	4	2	4	3	2	23
8	5	2	6	4	5	30
3	3	3				9
6	4	1	1	2		14
2	3		4			9
7	3	1	3	1	1	16
3	6	2		3		14
3	3		1	5	2	14
54	48	19	27	26	22	196

ADDITIONAL FACULTY ACCOMPLISHMENTS

Faculty Member	
Atkins	Past President of ARCEC, member of ILS Executive Board, member of ADE State Special Education Advisory Council, chair of the Standard Six Committee, and serves on the P-4, Graduate, and CSC Advisory Boards
Barnes, C.	President of AAECTE and serves on the board of directors of Mothers for Education
Barnes, D.	Serves as Assistant to the Dean and Praxis III Assessor. Served on ATE Board of Directors
Barrington	Serves as Director of Summer Enrichment Program and Chairman of P-4 Advisory Board
Cain	President-Elect for ARCEC, Faculty advisor to UCA SCEC
Cooper	Serves as Director of Mashburn Center, Director of Super Kids, Consultant for CAPCA Head Start, Collaboration with Manitoba Learning Disability Association
Crow	Serves as P-4 Program Coordinator and on the CSC Advisory Board
Feng	Serves as Praxis III assessor and Chair of NCATE Conceptual Framework Committee
Filer	Served on Arkansas Special Quest Program, participated in IRIS Center Training Enhancement, and serves as Special Education Graduate Program Coordinator
Herrington	Serves as Director of University Challenge and Chair of College Curriculum Committee
Kohler	Secretary of Arkansas Council for Exceptional Children, ADE co-teaching coach
Moore	Director of CSC
Mosley	Director of UCA Reading Success Center

Department of Teaching and Learning Annual Report 2010-2011

Submitted June 2011 by Dr. Tammy Benson, Department Chair

I. Mission Statement

The Department of Teaching and Learning is committed to developing educators who care deeply about learners, who reflect on their practice to make sound decisions, who communicate effectively with all constituents, and who meaningfully challenge learners and themselves through high expectations.

Programs within the department with mission statements are as follows:

- Bachelors Degree in Middle Level Education (Math/Science and Language Arts/Social Studies) -- prepare teachers to work effectively in middle-level grades. Program goals include (a) delivering a program that models middle-school philosophy through the use of flexible scheduling, teaming, and interdisciplinary teaching; (b) preparing middle-grades teachers who can design and deliver developmentally responsive curriculum based on theory, research, and reflective decision making; (c) providing experiences that enhance candidates' ability to "think like a teacher" (e.g., case discussions, problem-based learning, field experiences, reflective journals); (d) providing candidates extensive field-based experiences in school and community sites; and (e) preparing middle-level educators who are competent, caring, and qualified.
- Master of Arts in Teaching (MAT)—The MAT graduate degree program is designed for individuals without teaching credentials but who have successfully completed a baccalaureate degree and wish to become a teacher in an expeditious fashion.
- Masters degree in Advanced Studies in Teacher Leadership (ASTL) — This 30 credit hour graduate curriculum provides assistance for National Board Certification and offers the knowledge, skills, and dispositions expected of an advanced educator through core courses and specialty areas. Specialty tracks include secondary education content disciplines, early childhood education, 5th/6th grade endorsement, instructor facilitator endorsement, English as a Second Language endorsement or other available endorsement areas. Additionally, depending on demand, there are career orientation and training systems options for business and marketing teachers, trainers in the corporate world, technologists in the corporate and education areas, and adult education teachers.

The department faculty worked to refine the assessments for each program by reviewing program goals and aligning assessments. NCATE data is being collected with the use of Chalk and Wire on-line assessment system. Rubrics and assessments have been revised to meet the needs of the programs and to better assist in the NCATE data collection.

II. Status of 2010-11 Goals

The Department of Teaching and Learning Faculty met for an all-day retreat on August 24, 2010. At that time, the faculty established goals for 2010-11. The goals, along with the current status, are listed below:

1. Create a departmental unity with a clear vision and a strategic plan to accomplish our goals in a positive and professional environment. Creating and maintaining

department unity is an ongoing process but much strides have been made toward a clear vision and strategic plan for the department, which are:

- a. Establishing common goals.
 - b. Monthly newsletters posted on pool drive to enhance communication.
 - c. Monthly Faculty Meetings with minutes posted on pool drive.
 - d. Integration of MAT and ASTL faculty together – physical move, MAT faculty teaching ASTL courses and vice versa.
 - e. Group advising sessions for students and shared advising among faculty.
 - f. Plans made and money saved to remodel the department to make it a more professional and positive work environment (painting, furniture, carpet, pictures of students and faculty at UCA, TV with scrolling announcements, etc).
 - g. Volunteer and community activities such as collecting books and attending the Bookcase for Literacy Banquet (Department has its own table); collecting Christmas items for veterans; and participating in a ‘bowling’ team benefit for HAVEN (Help for Abused Victims In Need).
 - h. Social activities to celebrate departmental achievements and to enhance group dynamics (e.g. secret pal exchange and party, Christmas Party and End of the Year Celebration).
2. Build and maintain strong undergraduate and graduate programs that serve our communities and surrounding schools with the highest qualified teachers.
 - a. Three program coordinators were appointed and given release time to coordinate and build strong programs, meet regularly with program faculty, and lead advisement for students.
 - b. Advisory board meetings were held for each program with stakeholders to discuss program achievements and goals for improvement.
 - c. Implemented an aggressive recruitment plan for graduate programs.
 - d. Continued work and leadership of the Teacher’s United organization with monthly meetings and service projects.
 3. Complete folios for NCATE and analyze data on key assessments to make any necessary changes to improve all programs.
 - a. Completed folio reports for all three programs, submitted for admission and received feedback. Programs were approved with conditions.
 - b. Revised program report for the ASTL program to include current data, analysis and summary of data and submitted to State Department of Education.
 - c. Received positive review for the Department of Education on all programs submitted.
 4. Investigate more on-line offerings and night classes to accommodate graduate and undergraduate student needs.
 - a. EDUC 1300 and MSIT 3310 includes a hybrid component with some online instruction.
 - b. ASTL 6380 Research Methods is taught both online and in class to meet diverse learning needs of students.
 - c. More classes that were approved for online delivery have been posted on Blackboard and improved for online format.

- d. Several faculty members have taken on online teaching for the first time this year.
- 5. Undertake an aggressive advertising campaign with professional brochures, active advertising, and recruiting to draw the best candidates who excel in excellent undergraduate and graduate programs.
 - a. Brochures created for all three programs and distributed widespread.
 - b. UCA Graduate and Arkansas administrator list serves set up to send out massive emails for recruiting, information, etc.
 - c. Worked with Academic Outreach to create flyers for recruiting, set up advertisement on Facebook.
 - d. Faculty worked at 11 different recruiting events, including professional conferences, Teacher's Fairs, and Department of Education recruiting events.
 - e. Faculty distributed brochures to all schools where UCA interns were placed.
 - f. Faculty presented our graduate program at public school faculty meetings and professional development for teachers.
- 6. Increase faculty scholarship through grants, research and collaborative projects.
 - a. All faculty members were provided a minimum of \$1200 to use for professional presentations and travel.
 - b. Senior faculty members paired up with junior faculty members to write proposals for presentation and work on research for article publications and grant proposals.
 - c. Four faculty members are pursuing ADHE grants on program improvement.
 - d. Faculty are working with the College of Natural Science and Mathematics on a UTEACH grant proposal which would implement an integrated program with a component to increase the number of math and science teachers in our state.
- 7. Promote student achievement through recognition and provision of a student-friendly departmental faculty and staff.
 - a. Teaching and Learning undergraduate and graduate Student of the Year was created and awarded at the annual 2011 Pinning Ceremony: Alicia Womack and Jessica Herring. Plaque was created with student's names to hang in the department.
 - b. A student-friendly environment has been established where faculty, staff, and student workers all strive to answer student questions, issues and concerns or direct them to the appropriate person for answers.
- 8. The MAT program aimed for additional high quality faculty to meet the increased enrollments of the MAT program and to alleviate the number of overloads and adjunct faculty teaching loads. Another goal was to establish a central advising system and streamline the MAT webpage for student friendliness and efficiency.
 - a. The MAT program received a new tenure track position. Dr. Michael Mills was hired to teach and supervise in our department, starting August 15, 2011.
 - b. The MAT program was able to convert a 9 hour part time position to a full time clinical position. Mrs. Heather Fisher will begin full time teaching in the MAT program August 15, 2011.
 - c. Group advising sessions were set up on a semester basis to streamline the process of advising and communicate clearly with all students.

- d. The MAT webpage was revised to improve communication and clarity of all program requirements.
- 9. The ASTL program strives to improve the quality of the graduate program and to actively recruit teachers to build the enrollments in the program, which have been dangerously low.
 - a. The ASTL faculty members have revised their curriculum to include more online offerings, a National Board focus, and a student focused program.
 - b. The faculty members also reviewed, modified and improved their key assessments throughout the program.
 - c. Advisers have been assigned to new students to help them as well as transition old students through the new program.
 - d. Faculty members have worked with other faculty from the Department of Early Childhood and Special Education and Leadership Studies, as well as other Colleges to implement four new tracks in the ASTL program.
 - e. 13 new students have been added to the ASTL program this past year, putting the total number of students in the program currently 25. Other students are taking our middle level 5/6 endorsement courses as non-degree seeking students, which positively affects our enrollments.
- 10. The Middle Level program strives to improve the instructional value of the program by collaborating with faculty from the disciplines represented in the middle level licensure: Language Arts, Math, Science, and Social Studies.
 - a. Faculty listened to feedback from content faculty and students in the program on their concerns and suggestions for improvements. Content in our courses was revised to include more emphasis on secondary students, discussions continue on moving the assessment course back to the content departments, and field experiences and supervision are currently being examined for effectiveness.
 - b. Faculty served on a committee to implement a year-long internship for our senior students. Plans are being worked out to begin these changes in August, 2011.

III. 2011-12 Goals

The goals below are excerpts taken from a College wide meeting where discussions took place about the UCA adopted strategic plan and how our goals link to the overall university goals. The specific ones chosen relate more to our department. The Teaching and Learning Department will discuss and solidify these goals at our annual retreat, which is scheduled for August 21 and 22, 2011. At this time, we will divide the goals into ones that can be attempted in 2011-12 and assign the other relevant goals to our five year plan.

Initiatives from College of Education Strategic Planning Meeting, 10/13/10 relevant to our Department

- 1. Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence
 - Promote scholarship of teaching and learning, including a scholarship that contributes to improvement of our own programs and teaching/learning practices

- Promote action research, especially among students (not simply something that goes into a journal)
 - Showcase research done by students and faculty, share research more broadly, including in different disciplines
 - Focus on collaborative research (especially with students and among different colleges)
 - Increase professional development offerings to extend connections to K-12 schools
 - Maintain and go beyond compliance accreditation with NCATE, HLC, etc.; develop stronger assessment measures and practices that support program objectives.
 - Align curriculum and programs with new national education standards – e.g. K-12 Common Core Standards, CCSSO Model Core Teaching Standards, and NCATE emphasis on Developmental Sciences and more intensive field experiences.
2. Provide a Student-Focused Environment for All Students
 - Assist students with metacognition: how can we increasingly help students to help themselves become active learners and critical thinkers
 - Establish high-impact activities designed to increase engagement among at-risk students for higher retention
 - Have more of an advisor mentality even when students are not our advisees
 3. Commit to Ongoing Improvement and Innovation in Facilities and Technology
 - Provide Smartboards in every room where they are used effectively
 - Provide professional development to be able to use technologically advanced classrooms and equipment
 - Examine technology needs for e-books
 4. Increase Engagement with External Partners
 - Coordinate professional development for K-12 educators across campus—AOEP, Math/Science Center, COE, NWP
 - Maintain close instructional alignment with the K-12 curriculum and other relevant external education constituencies
 - Create stronger partnerships with K-12 schools to improve quality and authenticity of field experiences
 - Use external program advisory committees to help us improve programs (e.g. teachers, principals, superintendents)
 - Strengthen engagement with K-12 schools through field experiences, scholarly publications, consulting, professional development, etc
 - Share best practices with schools that are wanting improvement and develop conflict resolution skills to address resistance to change for both internal and external constituents
 5. Promote Diversity in All Areas

- Increase racial and linguistic diversity among C of Ed students to increase diversity of professional educators in K-12 schools and universities
 - Promote culturally-relevant content and pedagogy to support learning for diverse K-12 and university students
 - Examine why minority students leave and develop appropriate interventions and remedies to promote higher retention rates for minority students
 - Increase racial and linguistic diversity among faculty to better attract and retain
 - Promote diversity in faculty recruitment and selection processes
6. Maintain standards of academic integrity for all students
- Utilize appropriate tools (e.g. TURNITIN software to help us help students avoid plagiarism and violations of copyright and intellectual property rights)
 - Develop mentoring program for junior faculty on professionalism and academic integrity
 - Create a resource handbook for junior faculty regarding academic, professional, and ethical integrity guidelines
 - Provide support for fair use in online courses

IV. Five-Year Goals

See statement above for the process in which we are assigning our five year goals. The Teaching and Learning Department will establish these goals at our annual retreat, which is scheduled for August 21 and 22, 2011.

V. Challenges

Change is always a challenge and 2010 brought many changes to the Teaching and Learning Department. A new chair was appointed on July 1, 2010. The transition to a new style of administration as well as the continued efforts to bring diverse MAT faculty and Teaching and Learning faculty together as one unified department presented a wide range of challenges. Two new tenure track faculty members began employment in the fall of 2010. The faculty came together and made great progress in setting common goals, identifying concerns, and working together to solve problems.

The year before accreditation (NCATE) visit also brings challenges. Holes and weaknesses were identified in some of our program data collection and analysis processes. In a short amount of time, faculty had to come together to review data for completion and accuracy. The faculty from all three major programs affected by accreditation (Middle Level, MAT, and ASTL) worked diligently to meet last minute NCATE deadlines and structure our reports in an organized and meaningful way. Electronic evidence rooms were set up for each program to display various national standards and our adherence to those standards.

The ASTL (Advanced Studies in Teacher Leadership) program had declined in enrollments to the point that many were concerned the program might die out. No new students were being added to the program. Many students were choosing other programs based on being less expensive and providing more online options. One of the greatest challenges of the past year was to come together as a faculty and “revive” this ASTL program and market it successfully to area teachers.

Maintaining a healthy momentum for the MAT program without sacrificing quality for quantity has also been a challenge. New online programs at Arkansas Tech and Arkansas State University that include a P-4 licensure track have resulted in fierce competition for our MAT program.

Modify our curriculum in all programs to emphasize the recently added national INTASC standards, common core curriculum, NCATE clinical experiences priorities, technology and assessment enhancements based on Blue Ribbon Panel recommendations. This task may seem monumental for faculty but must be addressed as we keep our programs current and produce graduates who can succeed in the public schools with all the new initiatives.

Physical space in the department has also been a challenge this year. Materials were filed that dated by over 20 years and we had literally run out of space for faculty offices and supplies. A classroom that was not functioning well in our department was remodeled into two offices that will be ready for faculty summer of 2011. Out of date materials and supplies were destroyed, areas organized and cleaned and prepared for new paint, carpet and furniture. It has been a challenge to plan for the remodeling of the department, which has not been done in over 30 years. However, many strides have been made in creating a more professional work space for our department.

Significant Accomplishments for the Year (Jan. 2010-Dec. 2010)

With NCATE accreditation visit just around the corner requiring much service on every faculty member, it is surprising that the faculty scholarship actually increased over the past year. An impressive record of teaching, research, scholarship and service can be documented by this department. With a collective 14 full time faculty members, refereed publications increased **25%**, professional presentations increased from **101 to 107**, and faculty service on committees averages out to **seven** active memberships per faculty member in the department.

Notable faculty accomplishments include two book publications, four book chapters, one book review, and 13 refereed article publications. **Dr. Nancy Gallavan**, a successful prolific writer, agreed to serve as our College public relations person and has contributed greatly to getting good news about the department out to the college and the community through articles on Facebook, webpage, and university publications, such as the Bear Ledger. Monthly department newsletters have been published and disseminated to share the faculty's accomplishments and increase communication among faculty members.

Another significant accomplishment this year is a significant increase in faculty collaborations on research and article publications, professional presentations, local workshops and professional development and grant opportunities. This department has been extremely well represented at local events, professional conferences and statewide initiatives. Recently at the ATE (Association for Teacher Educators), seven faculty members were involved in **15** national presentations at the conference, while two additional faculty members attended as 'first time' members. The Arkansas Curriculum Conference was heavily impacted by Teaching and Learning Faculty. **Dr. Jeff Whittingham, Dr. Terri Hebert, and Dr. Donna Wake** were all

involved in the conference program implementation. **Six** other faculty members presented at the conference, as well as worked a 'recruiting booth' for our graduate programs.

Grant activity in the department continues to grow. **Dr. Lisa Daniels** coordinates over \$2 million with the Arkansas Research Center, with \$550,000 received this past year. The *We the People* grant project continues and was hosted by UCA this year. **Dr. Jeff Whittingham**, grant coordinator represented Arkansas, along with Valley View Schools in Washington DC in April. **Dr. Nancy Gallavan** and **Dr. Donna Wake** have received local UCA grants to further project ideas. **Dr. Gary Bunn** is currently working on a *UTEACH* grant project while **Marilyn Friga** and **Dr. Cheryl Wiedmaier** are working on a Department of Education grant opportunity. Five faculty members attended the David G. Baeur Grant Writing Workshop at UCA. Faculty are always open to new opportunities for grants that make a positive difference in education.

Faculty have worked extremely well to connect with our students by hosting various professional development opportunities. The 2011 Collegiate Middle Level Association (CMLA) annual conference was held March 2 on the University of Central Arkansas campus & sponsored by the UCA College of Education CMLA. The annual conference is open to statewide middle level teacher candidates, middle level classroom teachers, middle level school administrators, and middle level university instructors. **Dr. Terri Hebert**, faculty advisor of UCA's CMLA organization, reported a record number of 100 educators attended this year's CMLA conference. Five additional Teaching and Learning faculty members presented break-out sessions at this conference. Another opportunity involved two seminars designed specifically for business education teachers, *Building Strong Business Education Programs in the 21st Century*, and *Preparing for the Praxis III*. **Dr. Cheryl Wiedmaier** and **Ms. Brenda Linn** organized and facilitated this helpful event. Last, NBC Learn is a new mechanism for making the global resources of NBC News and the historic film and video archive available to teachers, students, schools and universities. **Brenda Linn** and **Tonya McKinney** led our department in this project, hosting a workshop where 12 department faculty members participated. **Dr. Nancy Gallavan** has initiated a "Beacons of Light" program where faculty connect with students, especially at-risk students and provide necessary help and resources to ensure academic success. A series of meetings were held where **seven** Teaching and Learning Department members participated.

Our faculty members are actively involved in professional development and maintain a strong public school connection. National Board Professional Teacher Re-certification was recently granted to University of Central Arkansas Instructor **Marilyn A. Friga**. We have four faculty members who are PRAXIS III trainers. Our faculty presented over **67** professional development workshops at the state and local levels. **Dr. Terri Hebert** was asked by the National Science Teachers Association (NSTA) to serve a 3-year appointment to the Committee on Preservice Teacher Preparation, which is a crucial ingredient to the success of NSTA's mission: to promote excellence and innovation in science teaching and learning for all. **Dr. Tammy Benson** works extensively with a state wide preschool initiative grant from the University of Arkansas and presented two rounds of PREK ELLA early childhood education professional development to area preschool teachers.

Dr. Patty Phelps, senior professor in our department was selected to be the new Instructional Development Center Director based on her successful work with the center in the past. Dr.

Phelps presented **seven** faculty development workshops to UCA faculty and wrote **two** faculty handbooks designed to assist instruction during the past year.

Also along with significant faculty achievements, the department decided to increase opportunities to award and praise our students. Undergraduate student, Miranda Ratliff received the first chapter grant from Kappa Delta Pi, an international honor society in education that has a college presence, advised by **Mara Cawein**. Kappa Delta Pi chose one of our students, Jessica Herring for the outstanding student intern this semester, where she was recognized at the end of the year internship meeting. The Teaching and Learning Department decided to award a “Student of the Year” award to an undergraduate and graduate student. Jessica Herring won the undergraduate award and Alicia Womack won the graduate student of the year. They were honored at the UCA Pinning Ceremony, received plaques and have their names on a department plaque in the office. **Dr. Nancy Gallavan** has submitted Alicia Womack as an applicant for the ATE Student of the Year National Award, which will be announced next February.

Significant Accomplishments for the Year (Jan. 2010-Dec. 2010)

Department Faculty Scholarship

Publication: Refereed	Publication: Non-Refereed	Presentation: International/ National	Presentation Regional	Presentation State/Local	Professional Development Activities	Grants
2 books 4 book chapters 1 book review 13 articles	9	53	8	29 State	28	7 totaling \$660,200

Department Faculty Service

Department Committees	College Committee/ Activities	University Committee/ Activities	Local	State	National	Other
46	55	35	7	9	5	4 Praxis III assessors

VI. Opportunities

Along with all challenges come opportunities. This department has an incredible potential to positively affect change and make a difference in education. Specific opportunities include:

- Make strides toward being more productive faculty that collaborates with others and moves forward toward a common unity in the college that supports best practices in education.
- Successfully complete the NCATE accreditation visit and continue to improve programs based on national standards and criteria.
- Continue to build enrollments in the newly revised ASTL program.
- Maintain the current success of the MAT program keeping a steady enrollment
- Ensure that all programs are up to date and current on recent national initiatives, including INTASC standards, common core curriculum, technology and assessment improvements.

- Build the reputation as well as enrollments for the newly revised ASTL (Advanced Studies in Teacher Leadership) graduate program while maintaining a steady and strong MAT (Master of Arts in Teaching) graduate program.
- Build a stronger collaboration with faculty from the content areas across campus and public school stakeholders to update and continue improvement of the middle level and secondary programs.
- Continue work on the physical space remodeling project to ensure a positive, professional and unified working environment for faculty and students.

VII. Summary

To summarize this past year, the Teaching and Learning Department faculty taught over 80 classes effectively and influenced over 950 students in a positive way; attended 11 recruiting events for graduate programs, along with individual advising and marketing efforts with Academic Outreach, bringing in a total of over 50 new MAT and 13 new ASTL students; presented at state, regional and national conferences, numerous workshops and various consultations for various community and public school organizations, including professional development training and Praxis III observations; advised over 1,000 students; and increased collaboration with one another on research and grant projects.

The Teaching and Learning Department has experienced an exciting year with multiple changes to adjust to from new administrative leadership to programmatic adjustments to physical surroundings. The faculty members have pulled together as a team to develop new goals and directions for the department, modify and improve existing programs, and work closely with students to create a more student friendly, professional working environment. Accreditation issues have been dealt with professionally while also maintaining a strong record of teaching, research, scholarship and service. There is no doubt that this department is moving forward with a creative faculty that works diligently to make a difference in undergraduate and graduate education, with a strong connection to the public schools.

Department of Leadership Studies
Annual Report January 1, 2010 – December 2010
 Submitted June 2011 by Dr. Terry James, Department Chair

Preparing competent, ethical leaders for tomorrow's challenges

Introduction

The Department of Leadership Studies, on January 1, 2010, expanded its inventory of programs and degrees to include the MS degree program in Library Media and Information Technology program (LIBM) and MS degree program in Instructional Technology (ITEC). These programs were added to the existing degree: Master of Science degrees in College Student Personnel Services and Administration (CSPSA), School Counseling (SCCN), and School Leadership, Management and Administration (SLMA), an Educational Specialist degree in educational leadership (EDLP). The PhD program in Leadership Studies was moved to the Graduate School. The department only offers programs and courses at the graduate level.

Department/program mission statement(s)

The primary mission of the Department of Leadership Studies is to prepare high quality individuals to assume leadership positions in education and affiliated organizations such as non-profits and governmental agencies. At the time of its formation (July 2006), the department's mission was to prepare individuals for entry level student services positions in post-secondary education and to prepare school leaders for positions of assistant principal, principal and district level leaders for superintendent and assistant superintendent. Each year since its inception, the department has expanded its mission and inventory of programs. In AY 2007-2008, programs were revised to prepare individuals for school-based leadership positions as curriculum administrators and program administrators for gifted/talented education and special education. Simultaneously, the MS in School Counseling was moved to the department, further strengthening the philosophy that school leadership was a collaborative endeavor that included other key professional positions. In January 2010, the mission of the department again expanded with the MS programs in Library Media and Instructional Technology moving to the department.

The **CSPSA** program prepares entry level professionals for leadership roles in student affairs positions in higher education institutions. This program is based on CAS standards and is evaluated externally once each ten years. **ITEC** is designed to provide candidates with the knowledge and skills needed to become technology leaders and practitioners within their professional arenas (e.g., education, business, government, non-profit organizations). By its design, the program offers a broad view of the field of instructional technology (e.g., history, theory, technology, management) yet is flexible enough to allow candidates to select an area of concentration reflective of their vocational interests. The **LIBM** program is designed as a preparation program for individuals seeking roles as librarians in schools and regional cooperatives or as children and youth librarians in public, college and special information centers. LIBM students seeking positions as school librarians must pass the state mandated test and be recommended by the department to receive the license. The **School Counseling** (SCCN) program is designed to prepare individuals for school counseling programs in P-12 settings and as members of school leadership teams. Graduates are required to pass the state mandated test. The **SLMA** programs, both master's degree and programs of study, prepare individuals to assume leadership positions as building level leaders (assistant principals, principals, curriculum administrators or program administrators for special education and gifted/talented). The EDLP program prepares individuals to assume district level leadership positions. Graduates of both programs are required to successfully

complete national examinations prior to receiving the appropriate license issued by the Arkansas Department of Education.

To accomplish its mission, the Department of Leadership Studies:

- Seeks to find commonalities in the leadership roles in positions typically accepted by degree candidates who graduate from our programs.
- Reviews all programs on an annual basis to ensure that curricular offerings and related experiences address emerging trends and meet professional standards.
- Employs a competent faculty that stays active in research, service, and teaching methodology.
- Provides financial support for faculty necessary for them to engage in service, research, and professional development.
- Within the limits imposed by the University, provides physical facilities necessary for a professional work environment.
- Encourages collegiality among faculty, staff, and students.
- Actively recruits students for all of its programs.

2. Status of 2010 goals

A. Departmental Goals

1. Improve the scholarly productivity of faculty members who are in tenure and promotion positions.

Six members of the department were in tenure track, non-tenured positions at the beginning of calendar year 2010; one member submitted a retirement letter in late August 2010. The five remaining tenure-track faculty members combined for a total of 27 scholarly artifacts in 2009. These same five faculty members combined for a total of 48 scholarly artifacts in 2010. Each of the five faculty members improved her/his scholarly accomplishments. Two members of the department are actively pursuing promotion to the rank of professor. Their scholarly activity artifacts increased to 20 from 10. See below for a summary of scholarly productivity artifacts for faculty in tenure and/or promotion lines plus data from the three members, includes the dean, of the department who hold the professor rank and who are tenured.

Faculty	Pubs Refereed		Pub Non Refereed		Int/Nat Present		Regional Present		State/Local Present		Bks & Chapters		Book Editor		Total	
	09	10	09	10	09	10	09	10	09	10	09	10	09	10	09	10
T & P	4	7	0	0	9	12	0	3	14	24	0	1	0	1	27	48
P Only	3	5	0	1	3	2	0	2	3	5	1	3	0	2	10	20
Other Faculty	0	0	24	20	1	6	1	0	2	2	4	1	0	0	32	29

The quantitative numbers show important increases. Qualitatively, faculty members have improved in the significance of their work. The individual levels of performance show considerable variance; however three of the five tenure/promotion track faculty members are midway through their second year. Individual levels of production will be addressed in annual reviews. The two promotion only faculty members are making strong progress in their quest for promotion to tenure and have another three years before they are eligible.

2. Develop departmental wide criteria to use for assessing faculty performance.

Limited progress was made on this goal. Faculty members were asked to submit artifacts to help support/document their competence as teachers and as scholars as part of their annual Performance Summary reports. This information was integrated into the 2010 faculty evaluation process.

3. Complete curriculum/course audits to determine possibility of shared courses across the various program areas.

Initial work was done to compare the topics and relative emphases for the LIBM and CSPA research courses. The goal is to complete this process by merging these two courses into a new course with the LEAD prefix. Discussions were begun regarding the curricular overlap between the CSPA 6311 Leadership and Decision Making and SLMA 6310 Foundations of Educational Leadership. The ITEC program requires a leadership course; students typically select either the CSPA or SLMA course depending upon their current/future places of employment. Those students who expect to be employed in P-12 schools typically take the SLMA course while others typically take the CSPA course. The department will continue discussions on this matter; however, it is complicated by the fact that SLMA 6310 is a required course not only for the SLMA program but also for teachers who seeking the instructional facilitator endorsement.

4. Develop a departmental recruitment plan for each program area.

Recruitment for each program area was active and reasonably aggressive during each term. The CSPA program recruitment program is reasonably focused and formalized in that this program works with the UCA Housing Office to recruit at two national venues to attract non-Arkansas candidates to the program. This program is complemented by on-campus contacts and word-of-mouth approaches within and outside the state. Overall, the CSPA recruitment program is successful in that it attracts the desired number of students. Significant increases in enrollment in this program will require additional resources. Strategies used to recruit for the other programs (ITEC, LIBM, SCCN, SLMA and EDLP) use overlapping strategies that include the following: pre-arranged evening recruitment sessions with selected school districts, delivery of materials (all COE programs) to schools as part of school visits to supervise interns, distribution of recruitment materials at conferences, use of current students, and follow-ups to queries from previous semesters. The development and approval of graduate certificate programs within ITEC and SLMA programs will hopefully help attract new students. The school-based program faculty also work cooperatively with faculty from the other COE departments to share information on students who make contact regarding programs.

5. Review the advisory board's purpose and composition for each program area.

No significant progress was made on this goal. This goal will continue into 2011 and perhaps 2012.

6. Update programs and services based upon results of on-going internal reviews and input from external constituencies.

The CSPA program completed its external review in February 2011. The review results were positive and provide the framework for a future vision of the program. Response to

these results will be program goals for both 2011 and 2012. All other programs submitted reports to their respective areas for accreditation in mid-fall. (Responses were received in early spring 2011, and all programs met accreditation standards.) Results from the program self-studies will be part of the internal discussions for both 2011 and 2012. The Graduate Certificate programs mentioned above are also positive responses to external constituencies seeking non-degree options for advanced study in selected areas.

7. Continue to update the departmental website to improve its utility and value as an outreach tool.

The website was updated to reflect both full-time faculty and part time faculty. Periodic checks were made to ensure that links were working properly and that information was correct. Issues remain on the most effective way to monitor and update the website.

8. Conduct an analysis of individual faculty capabilities and goodness of fit for teaching in programs outside their primary assignment.

Progress was made in this area. Several faculty members have skills that can be shared across program areas. Individual program needs and enrollments tend to minimize the options for utilizing faculty in areas outside of their primary program teaching responsibilities.

3. 2011 goals

As a complement to the goals for the College of Education as outlined in the COE work on the Strategic Plan, the department has identified the following goals as high priority for 2011, and most will extend into 2012.

Departmental Goals

1. Allocate resources as available and necessary to support faculty development and productivity as well as effective student recruitment. (SP #s 1, 2)
2. Continue to refine the faculty evaluation process to include multiple sources of evidence to use for documenting performance in the various performance categories. (SP #s 1, 2, 3)
3. Develop responses to results from the NCATE-based self-study reports for individual program areas. (SP #s2, 3)
4. Conduct on-going reviews of programs to determine their currency in terms of curricular content, delivery, enrollments, desired student outcomes, and staffing needs if vacancies occur. ((S(#s 2, 3, 4, 6)
5. Review the advisory board practices for individual programs to determine the effectiveness and value of these boards. (SP #5)
6. Review the management practices within the department to determine ways to increase more effective utilization of limited human and other resources. (SP #1)

When appropriate, individual program area goals will emanate from these departmental goals.

4. Five-year goals

1. Implement and assess hybrid delivery systems for all programs approved during AY 2010-2011. (SP #s 2, 3, 4, 6)

2. Refine and implement effective recruitment strategies for students for each program. (SP #s 3, 6)
3. Establish professional and scholarly expectations for faculty supported by adequate resources. (SP#s 1, 2)
4. Create at least one new degree program that aligns with the mission of a department of leadership studies that will diversify the student base for the department. (SP# 3)
5. Diversify the expertise of faculty through professional development and recruitment of new faculty. (SP #s 2, 6)
6. Gain increased visibility for our programs and faculty within and outside the state. (SP#s 2, 3)
7. Institute and maintain an effective data base on graduates. (SP#s 1, 4)
8. Create internal conditions that support sponsored programs via grants and contracts. (SP#s 1, 2)

5. Challenges

Enrollment/Recruitment

Enrollment is a primary concern for all program areas regardless of current size. Four programs (CSPA, ITEC, LIBM, and SLMA) matriculate approximately half of their students each year. SCCN matriculates students in three years. EDLP students are less predictable, but should complete the program six to nine semesters. In all programs, there is a need to replace graduating students and drop-outs with at least equivalent numbers each semester/year just to maintain current enrollments. SLMA and EDLP, in particular, need to increase enrollments. LIBM enrollments show a small decline in each of the last three years; ITEC is relatively new, but needs to have stable growth. SCCN is showing growth, but also needs to show some growth. Competition for prospective students is heavy. For CSPA, our competition is both within and out-of-state since we recruit nationally. The other programs face still competition from within the state. The Graduate Study Incentive Program fellowships are a major asset for our school-based programs. Recruitment has become a fourth part of the role of faculty joining teaching, scholarship, and service.

Recruitment plans will need to focus on the following components: potential pools of candidates for each program, strategies for reaching these potential candidates, and human and financial resources necessary to implement an effective recruitment plan. Active student recruitment is a learned skill, and as a collective faculty, we are trying to learn these skills.

Faculty Resources

Faculty resources are marginally adequate for current enrollments. In a normal academic year when the department is fully staffed (all budgeted faculty lines are filled), the departmental programs collectively need 14-16 sections to be taught by a combination of part time faculty and overloads for existing faculty. The departmental budget is for 11 such positions.

The decline of enrollment in the SLMA and EDLP programs is partially attributable to the loss of faculty resources in those areas. This loss of resources (two faculty positions) reduced significantly the ability to expend human capital for recruitment purposes.

Staffing in other program areas is borderline adequate, especially if growth occurs. School Counseling has one budgeted faculty position. This faculty position is responsible for teaching, advising, recruitment, program coordination/evaluation and outreach. Currently, it is important for this person to assume responsibility for supervision of internships. Individuals with appropriate expertise who can teach part time in the school counseling program are difficult to find with the exception of those courses offered through the Department of Psychology and Counseling for which this department pays for the part time faculty members.

The LIBM and ITEC programs depend upon overloads and part time faculty to deliver the program. An ITEC faculty member resigned in late summer 2010; the salary from this line was approved for temporary allocation to replace his teaching load and to allow the remaining part of the salary to be used for overloads and part time faculty to teach in both programs. Permission was given to fill this vacancy with another tenure track faculty member, and the search was launched in late 2010. However, filling the vacancy still leaves unresolved the need for overload and part time faculty budget allocations.

The CSPA program has two full time faculty members. An additional five course sections per academic year are taught by part time faculty. While a part time program model exists, active recruitment for part time students has not been heavily implemented because of the lack of faculty resources to deliver additional sections of courses needed to meet the scheduling needs of these potential students.

Two faculty vacancies occurred during 2010. Permission was given to search for tenure track replacements for both of these positions.

Financial Resources for Departmental Obligations and Initiatives

The permanent budget reductions enacted for FY2011 (AY 2010-2011) has potential long-range negative implications for the department. The department is obligated to fund on-site supervision of interns for all program areas. The department has a travel budget of \$1850 for departmental business. The travel budget for supervision of library media interns alone exceeds \$2000 per year. The travel budget for supervision of other program interns is variable; it should approach a \$1000 per year to fund on-site visitations for SLMA and SCCN interns. Reallocation from M&O can be used to cover part of these expenses.

With regard to professional development, active participation in state, regional, and national professional associations is extremely important for our faculty both in terms of their own professional development and establishing professional relations with nationally recognized individuals and groups that affect policy and practice in individual programs. Nine of 10 faculty members are expected to be actively engaged in professional associations. The projected travel costs for faculty participation exceeds \$20,000 per year. One faculty member does not typically seek funds to travel professionally; the chair typically funds his travel via funds generated via an external contract.

Funding for courses previously offered through Academic Outreach was changed, with the bulk of this money going into the Provost's budget thus eliminating departments from developing plans for use of this money. Fortunately, central administration decided to reward departments

by sharing net proceeds from summer enrollment. The department fared well with regard to money generated in summer 2010; however, the uncertainty of how this money will be distributed in future years makes it difficult to plan regarding faculty development needs especially those related to professional conferences and trainings. These funds represent the majority of discretionary funds available to support departmental initiatives.

6. Opportunities

Events of the past few months have created several opportunities for the department.

- The external review of the CSPSA program was extremely positive and posed a challenge for the program to mature into a nationally recognized program. This broadening of mission would lead to program growth, additional graduate assistant positions and research possibilities for both faculty members and students. The retirement of the senior faculty member creates both a void and opportunity. There is a loss of important historical knowledge of the program, but the opportunity to bring a new perspective to the program through the new faculty hire.
- The move of the library media and instructional technology programs broadened the base of the department's role in leadership education and training. This provides an opportunity to look at shared courses across programs. The LIBM/ITEC program coordinator has expertise in school leadership; while her load precludes teaching in this area, she brings expertise in program development that benefits the LIBM/ITEC programs as well as the SLMA and ELDP programs.
- The addition of four faculty members via the move of library media and instructional technology programs to the department provides opportunities to investigate the feasibility of two or three core courses for all master's level programs.
- The addition of these additional faculty members provide the faculty with opportunities for collaborative research and sponsored program initiatives. There is evidence that faculty across all program areas are beginning to seek commonalities in research interests and developing the collegial relationships necessary to foster these common interests.

7. Summary

The 2010 calendar year was a year of change for the department. These changes have been positive, and should bode well for the future of the department. A new person assumed the role of coordinator and primary faculty member for the school counseling program and brought both stability and identity to this program. The College Student Personnel Services and Administration program completed a highly successful external review that outlined an exciting challenge for the future. Furthermore, this program implemented a thesis option for students and graduated five students who completed a thesis. This is the only thesis program in the College of Education. The educational specialist program underwent a major restructuring, and hopefully these changes will result in increased enrollments.

The greatest change for the department was the transfer of the library media and instructional technology programs to the department. These changes brought four additional faculty members/positions to the department. The transfer of these faculty members and programs to the department opened new opportunities for curricular innovation and faculty productivity. Initiatives are underway to review curricular offerings to determine the commonalities among similar courses offered in different programs. Faculty members are reaching out to collaborate

with each other as they begin to recognize connections across their respective disciplines and program areas.

The greatest challenge facing the department is related to student recruitment. The educational specialist program and three of the master's programs have marginal to low enrollments. With the exception of library media, all other programs must compete for students with three to five other institutions. Furthermore, none of our programs have natural feeders from undergraduate programs so none of the programs have an easily accessible talent pool from which to draw. Historically, active student recruitment has not been considered a high priority for faculty members. This faculty is now learning how to recruit.

The department has many assets that should help it sustain itself and even prosper. Faculty members have multiple skill sets that are complementary across different programs. Given time to learn about the various programs within the department, they can potentially teach in other programs. Junior members of the faculty are energetic and achieving reasonable rates of success with their scholarly pursuits. Student performance data is very positive. Licensure program graduates have a pass rate on state mandated tests that is close to 100% for those individuals who have actually completed their course work. Both library media and school counseling programs have significant numbers of students employed within their respective fields prior to completion of their programs. College Student Personnel Administration and Services program graduates continue to have placement rates of over 90% . The first year success with the thesis option portends future opportunities for CSPSA graduates and faculty members to engage in collaborative research studies.

2010 will be noted as the year that the Department of Leadership Studies began to stabilize itself. Although one faculty member left for another position and a second faculty member retired, the department remained intact without additional changes, and permission was granted to fill both positions. The presence of additional faculty members created a positive synergy that influenced programming in all areas and helped increase faculty productivity. The change in scholarship was noted earlier in this report. The service record of the 10 full time members of the faculty was also outstanding. The cumulative service record of the faculty is summarized in the accompanying table. (Dean Pounder is a tenured member of the department and some of her service work is included.)

Service	International/ National	Regional	State/Local	University	COE/PEU	Dept/Other	Total
# of Faculty	5	4	7	8	10	11	
# of Activities	29	9	22	23	40	44	167

There is a high probability that these numbers understate the actual engagement of the faculty. Also, it is impossible to document the number of hours spent in these activities. These activities range from those that entail the equivalent of several weeks of engagement to service on committees that week monthly for a couple of hours. It is impossible to compare the service responsibilities/expectations of our faculty with those in other areas. However, the number of service activities actually identified seems significant and time consuming, but extremely

important in that we cannot afford to become disconnected with UCA colleagues or external groups.

The calendar year 2010 was a productive but stressful year. Budget reductions, accreditation demands, student enrollment challenges, and internal adjustments posed constant challenges. These challenges were also accentuated by the fact that 60% of the department was tenure-track, non-tenured and 80% of the department will be promotion eligible in the next few years. Faculty members strive to balance their own goals with departmental, college, and institutional priorities. This balancing act is oftentimes a trying matter, but the faculty members are dealing with it in a professional manner, and rising to meet the challenges for an exciting future.

Office of Candidate Services and Field Experience

Annual Report 2010-2011

Submitted June 2011 by Ken Vaughn, Director

Mission Statement

1. The Office of Candidate Services and Field Experience (OCSFE) serves students by assisting them with the process of admission to teacher education, field experience/internship placements, and licensure issues. The OCSFE serves the various academic units, College of Education committees, and Professional Education Unit committees to address curriculum and assessment issues directly related to admission, field experiences, and teacher licensure requirements. This unit also serves UCA graduates by archiving assessment records, licensure advising, and providing both in-state and out-of-state employment recommendations. We believe that collaboration with all program areas and university units is necessary to provide excellent service to students and graduates. We believe that providing timely and accurate information to students, graduates and faculty is imperative. We believe that active involvement in teacher education issues at the university, state, and national level is essential to effective operation of the unit.

To accomplish this mission, the Office of Candidate Services and Field Experience:

Employs professional staff (2.5 full-time equivalent) who are knowledgeable in their assigned areas and two support staff who have designated responsibilities related to licensure and field experiences. This unit coordinates meetings with program areas, Professional Education Unit committees, mentor teachers, internship supervisors, and teacher education candidates. The professional staff remains active as members and leaders in professional organizations. The staff also maintains close relationships with the Arkansas Department of Education and the Arkansas Department of Higher Education on issues related to licensure, assessment, scholarships, and grants and actively participates in state-wide initiatives and decision making processes.

Office of Candidate Services and Field Experience Goals and Status 2010-2011

1. To investigate the use of background checks at the point of admission into the teacher education program or prior to any field experience involving students.

Status: Effective January 1, 2011, electronic background checks became a requirement for admission into the teacher education program. Effective August 2011, candidates entering any field experience with children present will have an electronic background check.

2. To evaluate the Banner system's effectiveness in admitting teacher education students into the program and allowing them to register for restricted classes.

Status: Use of EDAH/EDAS test codes have proven effective in the control of registration in restricted classes.

3. Develop appropriate Argos reports, utilizing the process developed in Banner, that will accurately portray the teacher education program and provide data for the AACTE and Title II reports.

Status: Reports for the College of Education have been developed and proved useful in the development of these reports; however, further work must be done to improve the ease of collecting data (based upon the completion of the first year of reporting using the system).

4. To develop an Excel database of early field participants, by course, and the hours they are assigned in a school.

Status: Development of the database (CAM) was accomplished and a method for inputting previous data has been implemented.

Office of Candidate Services and Field Experience Goals 2011-2012

1. Consult with the Department of Information Technology to redesign aspects of available Argos reports to improve the disaggregation of data for Title II and AACTE reporting.
2. To implement background checks for candidates entering any early field experience.
3. Change the reporting date for candidates entering internship from the first week of class at UCA to the first day of class of the public school in which the placement is made.
4. Improve Praxis I test data collection, score analysis, and follow-up on students who submit Praxis I scores, but never submit any other documents.
5. Monitor transition of the Teacher Candidate Admission fee collection from the point of admission to registration for Internship II.

Challenges/Opportunities

The Office of Candidate Services and Field Experience should continue to be included in all campus discussions regarding the collection of data for reporting from the Banner system. The ability to collect particular types of data will be essential to provide accurate information for the Title II Survey, NCATE Standard I, and the AACTE annual report.

To continue a presence among other Colleges of Education and participate in the decision making process regarding new state initiatives, funding for the travel of the staff of OCSFE must continue at the present level.

Summary of significant accomplishments by the OCSFE for the past year

- Completed and submitted the annual NCATE and AACTE Reports
- Maintained and compiled NCATE Standard I and II statistics and historical information
- Maintained NCATE Standard III statistics
- Served on the NCATE Standard III committee and will be compiling the Standard III report in summer 2011
- Compiled early field placement data for 464 undergraduate students and 27 graduate students in fall 2010, and 555 undergraduate students and 20 graduate students in spring 2010. Twenty-five (25) early field placements were made during the 2011 May intersession.
- Entered Teacher Performance Outcomes Assessment (TPOA) data for Internship I, Internship II, and Candidate End-of-Program Survey into Chalk and Wire.
- Solicited verification of licensure on all mentor teachers. Maintained files and data on mentor teacher preparation and performance.
- Placed 55 undergraduate Internship II candidates in fall 2010 and 99 undergraduate Internship II candidates in spring 2011
- Placed 5 graduate MAT students in Internship II in fall 2010 and 9 graduate MAT students in Internship II in spring 2010
- Reviewed and processed 148 bachelor level applications for initial teacher licensure in Arkansas (July 1, 2010-June 1, 2011)
- Reviewed and processed 86 MAT applications for provisional licensure in Arkansas (July 1, 2010-June 1, 2011)
- Reviewed and processed 70 MAT applications for initial licensure in Arkansas (July 1, 2010-June 1, 2011)
- Reviewed and processed 134 applications for persons completing additional degrees or licensure areas (July 1, 2010-June 1, 2011)
- Reviewed and processed 16 applications for teacher licensure in other states (July 1, 2010-June 1, 2011)
- Admitted 184 candidates (July 1, 2010-June 1, 2011) into Level I of the teacher education program
- Monitored and maintained files of students who are seeking admission to the teacher education program.
- Monitored the collection of the Teacher Candidate Admission fee from candidates who were admitted to the teacher education program and placed registration holds on students who fail to pay the fee
- Posted to Banner and the Candidate Account Manager, all Praxis I and II scores received for admission and/or licensure.
- Entered raw category scores from Praxis II for all Internship II students on Chalk and Wire
- Registered all candidates eligible for the Candidate Admission Interviews held in November, April, and August. Compiled admission information on registered candidates and forwarded the interview packets to the appropriate program area coordinator prior to the interview date. Entered the candidate interview results and recommendation from program area into the Candidate Account Manager.

- Compiled and entered on the Westat/Title II website, all data and contextual information required for the 2009-10 Title II Survey (728 candidates entered by category; completer, all but clinical, and other admitted and enrolled)
- Maintain records for program completers in the most recent five years
- Participated actively in leadership roles of the Arkansas Association for Colleges of Teacher Education
- Spoke to each section of EDUC 1300 regarding Level I and Level II admission procedures and field experience requirements
- Promoted and recruited for the UCA College of Education at select conferences, public schools, and community colleges
- Actively participated on college and university committees
- Attended teacher recruitment activities sponsored by the Arkansas Department of Education
- Planned the College of Education Pinning Ceremony
- Supervised student interns enrolled in Internship II
- Monitored early field placement activities at approximately thirty school buildings in the UCA service area
- Provided candidate licensure data for the UCA Teacher Education Fair
- Trained 49 teachers/administrators/faculty in three-day Pathwise trainings – 2 sessions
- Recalibrated 137 teachers/administrators/faculty in one-day Pathwise Recalibration trainings – 5 sessions

College of Education Technology Learning Center Annual Report 2010-11

Submitted June 2011 by Ms. Brenda Stewart, TLC Coordinator

Mission Statement

The Technology Learning Center is a support unit serving the College of Education. The mission of the Technology Learning Center is to provide learning and technology facilities, resources, equipment, services and support for students and faculty of the College of Education (COE) and the Professional Education Unit (PEU). The Technology Learning Center reflects and supports the mission of the College of Education and the University of Central Arkansas.

Accomplishments

From July 2010 – June 2011, the TLC provided many services to faculty, staff, and students. The TLC facilitated professional development training sessions for COE and PEU faculty and staff in the drop-in computer lab (Room 101). TLC lab 101 also served as a classroom by reservation and for several regularly scheduled classes. The TLC resource area (Room 102) was remodeled. New furnishings and 18 new computers were added to Room 102 to create a new drop-in computer lab, separate from Room 101, to better serve students by giving them access to computers and printers when the lab in Room 101 is closed for classes or training. Six additional computers were added to Room 101 to bring the total to 37 PCs and four iMacs, plus the instructor's station.

Facilities

The computer lab and resource room were reserved 273 times during the year. This number is up 37% from the previous year. The reasons for the increase in lab reservations are:

- Lab was used for regularly scheduled classes in order to schedule EDUC 1240 classes concurrently with classes held in Room 107.
- Professional education workshops were held in Room 101.
- Course evaluations for education courses were facilitated in Room 101.

Many of the computer lab reservations for instruction required the lab to close to regular student traffic. These lab closures were an inconvenience to the drop-in students, and the TLC was unable to generate revenue from printing. The addition of the new drop-in lab in Room 102 will be of great benefit to students when Lab 101 is closed for classes.

Student, faculty, and staff use of the computer lab and the resource center was high, indicated by an increase in revenue, the number of faculty reserve files and textbooks checked out during the year, and the significant increase in lab reservations.

Improvements

- Remodeled and added new furnishings and computers to Room 102, creating a new drop-in lab. Added new furniture and 18 new PCs.
- Added an additional six PCs to Room 101 to bring the total to 37, plus the instructor station.
- Continued the use of the TLC mailbox as a central location for lab reservations and support for Chalk and Wire.

- Established a drop-box for keeping track of professional development/technology workshop registrations.
- Organized, documented, and labeled Make-N-Take books.
- Retired a large amount of technology equipment that had become obsolete.
- Cleaned and organized the equipment storage room.
- The carpets were cleaned and the resource area was reorganized.
- New items were added to the sales inventory, including presentation boards, foam board, art supplies, SD Cards, flash drives, and other general office supplies and paper products.

Sales

- Over \$7,531 in cash sales were made during the year. This number is 5% higher than the fiscal year 2009-10 and reflects an increase in video to DVD conversion revenue and increased sale of paper products.
- Requisition sales totaled \$1,895.47 for the year. This number is 14% down from last year, which can be attributed to a campus-wide effort to reign in departmental budgets and the purchase of a laminator and poster printer by our long-term customer Academic Outreach. Also, the July 2009-10 report reflected a one-time \$424 requisition sale to NBPTS for color prints. If not for this anomaly in lab copies, this year's requisition total would actually be a 6% increase.

Technology Support

Technology accomplishments include:

- Professional Development workshops were held in the TLC and conducted by TLC staff and other COE/PEU faculty.
- Increased support for Chalk and Wire.
- Maintained annual reporting of yearly compiled data on TPOA, diversity, and candidate information, as requested by Candidate Services and the Dean's Office.
- Implemented the COE and the TLC Facebook pages.
- Increased offerings of technology resources (tutorials, links, professional development materials) on the TLC web page.
- Provided ongoing technical support for students, staff, and instructors.
- Provided support for the Candidate Account Manager, still used by Candidate Services.
- Maintained the hardware and images in the drop-in lab as well as the lab in 107 and classroom instructor stations.
- Continued to update and improve the COE web site.
- Provided \$5 video conversion service to students and faculty.
- Assisted in classrooms and training sessions as requested.
- Provided specifications and quotes for technology purchases.
- Provided equipment set up and maintenance for faculty, staff, classrooms, and labs.

Staff

- The TLC had three full-time personnel for the year; TLC Coordinator, Technology Specialist, and Administrative Specialist.
- A fluctuating number (2-4) of graduate assistants were assigned to the TLC during the year.
- A student worker was assigned to the TLC for 15 hours per week.
- The Administrative Specialist marked her 17th anniversary at UCA.
- The TLC Coordinator marked her 6th anniversary at UCA.
- The Technology Specialist will mark his third anniversary in August.
- The TLC Coordinator and Technology Specialist both instructed technology classes for the Teaching and Learning Department and the Department of Leadership Studies.
- The Technology Specialist and the TLC Coordinator will be attending the HSTI conference in June 2011.
- The Technology Specialist will be attending the annual Chalk & Wire conference in June 2011.
- The Administrative Specialist attended workshops or received individual training in Chalk & Wire, Mail Merge, Excel, PowerPoint, Desktop Publishing, and SmartBoard to improve skills and meet growing demands in the TLC.

Goals

Goals met during fiscal year 2010-11:

- Added additional network drops, electrical outlets, furnishings, and computers to the TLC resource area.
- Reorganized the resource area and production equipment to accommodate new and existing equipment and maximize space efficiency.
- Had carpets cleaned in Rooms 101 and 102.
- SurveyNET was implemented and data is being collected in over 30 surveys for assessment, accreditation, and program improvement needs.
- Implemented COE and TLC Facebook pages.
- Continued to support and update the COE web site.

Goals for fiscal year 2011-12:

- Have wall built in 102D to create additional office space.
- Add four additional Ethernet drops and computer workstations to the lab in Room 101 to increase occupancy to 40 PCs.
- Purchase additional laptop computers and projectors to supplement and replace outdated check-out inventory for faculty.
- Set up cash register to accept Bearbucks to better serve the students.
- Obtain a more sophisticated register that will allow inventory tracking.
- Migrate the COE web page from Luminis to Word Press.

- Replace worn and stained carpet throughout the TLC.
- Have all rooms and offices in the TLC painted.
- Replace group study furniture in the resource room.
- Replace Ellison die equipment with an electronic die-cutter.
- Acquire a new poster transfer printer to replace existing outdated one.
- Secure adequate staffing (Graduate Assistants and Student Workers) to accommodate the TLC schedule and to improve services.

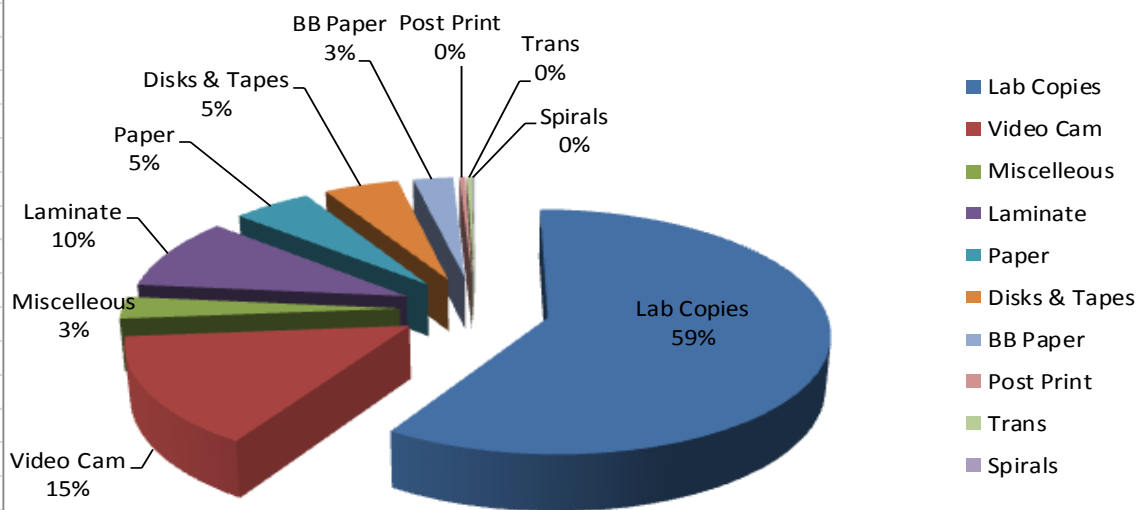
See Tables/Charts below reporting Cash Sales and Requisitions for Fiscal Year 2010-11.

Technology Learning Center 2010 - 2011 Cash Sales Ledger

Date	Key 1	Key 2	Key 3	Key 4	Key 5	Key 6	Key 7	Key 8	Key 9	Key 10	
	Lab Copies	Video Cam	Miscelleou	Laminate	Paper	Disks & Tapes	BB Paper	Post Print	Trans	Spirals	Totals
Jul-10	286.25	16.00	0.75	23.45	17.15	3.75	12.50	-	-	-	\$ 359.85
Aug-10	234.75	115.00	15.60	57.71	10.90	-	24.50	20.00	-	1.10	\$ 479.56
Sep-10	497.80	71.00	49.27	94.26	7.73	34.25	31.00	5.00	-	-	\$ 790.31
Oct-10	417.77	118.00	27.70	120.09	55.40	82.25	35.00	-	-	-	\$ 856.21
Nov-10	500.45	270.00	12.10	65.11	25.80	90.25	20.81	5.00	10.90	0.35	\$ 1,000.77
Dec-10	379.90	26.00	4.95	54.27	3.85	18.50	23.00	-	4.90	0.15	\$ 515.52
Jan-11	264.15	91.00	36.00	19.85	28.50	7.50	0.50	-	1.00	-	\$ 448.50
Feb-11	409.85	70.00	33.30	68.50	70.40	13.00	10.50	-	-	-	\$ 675.55
Mar-11	445.45	129.30	22.95	68.64	53.55	57.50	21.67	-	-	0.15	\$ 799.21
Apr-11	575.75	175.00	11.35	103.47	66.45	48.25	16.60	-	8.05	1.60	\$ 1,006.52
May-11	142.40	10.00	8.25	12.95	46.44	9.25	-	-	1.60	3.55	\$ 234.44
Jun-11	282.25	18.00	0.60	41.80	8.90	9.50	3.50	-	-	0.15	\$ 364.70
Totals	\$ 4,436.77	\$ 1,109.30	\$ 222.82	\$ 730.10	\$ 395.07	\$ 374.00	\$ 199.58	\$ 30.00	\$ 26.45	\$ 7.05	\$ 7,531.14

*June 2011 taken from actual June 2010

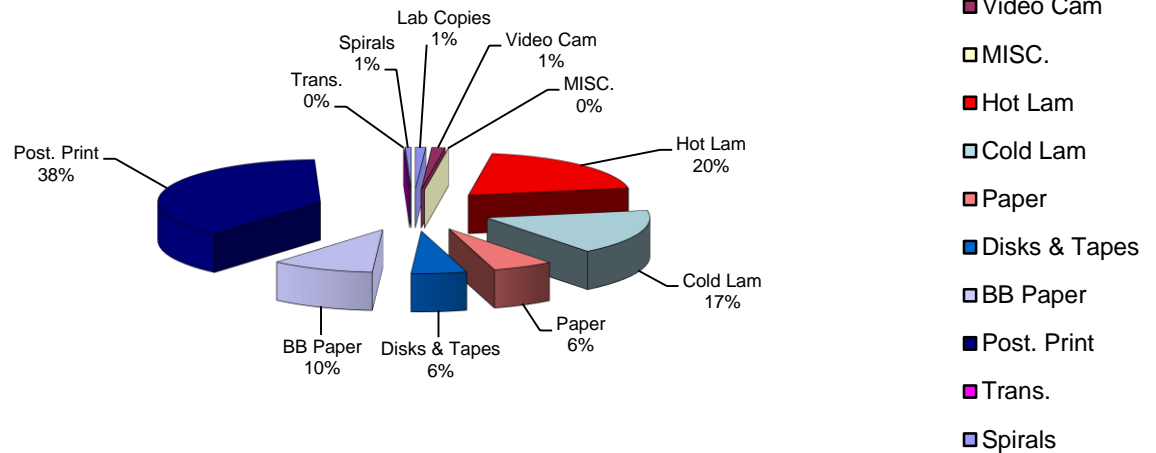
Technology Learning Center Cash Sales 2010 - 2011



Technology Learning Center UCA Requisitions: 2010-2011

Date	KEY 1	KEY 2	KEY 3	KEY 4	KEY 4	KEY 5	KEY 6	Key 7	KEY 8	KEY 9	KEY 10	Req.
	Lab Copies	Video Cam	MISC.	Hot Lam	Cold Lam	Paper	Disks & Tapes	BB Paper	Post. Print	Trans.	Spirals	Totals
Jun-10	17.25			21.25	30.63	4.60						73.73
Jul-10	0.30			11.75	13.04		3.75		88.00			116.84
Aug-10	2.25			80.05	25.73	36.55		95.50				240.08
Sep-10				55.17	59.92	32.30		5.50				152.89
Oct-10		15.00		18.13	72.16	4.35	94.00	37.50	0.25			241.39
Nov-10				70.65	58.42	12.10	0.00	4.50			0.50	146.17
Dec-10		8.00		11.50			1.00	7.50	35.00			63.00
Jan-11				28.70		22.40		17.50				68.60
Feb-11				4.20				15.00	65.00		0.20	84.40
Mar-11				29.85	1.24	2.80		6.00			0.60	40.49
Apr-11	0.00			16.35	65.18			5.00	535.00		0.75	622.28
May-11		2.00		28.90			5.50				9.20	45.60
TOTALS	19.80	25.00	0.00	376.50	326.32	115.10	104.25	194.00	723.25	0.00	11.25	1895.47
<i>(June 2011 represented by June 2010 values)</i>												

Requisition Sales by Item



APPENDIX A

INDEX OF C OF ED REPORTS PRODUCED ANNUALLY

- **Title II Federal Reports**

Reporting Period: September 1 - August 31

Two Reports - Traditional and Alternative programs

Report located: <http://www2.uca.edu/panda/reports/title2/>

Section 1.a Program Admission

Section 1.b Program Enrollment (by race/ethnicity)

Section 1.c Supervised Experience

Section 1.d Teachers Prepared (number of teachers prepared by academic major and subject area)

Section 1.e Program Completers (total number of initial certification program completers)

Section II. Annual Goals (for shortage areas) – Mathematics, Science, Special Education, Limited English

Proficient (include goal, if goal was met, description of strategies used to achieve goal and description of steps to improve performance in meeting goal or lessons learned in meeting goal for each shortage area)

Section II. Assurances (description of the institution's most successful strategies in meeting the assurances listed)

Section III. Assessment Rates (assessment information for Praxis Exams – number taking tests, average scaled score, number passing tests, and pass rate)

Section III. Summary Rates

Section IV. Low-Performing

Section V. Technology

Section VII. Contextual Information

- **American Association of Colleges for Teacher Education (AACTE)**

Reporting Period: Fall Enrollment Only and July 1 - June 30

Complete Report located on PEUCOE shared drive

Student Fall Enrollment (by gender and race/ethnicity):

B-1A Institutional Undergraduate Enrollment

B-1B Institutional Graduate Enrollment

B-2A Undergraduate Program Enrollment – Education Degrees

B-2B Undergraduate Program Enrollment – Non-Education Degrees in PEU

B-2C Graduate Program Enrollment – Education Degrees

B-2D Graduate Program Enrollment – Non-Education Degrees in PEU

Program Completers July 1-June30 (by gender and race/ethnicity):

B-3A Bachelor's-Level Initial Teacher Preparation, Number of Degrees by Program Area

B-3B Post-Bachelor's or Master's-Level Initial Teacher Preparation, Number of Degree by Program Area

B-3C Post-Bachelor's or Master's-Level Advanced Preparation, Number of Degree by Program Area

B-3D CAS/Specialist Level Advanced Preparation, Number of Degree by Program Area

B-3E Doctorate Level Advanced Preparation, Number of Degrees (does not apply to UCA)

B-4A Bachelor's-Level Initial Teacher Preparation Program Completers in Professional Education, Non-Education

B-4B Post-Bachelor's or Master's-Level Initial Teacher Preparation Program Completers in Professional Education

B-4C Post-Bachelor's or Master's-Level Advanced Preparation Program Completers in Prof. Ed. – Non-Education

B-4D CAS/Specialist Level Advanced Preparation Program Completers in Prof. Ed. – Non-Education

B-4E Doctorate Level Advanced Preparation Program Completers in Prof. Ed. – Non-Education

Faculty Fall Semester

B-5A Number of Professional Education faculty by gender and race/ethnicity – Full-time, Part-Time, Adjunct

B-5B Faculty Counts and Teaching Loads – credit hours, number of full-time faculty, number of courses for undergraduate courses, graduate courses, both undergraduate and graduate

B-5C Tenure of full-time professional education faculty in schools, colleges or departments of education – list ranks of faculty on tenure, on tenure track and not on tenure track

Revenues and Expenditures July 1-June 30

B-6 Institutional and College Revenue and Expenditures

Technology Education and Distance Learning July 1-June 30

B-7 Number of undergraduate and graduate distance learning courses, total enrollments and number of programs

Program Selectivity July 1-June 30

B-8 Admissions, Completion, and Graduation Requirements

Clinical Experience July 1-June 30

B-9 Numbers of students in clinical experiences, largest initial licensure program, average length and intensity of early field, average length and intensity of supervised clinical experiences, questions about urban, suburban, and rural settings

Program Impact Data July 1-June 30

B-10 Graduate placement and K-12 Impact Data

• US News and World Reports

Reporting Period: Fall Semester Only and July 1 - June 30

Report located on PEUCOE Shared drive

General Information

Admissions Information

Financial Aid

Student Expenses

Types of Programs Offered

Graduate Enrollment for fall semester (by types of students – full-time, part-time, degree; gender; and minority status)

Undergraduate Enrollment for fall semester (full-time, part-time, degree; gender; and minority status)

Ethnic Breakdown for fall semester – Graduate Programs of Education (full-time, part-time)

Ethnic Breakdown for fall semester – Undergraduate Programs of Education (full-time, part-time)

Graduate Entering Class Profile

Test Requirements

Entering Class GPA and Test Scores

Student Appointments

Grants and Scholarships

Program Specialization by Academic Year

Graduate Program Offerings

Graduating Class

Faculty

Research Expenditures

Off Campus Programs

Type of Education Program

Levels of Programs offered at Institution for the Preparation of School Personnel

Alternate Route Programs to Initial Licensure

Type of Teacher Preparation Programs Offered

Characteristics of Internship/Student Teaching Experience

National Certification

Teacher Training Program Enrollment (by types of students – full-time, part-time, degree; gender; and minority status)

Teacher Training Degrees Awarded (by gender and minority status)

Teacher Training Program Faculty

Professional Placement and Retention

Accreditation and Organizations

State Assessment Pass Rates

Social Media

Public Relations Contacts

- **National Council for Accreditation of Teacher Education**
Submitted Annually (For the formal on-site review that is conducted every 7 years, a 50-page Institutional Report is prepared and submitted)
Reporting Period: July 1 - June 30
Report located on PEUCOE shared drive

Conceptual Framework

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Please indicate evaluations of and changes made to the unit's conceptual framework (if any) during this year:

Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Describe any of the following substantive changes that have occurred at your institution or unit during the past year:

Standard 2. Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Please describe the unit's plans for and progress in meeting this standard.

Standard 3. Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Please indicate any significant evaluations, changes and/or improvements related to Standard 3 that occurred in your unit this year:

Standard 4. Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:

Standard 5. Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Please indicate any significant evaluations, changes and/or improvements related to Standard 5 that occurred in your unit this year:

Standard 6. Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Please indicate any significant evaluations, changes and/or improvements related to Standard 6 that occurred in your unit this year.

- **Specialized Program Association (SPA) Reports**
Submitted Annually - Internally (Every 7 years a full report is submitted to the appropriate professional organization or the state)
Reporting Period: July 1 - June 30
Report located on PEUCOE shared drive

Each program has stated goals and/or outcomes. Data are currently being collected in each program which provides indicators regarding candidates' progress toward these goals/outcomes. The purpose of this assessment report is to systematically evaluate these data in order to facilitate data-driven decision making. Specifically, it seeks to examine whether each program has the information needed to determine whether it is meeting its goals for *Candidate Knowledge, Skills, and Dispositions*.

In order for there to be systematic evaluation of program goals, each program area is requested to prepare a summary of their assessment activities and findings for the academic year. Each report should include the following elements:

1. Intended program outcomes
2. Student learning data for the 6-8 required assessments
 - A. Summary of data (in table format)
 - B. Descriptive comments
 - C. Does it appear that the assessments accurately measure candidates' progress toward program outcomes?
3. Comments on what the data show about student achievement of program outcomes. (What can be said about the program based on the data presented? What questions arise for further investigation?)
4. Future plans in light of this analysis of assessment results (i.e. re-evaluating assessment rubric, relocating course placement, etc.)

APPENDIX B

C OF ED NEWS STORIES REPORTED DURING THE PAST YEAR

PROGRAM RECOGNITION

UCA's Mashburn Center for Learning: Making a Difference

The UCA Mashburn Center for Learning mission is to create resources and opportunities that empower Arkansas teachers to promote a sense of purpose, hope, academic achievement, and resilience for all learners as they experience barriers in learning. During the past five years, the center team comprised of Drs. Mark Cooper, Patty Kohler-Evans, and Renee Calhoun, has developed and implemented the Arkansas Adolescent Literacy Intervention (AALI) in conjunction with the Arkansas Department of Education. The Mashburn Center for Learning has received \$2,000,000.00 in ADE grant awards to increase the capacity within the state of Arkansas to improve academic outcomes for students at risk for school failure by ensuring access to high quality, research-based, strategy instruction. There are two general strategies designed to achieve the major outcome. First, it is to build teacher capacity for demonstrating mastery in the application of the Strategic Instruction Model methodologies. Second, it is to increase sustainability and scalability of the high quality, research-based strategy instruction used by the participating district teaching teams.

The Arkansas Adolescent Literacy Intervention Learning Track

There are approximately 479 participants in the AALI. The participants consist of approximately 35 middle and secondary schools representing approximately 29 districts. There are also private school participants involved in AALI. Participants include school administrators, teachers, instructional facilitators, gift/talented teacher specialists, and science/math/literacy specialists.

The Arkansas Adolescent Literacy Intervention Professional Development Track

In addition to the AALI learning track for the 479 participants, there is a professional development track to not only build capacity among district, but also to sustain the capacity built. An important part of the Mashburn Center for Learning is to ensure sustainability. A professional development/sustainability model is used to achieve such an important goal. At the present time, there are 22 Arkansas Professional Developers certified in the Strategic Instruction Model (SIM). Twenty-two additional educators are anticipating certification within the year. A significant percentage of those potential professional developers are content specialists working within education cooperatives. There are also 17 instructional facilitators developing the knowledge and skill sets to build capacity within their particular districts. There are plans to conduct more potential professional developer institutes in the fall of 2011 and spring of 2012. There will be the first Arkansas SIM Update Conference the summer of 2011 as well as the continuation of Administrator Summits. Dr. Don Deshler, a national authority in adolescent literacy, will be the keynote speaker at the October update conference.

AALI Communication: Itunes, Mashburn website and links, AETN Portal/AALI Course

The Mashburn Center for Learning is working on several different ways to reach current and future participants in the Strategic Instructional Model Professional Development. The center has a course on Arkansas Ideas that will begin the summer of 2011. This course will give participants an overview of the model and how it can be used to impact learning for students in Arkansas. Another way the center reaches its current and future participants is through a website. This site contains videos, newsletters, background information, and even a wiki used for collaboration among stakeholders. The center is also using "Arkansas on iTunes U" to showcase learning taking place through implementation of the Strategic Instructional Model in Arkansas.

C of Ed Hosts Annual Leadership Institute

Closing the achievement gap in public schools was the topic of this year's Summer Leadership Institute hosted by the College of Education at the University of Central Arkansas. The event took place on June 10, 2011 at the Brewer-Hegeman Center on the UCA campus. More than 100 educators from across the state gathered to discuss effective ways to improve academic success among historically marginalized student subgroups.

Dr. Diana Pounder, UCA College of Education Dean stated, "The Leadership Institute is noted for bringing high quality nationally renowned researchers, educational leaders, and policy-makers to Arkansas. Its intent is to provide professional development for Arkansas educators on research-based leadership and school improvement practices to enhance schooling in Arkansas."

Dr. Joe Murphy, an internationally recognized leader and prolific author in the field of school improvement, was the keynote speaker. He discussed strategies for closing the achievement gap among student subgroups in k-12 schools. Dr. Murphy has devoted his career to studying leadership and school improvement. He is the Frank W. Mayborn Chair of Education and Associate Dean at Peabody College, Vanderbilt University.

Five Arkansas public schools were recognized by the Office of Education Policy (OEP) at the University of Arkansas- Fayetteville during the event. The schools represented were among those Arkansas schools that have shown extraordinary academic growth. Dr. Gary Ritter, Director of the OEP Office, his UA-Fayetteville colleagues, and educators from these outstanding schools presented information on the academic success of these schools and what they have done to achieve that success. The schools' accomplishments are a part of the Office of Education Policy's "Spotlight on Success" report. Representatives from each school took part in a panel discussion. Also, session presenters presented findings from the Successful Schools Project and discussed ways to close the student achievement gap in the state.

A third session in the Leadership Institute was conducted by Dr. Kathy O'Neill from the Southern Regional Education Board. She presented SREB's 13 critical dimensions of successful school leadership and discussed how these leadership dimensions can shape school improvement and student learning.

Pounder says, "Closing the achievement gap among student subgroups may be the biggest need and greatest challenge for k-12 schools today. Historically marginalized populations, such as low socio-economic status students, students of color, and special needs students, deserve the best educational services we can provide. Schools cannot be successful today by 'teaching to the middle'. To achieve effective learning among all student populations, we need to understand and develop strategies and learning environments that engage and promote learning for all children."

UCA Graduates Exceed State Average in Classroom Teaching Performance Assessment

The 2010 Praxis III results were recently released by the Arkansas Department of Education. The Praxis III assessment is a classroom teaching performance assessment that is required to qualify for a standard teaching license in Arkansas. This assessment is done after an individual begins teaching with the three-year initial teaching license and is typically completed at the end of the first year of teaching. The 2010 PRAXIS III Assessment revealed a state average score of 51.4 with a standard deviation of 2.6; the highest score possible and also earned was 57; the minimum passing score is 45.

The 2010 UCA Praxis III results are identified by the route of preparation the person completed to qualify for the initial teaching license. UCA has two approved initial teacher preparation programs -- the traditional undergraduate program and the Master of Arts in Teaching program. Other graduates from UCA that are identified in the Praxis III results have completed a Bachelor of Arts or Bachelor of Science degree, but have elected to enter the Non-Traditional Licensure Program administered by the Arkansas Department of Education. The results from all three initial licensure routes indicate that UCA graduates meet required classroom performance standards to earn a standard Arkansas teaching license. Specifically, teaching performance assessed with the Praxis III indicates that individuals prepared through the Master of Arts in Teaching have a somewhat higher average performance score (52.7) than that of other UCA student groups. The second highest average (52.2) was made by those prepared in the traditional undergraduate teacher education program. Those UCA graduates completing the Non-Traditional Licensure Program had the lowest average score (51.5). The UCA College of Education celebrates with all UCA graduates who have successfully completed this assessment and who are teaching in Arkansas schools.

Quality of Teacher Preparation and Certification/Licensure Programs Annual Report

Recently the University of Central Arkansas Title II Report Card for 2009-2010 was submitted by the College of Education. Title II of the Higher Education Act requires higher education institutions to report on the quality of their teacher preparation and certification/licensure programs. The Title II data that were submitted included information about both the undergraduate teacher preparation programs and the Master of Arts in Teaching program. The Title II Report requires institutions to include current information regarding

- a. program admission requirements;
- b. the number of students who are admitted and enrolled in the program;
- c. the number of hours required for clinical experiences, the number of students in clinical experiences, and the number of faculty (full-time or adjunct) who supervise during clinical experiences;
- d. the number of teachers prepared, including major and subject area for which they are prepared to teach;

- e. the number of program completers;
- f. the annual goals to increase the number of teachers prepared for teacher shortage areas (math, science, special education, and instruction of limited English proficient students); and
- g. the assessment pass rates.

The University of Central Arkansas traditional undergraduate program had 482 teacher candidates who were admitted and enrolled in 2009-10. Of this number, 78% were female. Minority candidates totaled 8% of those candidates admitted and enrolled. Candidates enrolled in the program completed an average of 168 hours of field experience prior to the final internship (directed teaching). During this reporting period, 182 candidates completed a final internship consisting of 600 contact hours. Candidates who complete the undergraduate teacher preparation program also must successfully complete the Praxis II Subject Area Assessment and Pedagogy exams to become licensed teachers in Arkansas. The UCA pass rate percentage for exams taken from September 1, 2009, to August 31, 2010, was 96%. This pass rate is two percentage points higher than the state wide average pass rate for the same reporting period.

The Master of Arts in Teaching (MAT) is an initial teacher preparation program at the graduate level. In 2009-10, the MAT program had 249 teacher candidates enrolled, of which 85% were female and 10% were minority candidates. Candidates enrolled in the MAT completed an average of 75 clock hours of field experience prior to final internship. The final internship consists of 600 clock hours. The MAT is designed for individuals who hold bachelor's degrees, regardless of the undergraduate major, and are seeking career changes. In 2009-10, 82 candidates completed the MAT program. These candidates represented 46 different undergraduate degree majors. Of the 82 candidates who completed the program, 32% were prepared to teach math and/or science in grades 4-12. The MAT has shown a 204% increase in the number of teacher candidates prepared since 2007-2008 (from 27 to 82 program completers). Graduates of the MAT program also must complete the Praxis II Subject Area Assessment and Pedagogy exams to become licensed teachers in Arkansas. The pass rate percentage for graduates of the MAT program was 100%, one percentage point above the state wide average pass rate for MAT programs during the same reporting period.

UCA College of Education

Graduate Study Incentive Program Now Available for K-12 Educators

The College of Education (COE) Graduate Study Incentive Program (GSIP) is designed to recognize the college's historic commitment to the preparation of P-12 educators, particularly the faculty's dedication to educators who aspire to fulfill leadership roles as administrators, counselors, librarians, instructional technology personnel, and national board certified teachers. The GSIP is a highly competitive program that gives preference to educators whose past professional and academic accomplishments provide strong evidence of future outstanding professional contributions. Here is the link:

http://www.uca.edu/education/documents/grad_incentive_fellowship_criteria_description.pdf

Incentive Description

The GSIP is a Fellowship Program that will pay \$100 per credit hour for a student's degree or licensure program. GSIP Fellowship funds may be used only for courses that are part of an official program of study including elective courses for that degree/program. GSIP Fellowships may be used for graduate programs in the College of Education that serve P-12 schools (MAT excluded). The GSIP Fellowship will not pay for any credit hours that exceed the maximum number of credit hours required to complete the official program of study.

Eligibility Requirements for Initial Award and Renewal of the Award

Applicants are required to complete:

1. Full admission to a participating COE graduate program for P-12 educators (including presentation of a GRE score; submission of official transcripts from other colleges and universities attended; and admission, without conditions, to a specific graduate degree/licensure program based in the College of Education).
2. Evidence of a valid teaching license.
3. Current employment in a P-12 school district or a related educational setting.
4. Maintenance of academic "Good Standing" for each semester. (Loss of the GSIP Fellowship will occur if the grade point average falls below 3.00 and/or if a student is judged to have violated any of the ethical standards expected for UCA students as delineated in the UCA *Student Handbook*.)

5. Continuous enrollment in the UCA graduate program of study including at least one course in the summer sessions. (Students may apply for an exception to this requirement under compelling circumstances.)
6. Completion of the graduate program using the GSIP Fellowship funds within three calendar years except for graduate programs that require more than 42 credit hours to complete them.

Application Process

To apply for a GSIP Fellowship, a student must:

1. Complete the Application for Admission to Graduate School and submit to the Graduate School providing all of the documentation required for full admission. Application forms are available from the Graduate Office or on the Graduate School homepage at <http://www.uca.edu/graduateschool/>. Registration for the Graduate Record Examinations (GRE) is <http://www.GRE.org>.
2. Complete and submit: (a) the GSIP Application Form, (b) the Cover Letter of Application, (c) two letters of recommendation completed by specified references, and (d) one letter from the Graduate School verifying full admission (without conditions) to a College of Education graduate program. **Please note that application deadlines are Nov 15 for Spring semester enrollment, April 23 for Summer semester enrollment, and July 16 for Fall semester enrollment.** The GSIP application is available on the College of Education homepage <http://www.uca.edu/education/>.
3. Students who are not selected via their initial application are eligible to reapply during a subsequent semester.

The Department of Teaching and Learning Announces New Master's Degree Program in Teacher Leadership

The Department of Teaching and Learning in the College of Education is excited to offer a new master's degree program developed for today's classroom teachers, particularly teachers seeking their National Board Certification and teachers who are expanding their professional careers through teacher leadership positions. This new degree program is titled Advanced Studies in Teacher Leadership.

Teacher leadership has emerged as a vital topic in contemporary education. In the era of accountability, classroom teachers are fulfilling many different leadership roles in their areas of service, and this new degree program focuses on the ever-changing roles and responsibilities of teachers as leaders within their classrooms, schools, and districts. Classroom teachers now serve as instructional coaches or leaders, policymakers, department chairs, and directors of learning communities. The unique curriculum, instruction, and assessments woven throughout this program inform and support teachers to enhance their efficacy and to equip them for the 21st century. Plus, the entire program is aligned to the standards set forth by the National Board for Professional Teaching Standards. Completing the ASTL master's program will position teachers for successful completion of their National Board certification.

The new ASTL program offers two special features. One, teachers may choose to study one of four tracks. The four tracks include early childhood education, middle level education, instructional facilitation, and content expertise. With some tracks, teachers may add additional endorsements, such as middle level and instructional facilitator, to their standard teaching licenses. Second, this new degree program is designed for today's busy teachers. The program provides flexibility for practicing classroom teachers by offering most of the courses one of three ways: online format, hybrid format (half face-to-face with half online), or Saturday courses. Through the new Advanced Studies in Teacher Leadership master's degree program, today's classroom teachers can increase their educational professionalism and broaden their career opportunities.

English Language Learner Grant Project

Parents of English Language Learners (ELL) are participating in the second semester of a pilot project sponsored by the UCA College of Education Reading Success Center. The Director of the Center, Dr. Mary Mosley, received a grant from the Faulkner County Literacy Council to obtain electronic materials and programs to assist parents of ELL improve their English literacy while their children are participating in weekly literacy instruction. Weekly literacy instruction is provided by College of Education graduate student clinicians at the COE Reading Success Center.

Funds from this grant have been used to purchase Leap Pads among other reading/writing materials. On the Leap Pads, parents and their children start by recording their responses to questions followed by listening to the correct answers both in English and Spanish. Parents attend their children's sessions to observe reading instruction and the teaching support modeled by the clinicians. Then Dr. Mosley and the parents meet briefly after the children's

sessions to discuss the instruction provided each child, answer parents' question, address concerns, and extend practices. The goals are to promote competence and confidence for parents to enhance their children's literacy at home and to assist clearer communication with children's classroom teachers and medical providers. This semester three families have been involved in the ELL pilot program; faculty and students are refining their program as they prepare to add more parents next semester.

NAECTE Affiliate Chapter Coming to Arkansas

It is with great pleasure that we announce the National Association of Early Childhood Teacher Educators (NAECTE) has recently approved an Arkansas affiliate. The newly formed Arkansas Association of Early Childhood Teacher Educators (AAECTE) was organized by Drs. Candice Barnes and Rene Crow, along with Dr. Sara Davis from University of Arkansas-Fort Smith. The focus and vision of this organization is to: build strength among early childhood teacher educators in the state, promote professional development and growth among the membership, provide a forum to discuss and act upon challenges facing the early childhood community, and be a strong voice for early childhood education in the state of Arkansas and beyond. If you are interested in learning more about AAECTE, please contact Dr. Candice Barnes at cbarnes@uca.edu.

UCA's FALL 2010 MAJORS FAIR



The University of Central Arkansas Majors Fair was held on October 7, 2010, at the UCA Student Center. Representatives from all campus colleges and some of the campus clubs sponsored booths to advise prospective students about their individual college programs of study. The College of Education drew a wonderful attendance of students expressing interest in becoming classroom teachers. This year, the COE student organization, Teachers United, decorated their booth with a Western motif and won the Spirit Award. Faculty and staff in the COE would like to say thank you to all of the student participants and booth advisors.

Dr. Tammy Benson, chair of the Department of Teaching and Learning highlighted this fall's event, "Thanks to our wonderful faculty and students who made the day a great success by working the booth and meeting with students along with setting up and taking down the booth. All of you are greatly appreciated including Kathleen Atkins, Candace Barnes, Gary Bunn, Mara Cawein, Rob Christensen, Janet Filer, Marilyn Friga, Chris Hogan, Kathy Moore, Patty Phelps, Donna Wake, Steve Ward, and Barbara Wilmes along with other faculty and staff who contributed to the booth.

Participating students included Jacquie Dubrava, Austin Emerson, Chantelle Harris, Cassie Howard, Jessie Kocourek, Brooklyn Morgan, Amanda Ozanich, Becky Sichmeller, and Amy Walden. Ms. Marilyn Friga, chair of

the college recruitment and retention committee, added, “Thanks to all of you for your recruitment efforts! We sure have spirit!”

In other recruiting news, faculty and students from the UCA College of Education participated in the Little Rock School District’s College Night held October 5, 2010, at the Statehouse Convention Center. Mr. Steve Ward represented COE faculty and was joined by student representatives Amanda Ozanich and Rebecca Sichmeller, who are members of the College of Education Teachers United student organization. The three representatives spoke with high school juniors and seniors about UCA’s teacher education programs showcasing the benefits of a UCA education. The event was well-attended by Little Rock School District students and their parents.

Recently, the College of Education also participated in “Becoming an Arkansas Teacher,” an educator recruitment event hosted by the Arkansas Department of Education. COE Dean Diana Pounder and MAT program coordinator, Dr. Gary Bunn represented the college at this event attended by approximately 300 people who received information about becoming a teacher in Arkansas. Most of people attending this educator recruitment event hold undergraduate college degrees and are considering a career change as classroom teachers, the target candidate for the UCA College of Education Master of Arts in Teaching degree.

College Student Personnel Services and Administration Recruitment Begins for 2011

The Focus on Student Affairs conference took place on October 15th, 2010 at Indiana State University. This conference included undergraduate students from Purdue University, Valparaiso University, Western Illinois University, Eastern Illinois University, IU Bloomington, and Wright State University, among others. The conference also included a graduate fair where students had a chance to talk with representatives of graduate programs that have master’s and doctoral programs in the field of student affairs. This year the College Student Personnel Services and Administration (CSPA) program was represented by one of our 2009 alumni, Korey West, and a second year CSPA student, Mike Simpson. The CSPA program also recruits students at the Oshkosh Placement Exchange and the Southern Placement Exchange.



First Ten-year Self-Study Completed for CSPA Program

The site visit for the external program review of the College Student Personnel Services and Administration (CSPA) program in Leadership Studies at the University of Central Arkansas was held Monday, February 1, 2010. Prior to the on-site visit, two external reviewers were provided more than 150 pages of documentation on the program. Specifically, this self study was designed to illustrate how successfully the program and faculty met the Arkansas Higher Education Coordinating Board Existing Program Review criteria adopted in October 2008. The policy requires that an internal review (self-study) by institutions, and an external review by consultants, occur every 7-10 years.

The two external reviewers identified for the self-study were Dr. Tony W. Cawthon, Clemson University, and Dr. Maureen Wilson, Bowling Green State University. Prior to the on-site visit, both individuals reviewed the AHECB guidelines, the department’s self study document, and they identified issues and questions to be used in the evaluation process. On Monday, February 1, 2010, Dr. Cawthon spent the day with various constituent groups including current and former students, administrators, faculty, and professional staff from the Division of Student Affairs.

Listed below are a few excerpts from Dr. Cawthon’s and Dr. Wilson’s report:

Strengths: *Current students, alumni and collaborative partners consistently throughout the day spoke to the strength of the curriculum. The breadth of this curriculum emphasis (counseling and administration courses) enhances the likelihood that the program will be able to compete nationally.*

All constituent groups identified the program faculty as the “glue” of the program. They were reported to be content experts, student—centered, committed to outstanding teaching and instruction, quality research and scholarship, and service.

After one day, I saw that the program not only speaks about creating personal relationships with students, but their behavior reflects this philosophy. Graduates of the program are very successful in achieving jobs in student affairs, with 88% getting a job and 86% employed three years out from graduation.

Recommendations: (1) addition of at least one faculty position; (2) more library resources; (3) review existing admissions criteria, especially the GPA and GRE requirements; (4) review the number of hours awarded for thesis credit; (5) increase the number of graduate assistantships; and (6) improve communication and collaboration between program and the Division of Student Affairs.

The CSPA faculty has responded to the recommendations with a report that addresses each recommendation.

C of Ed Offers Technology Training to Faculty, Staff, Graduate Assistants, and Work Study Students

The College of Education Technology Committee is offering a series of technology training sessions for faculty, staff, graduate assistants, and work study students. The training sessions are designed to enhance individuals' technological skills, increase the efficiency of faculty, departments, the college, and the Professional Education Unit, and foster a technology friendly environment. The training is divided into two categories: 1) traditional technologies, and 2) online technologies.

Traditional technology training offers opportunities for improvement in the use of Word, Excel, and PowerPoint. Sundae Fowler is offering a session on the resources available in the Technology Learning Center. Other sessions target classroom technology utilization (i.e., video projectors, document cameras, and Smartboard technology).

Renee Le Beau Ford, Torreyson Library, is hosting a session on library resources and how to effectively utilize them for online teaching and learning. An online teaching and learning forum will be offered. The topic for the forum is synchronous vs. asynchronous learning environments. Tonya McKinney will host a session on the use of Tegrity for video capture and video streaming in the online classroom. Faculty also have the opportunity to schedule one-on-one training with Dr. Stephanie Huffman on the use of Centra and Blackboard.

Additional training will be offered in the Spring 2011 semester.

2011 Collegiate Middle Level Association Conference Held on the UCA Campus

The 2011 Collegiate Middle Level Association (CMLA) annual conference was held March 2 on the University of Central Arkansas campus. CMLA is a university student organization comprised of middle level teacher candidates; the annual CMLA conference held at UCA was sponsored by the UCA College of Education CMLA.

The annual conference is open to statewide middle level teacher candidates, middle level classroom teachers, middle level school administrators, and middle level university instructors. Dr. Terri Hebert, faculty adviser of UCA's CMLA organization, reports a record number of 100 educators attended this year's CMLA conference.

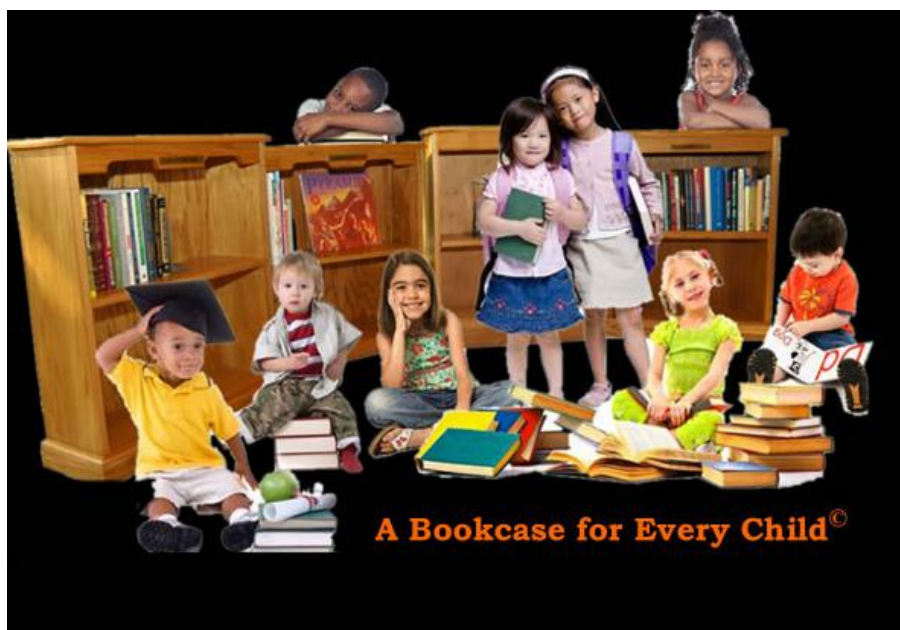
This year's one-day conference theme featured “The Active and Engaged Learner” with two dynamic keynote speakers and an assortment of breakout presentations. The day began with Dr. Greg Murry, Conway School Superintendent, delivering his thought-provoking talk titled, “What Makes Teachers Inspire Us?” His timely words set the stage for a day of networking and quality professional development. Two breakout sessions, with three choices for each session, offered valuable information provided by UCA College of Education faculty including Mrs. Mara Cawein, Mrs. Marilyn Friga, Dr. Nancy P. Gallavan, and Dr. Donna Wake, along with University of Arkansas, Fort Smith, College of Education faculty, Dr. Donna Scoggins and Dr. Lois Yocum. The day closed with keynote speaker, Dr. Debbie Silver, an internationally known presenter, providing a humorous insight supporting middle level education. During the luncheon, Dr. Silver shared numerous tips for teachers to remain an effective force in today's classrooms while maintaining a reassuring well-balanced sense of self.

For more information about UCA's Collegiate Middle Level Association, contact Dr. Terri Hebert at terrih@uca.edu.

UCA Education Faculty Receive Assessment Training

Twenty UCA education faculty were trained by The Learning Institute (TLI) to be able to incorporate TLI assessment measures into their teacher/administrator coursework. The Learning Institute is a private company that assists school districts with aligning curriculum, teaching and assessing curriculum, reviewing formative student assessment data, and taking action to improve student learning and instruction based on assessment data. TLI also provides mathematics and literacy developmental assessments which help to determine strengths and weaknesses in curriculum and instruction. The Institute provides a variety of reporting services so that teachers and administrators can teach to the needs of the students. Quentin Suffren, Chief Academic Officer of TLI, and Jessica Allen, Professional Development Specialist, provided the five-hour training and explained the TLI web portal procedures, report navigation, and historical data retrieval for Arkansas public schools. This training opportunity will enhance assessment courses in UCA's educator preparation programs.

Conway Bookcase Literacy Project



Faculty and staff from the UCA College of Education Department of Teaching and Learning attended the 3rd Annual Bookcase Literacy Banquet held at Bob Courtway Middle School in Conway on Thursday, October 21, 2010. Former state senator, Stanley Russ, presided over the enjoyable evening and Bookcase Literacy Project founder, Jim Davidson, delivered the keynote address. The Ward Family Singers and Friends provided special entertainment.

Since its inception in 2005, the members of the Conway Bookcase Literacy Project Committee, with bountiful help from the community, have built and presented 300 quality, personalized oak bookcases featuring a starter set of books to preschool children in the Conway Housing Authority and Head Start Program. This volunteer project uses no tax money or grants of any kind. The project focuses on giving back to the community with a focus on literacy.

Faculty and staff from the Department of Teaching and Learning generously bought a “table” at the October 21st banquet; the funds will be used for building 50 bookcases to be presented to young children in April, 2011. Additionally, books for young children were donated to the Bookcase Literacy Project by faculty and staff from the College of Education. Filling the bookshelves with high quality books for preschoolers helps to get books in each child's hands and to promote a head start on school. Special thanks to Jamie Alea, Tammy Benson, Gary Bunn, Mara Cawein, Sue Farris, Terri Hebert, Maree Herring, and their families, along with other faculty and staff from the Department of Teaching and Learning who contributed to this worthy cause. If you would like more information

about or to contribute to Bookcase Literacy Project, contact Dr. Tammy Benson, chair of the COE Department of Teaching and Learning, who serves on the Conway Bookcase Literacy Project Committee.

Arkansans for Gifted and Talented Education Conference

Recently Arkansans for Gifted and Talented Education (AGATE) held its 32nd annual conference at the Peabody Hotel in Little Rock where Governor Mike Beebe addressed the group. During the annual awards ceremony, several awards were presented to area teachers, some of whom are graduates of the University of Central Arkansas, College of Education.

Donna Whiting, Conway School District, received the Award of Excellence. Tanya Leggett, Greenbrier School District was honored with the Parent Community Award. Julie Hayes, Conway School District, was presented an Educator Award. Penny Laymon, Atkins School District, was awarded the Curriculum Award in the Elementary Division with an ADM less than 1,000 students. In the Act 56 Awards for Outstanding Programs, Atkins School District was recognized for merit in districts of less than 1,000 students.

Vickie Bailey, Conway School District, and Julianna Yeatman, East End School District, were AGATE MAP recipients. Julianna Yeatman also received a \$700 scholarship from AGATE. Heather Story of South Side Elementary, Bee Branch, also received a scholarship.

Kathy Whittington and Betsy Hays of the Atkins School District won a 2010 Curriculum Award for "Landmark Links: From Research to Restoration." Kolby Snellenberger, Russellville School District, won a 2010 Curriculum Award for "Team Based Learning." Presenters at the conference included Charlotte Norberg, South Conway County School District; Starla Gresham, Anna Parks, Melissa Lovelady, Kelli Gordon, Julie Haynes, Conway School District; Jeana Williams and Sherry Williams, Greenbrier School District. In the Act 56 Awards for Outstanding Programs, Atkins School District was recognized for merit in districts of less than 1,000 students.

Robin Clark of Greenbrier is the President of AGATE and presided over the conference. Patti Thompson of Conway School District was the AGATE Awards Chair. Six of the twelve AGATE Affiliate groups for parents and supporters of gifted and talented education for 2010-11 school year are from the Arch Ford Education Cooperative Area. Laura Binz, Russellville School District, is the Affiliate Director. The AGATE Board of directors includes Jane Conley, South Conway County School District, who is the Secondary Teacher Representative, and Polly Bakker is the AGATE Emeritus Chair.

UCA's College of Education periodically offers endorsement courses for Gifted and Talented if there are sufficient enrollees to offset instructor expenses. If you are interested in seeking a GT endorsement, please contact Dr. Kathleen Atkins, Chair of the Early Childhood/Special Education Department at 501.450.4551 or ecse@uca.edu.

STUDENT RECOGNITION

Teachers United Students Support Conway Public Schools Referendum

Members of UCA's Teachers United, a recognized student organization in the College of Education, recently answered a call for help from Conway Public Schools and the Conway 2012 Committee. After hosting Jan Spann, a 2012 Committee member, as a guest speaker for the September Teachers United meeting in Mashburn Hall, several UCA students volunteered to help the committee and school district generate support for the passing of a millage increase that will fund renovation of Conway High School West and support construction projects to benefit Conway students. Volunteers distributed informational fliers at Conway athletic events and called registered voters to encourage support of the millage increase, which passed on September 21st. The relationship between UCA's College of Education and Conway Public Schools has a long history of mutually beneficial cooperation. Thank you Teachers United members for your continuation of this tradition: Haley White, Lynzie Lamb, Casey Hoanzl, and Ashley Westerman.

Student Miranda Ratliff Awarded KDP Grant

Miranda Ratliff received the first chapter grant from Kappa Delta Pi, an international honor society in education. Applicants must be active members of the KDP chapter and demonstrate leadership in the chapter as well as potential as a professional educator. Miranda's leadership ability was evident in a recent class, where the faculty member shared the following about a classroom activity. "I noticed that Miranda emerged as a leader in this team project. She brought resources to share with the other teacher candidates, and she motivated the team to stay on track." The following excerpt from her essay demonstrates her potential as an educator. "I plan to always work hard on getting to know my students so that they are the ones that benefit the most out of our interactions. I know that students come in every size, shape, color, intellect and behavioral issue. This does not sound discouraging to me, but rather an opportunity to allow myself to grow." Congratulations, Miranda. KDP believes in your ability to nurture and love your future students.

Miranda Ratliff receives grant from Kathryn Smith, Kappa Delta Pi President.



College of Education Undergraduate Scholarship Recipients

The College of Education awards 12 privately funded scholarships for first-year students, students admitted as teacher candidates in the teacher education program, and candidates completing their final internship. In addition to the scholarships, individual departments also offer scholarships for teacher candidates pursuing particular majors. Members of the College of Education Scholarship committee select the recipients in March of each year from applications submitted by teacher candidates. College of Education Scholarship information is available at: <http://www.uca.edu/education/scholarships.php> The faculty and staff in the College of Education are proud to announce the recipients of the scholarships and express their heartfelt appreciation to the individuals providing these generous scholarships to education candidates.

First Year Education Students

Hazel Ward Phillips Scholarship. This scholarship is available to a female student pursuing a course of study to become a teacher. The scholarship funds tuition/fees along with room and board for four years. *Jessica Steele* from Jonesboro will be graduating from high school in May, 2011, and received this award for the 2011-2012 academic year with plans to major in secondary English.

Teacher Candidates Admitted to Teacher Education

Robert and Edna Bandy Scholarship. This scholarship is designed for a full-time teacher candidate accepted into the teacher education program with a cumulative GPA of 2.5 or above. *Erica Gray*, a P-4 early childhood education major, received this award for the 2011-2012 academic year.

Father Lachowsky Knights of Columbus Scholarship. This scholarship is open to an undergraduate or a graduate teacher candidate majoring in special education with a cumulative GPA of 2.5 or above. *Elizabeth Vaughn*, a P-4 early childhood special education major received this award for the 2011-2012 academic year.

Mignon Newbern Scholarship. This scholarship is dedicated to a full-time female teacher education candidate majoring in P-4 early childhood education with selection based on academic performance. *Erica Gray*, a P-4 early childhood education major, received this award for the 2011-2012 academic year.

Rose A. Berry Scholarship. This scholarship is offered to a full-time teacher candidate majoring in P-4 early childhood education with 60 credit hours completed at UCA and a cumulative GPA of 3.0 or above. *Kaleigh Nicole Gray*, a P-4 early childhood education major, received this award for the 2011-2012 academic year.

Mary K. Stewart Scholarship. This scholarship is designed for an undergraduate or a graduate student majoring in special education with selection based on GPA. *Darra Mankey*, a graduate teacher candidate pursuing in special education, received this award for the 2011-2012 academic year.

Students in Internship II (final semester in teacher education)

Craftsman Guild Scholarship. This scholarship is available for a senior teacher candidate enrolled in Internship II who has earned a minimum of 110 credit hours, minimum of 12 credit hours at UCA, and a minimum GPA of 2.5 or above. *Jason Bailey*, a science education teacher candidate, received this award for the 2011-2012 academic year.

Frank and Hattie Harrin Scholarship. This scholarship is dedicated to a senior teacher candidate enrolled in Internship II with a minimum of 110 credit hours, a minimum of 12 credit hours at UCA, and a minimum GPA of 2.5 or above. *Arista Love*, a P-4 early childhood education teacher candidate, and *Haley Tharp*, a middle level teacher candidate, received this award for the 2011-2012 academic year.

Students in the Graduate Library Media Program (LIBM)

Gladys Sachse Endowed Scholarship. This \$1,000 award is intended for graduate students accepted into the Master of Science degree program in Library Media and Information Technology in the Department of Leadership Studies in the College of Education at UCA and who plan to become school librarians. Selection is based upon academic achievement with consideration given to financial need. *Amy Stevenson*, *Kawia Higginbottom*, and *Kaela Hawkins* received these awards for the 2011-2012 academic year.

C of Ed Pi Beta Chapter of Kappa Delta Pi Inducts 46 New Student Members

The UCA College of Education, Pi Beta Chapter of Kappa Delta Pi (KDP), the education honor society, inducted 46 new members at their March meeting held on the 100th anniversary of the founding of KDP. According to KDP, "The society inducts only those individuals who have exhibited the ideals of scholarship, integrity in service, and commitment to excellence in teaching and its allied professions. Selection as a member of Kappa Delta Pi is based on high academic achievement, a commitment to education as a career, and a professional attitude that assures steady growth in the profession."

"Founded in 1911 at the University of Illinois, Kappa Delta Pi is the largest honor society in education representing 572 undergraduate and professional chapters and more than 45,000 active members. Some of its most distinguished

members over the last century have included Margaret Mead, Albert Einstein, George Washington Carver, and current leaders in education Howard Gardner, Maxine Greene, and Carol Gilligan.”

Led by the officers of the Pi Beta Chapter of Kappa Delta Pi at UCA, the 46 College of Education teacher candidates pledged to uphold the four cherished ideals including the Ideal of Fidelity to Humanity, the Ideal of Science, the Ideal of Service, and the Ideal of Toil. The officers include Chapter President Kathryn Smith, Chapter Vice-President Meryl Vaughn, Chapter Secretary April Ledbetter, and Chapter Member Lynzie Lamb. The Pi Beta Chapter at UCA is led by Counselor Mrs. Mara Cawein (marac@uca.edu) and Co-Counselor Dr. Nancy P. Gallavan (ngallavan@uca.edu), both of whom are faculty in the Department of Teaching and Learning. For more information, please contact either one of the counselors.

2010 National Virtual Case Study Winners

The National Virtual Case Study Competition sponsored by *Student Affairs. Com* is open to graduate students matriculating in a Masters level program in student personnel administration, higher education, or counseling for at least six credits during the corresponding spring semester. This year marked the 9th Annual Virtual Case Study Competition.

True to form, another College Student Personnel Services and Administration (CSPA) team was selected as a national case study winner in the “Most Educational” category, taking third place. The 2010 CSPA team consisted of Joe Wheeler, Mike Simpson, Nathan Lynch and James Goin. Each team member received a \$50.00 award. Past performances by UCA/CSPA grads include Third Place for Most Creative in 2009; Fourth Place in 2008; Second Place in 2007; and Third Place in 2006.

Teams were asked to create two, 1-4 minute, New Student Orientation videos. Prizes were awarded for Most Educational and Most Creative. Additional information about the case study competition and the videos can be found in the [Spring Edition of The Journal of Technology in Student Affairs](#)

SUMMER 2010 INTERNSHIP LEADS TO NATIONAL RECOGNITION



One of the current CSPA students, Nathan Lynch, wrote a blog about his Summer 2010 internship experiences in China. and recently he began collaborating on a national blog with Stuart Brown who coordinates the website studentaffairs.com. To learn more, you can go to Nathan’s China Blog at: <http://theotherclassroom.wordpress.com/>.

FACULTY RECOGNITION

Dr. Greg Murry Shares His Three Rs with Teacher Education Candidates

Teacher candidates in the College of Education were honored with two opportunities during the 2011 spring semester to hear a motivating message from Dr. Greg Murry, Superintendent of the Conway Public School District and Adjunct Faculty in the Department of Leadership Studies. Delivering the opening address at the Collegiate Middle Level Association annual conference in the UCA Brewer-Hegeman Conference Center on March 2, Dr. Murry inspired approximately 100 members with his insights. On April 7, another 60 teacher candidates listened as Dr. Murry shared his expertise gleaned from his lifelong career as a student, teacher and administrator.

Dr. Murry reflected on his memories of his school experiences and classmates emphasizing the powerful influences from teachers that shaped his learning and his life. He captivated the candidates by retelling the changes that began when his ninth-grade English teacher shared with him that she liked what he wrote, noting that he had something to say. Dr. Murry recognized that his teacher established an important relationship built on knowing her student and showing that she cared, two essential characteristics that today's teachers need to replicate in their practices.

Dr. Murry continued by saying that, through genuine relationships, teachers must guide and support students in making meaningful connections across the curriculum and into the community for students to find relevance while maintaining and ever-increasing the rigor of the academic expectations found in the Common Core standards.

Dr. Murry shared many different examples describing his three Rs of education: relationships, relevance, and rigor. Teachers make a difference in the classroom by developing strong relationships with their students. Learning strengthens when teachers showcase the relevance of the content in application to their students' lives. Increasing rigor by aligning the curriculum, instruction, and assessments ensures learning for all students and prepares them for their futures. To view the entirety of Dr. Murry's address, please go to <http://vimeo.com/22406945>

Dr. Donna Wake Advancing Digital Storytelling with Southern Rural Students

Recently Dr. Donna Wake, Assistant Professor in the College of Education, completed extensive research involving digital storytelling with adolescents. The study explores the use of digital storytelling with middle school students in two rural Southern communities. Operating in shared writing groups, students created digital stories representing their views on teen life in small, rural towns. The stories were designed using a writing process approach with the digital story shown in the publication stage of process. Students' stories were coded to identify themes about teenagers in general; their views on technology usage; and their opinions on their peers, schools, and communities. Stories were analyzed both for theme shared by the communities and themes unique to each community. Identified themes included development of role identity, friends, technology, school pride and sports, and rural forms of recreation. Digital writing is posited as an engaging and powerful means for allowing adolescents to explore identity and define their voice as authors and adolescents. Dr. Donna Wake has presented this study at one local conference, one regional conference, and one international conference. The study has also been submitted to the *Journal of Research in Rural Education* for publication consideration. Her current research involves the impact of early practicum experiences as well as the research into reasons why teachers enter the field.

UCA College of Education Instructor Earns National Board Re-Certification

Marilyn A. Friga, Instructor in the Department of Teaching and Learning in the College of Education at the University of Central Arkansas, recently was granted her National Board Professional Teacher (NBPT) Re-certification. Originally, Mrs. Friga was certified in November, 2001, in the area of Adolescents and Young Adulthood/Social Studies-History. The National Board Professional Teacher Re-Certification process includes providing evidence of advancing professional growth, increased student learning, and adherence to the highest standards in teaching. Mrs. Friga continues to grow in and contribute to the education profession as a Praxis III Assessor/Reviewer and a Path Wise Mentor/Trainer for teacher educator candidates preparing to become classroom teachers and practicing classrooms teachers seeking opportunities to advance their reflection and professionalism. The National Board for Professional Teaching Standards Certification is the highest recognition for classroom teachers in the United States. At this time, approximately 82,000 U.S. teachers are national board certified including approximately 1,400 Arkansas teachers. UCA is extremely fortunate to have an instructor who has earned both her original National Board for Professional Teaching Standards Certification in 2001 and her Re-Certification in 2010.

College of Education Faculty Present at the Annual Meeting of the Arkansas Association of Colleges for Teacher Education (ArACTE)

Recently eight members of the College of Education faculty presented at the annual meeting of the Arkansas Association of Colleges for Teacher Education (ArACTE) held in Searcy, AR. The theme of the conference, *Telling the Story, Writing the Next Chapter in Arkansas*, was highlighted with a presentation by Dr. Sharon Robinson, President and CEO of the American Association of Teacher Education. Dr. Robinson discussed the Obama administration's paper titled, "A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act. For more information, please see <http://aacte.org/index.php?/Media-Center/Press-Releases/statement-from-aacte-regarding-the-obama-administrations-esea-reauthorization-blueprint.html>

Presentations by UCA College of Education faculty included:

- *Creative Application: The Use of Visual Imagery and Poetics as a Means of Assessments* by Dr. Terri Hebert
- *Preparing Teachers the Lorax Way* by Ms. Marilyn Friga and Dr. Patty Phelps
- *Reflecting on Defining Moments to Improve Self Efficacy and Moral Development* by Dr. Angela Webster-Smith and Dr. Nancy P. Gallavan
- *Reboot Lesson Planning Skills* by Ms. Brenda Linn and Ms. Marilyn Friga
- *Telling the Story of Resource Description and Access: The Role of the New Cataloging Code in Writing the Next Chapter in Arkansas* by Dr. Jud Copland
- *Title 2* by Mr. Ken Vaughn
- Dr. Diana Pounder, Dean of the College of Education, serves on the board of the Arkansas Association of Teacher Education and was recently elected President-Elect of ArACTE.

Luncheon speakers, Dana Breitweiser and Thomas Coy, from the Office of Curriculum and Assessment with the Arkansas Department of Education, outlined the Common Core State Standards adopted by the state of Arkansas with insightful guidance for college of education administrators, faculty, and programs. For more information about the American Association of Colleges of Teacher Education (AACTE), please go to <http://aacte.org/index.php>.

UCA College of Education Faculty, Students, and Grads Receive Awards and Present at the Annual Conference of Arkansas Association of Instructional Media

Approximately 500 P-12th grade school librarians and university faculty specializing in library media and instructional technologies recently gathered at the 40th annual conference of the Arkansas Association of Instructional Media (AAIM) was in Hot Springs, AR. The theme of the conference, *Blazing New Trails*, guided speakers with their presentations in technology, literature, and informational literacy. School librarians are instrumental in providing materials and resources for their schools' teachers, students, and families; the AAIM annual conference updates school librarians with current information and cutting-edge technologies.

Two UCA College of Education graduates received awards. The two graduates were Claudia Smith from Dunbar Magnet Middle School in the Little Rock School District who was recognized as the School Library Media Specialist of the Year and Stephanie Labert from Calico Rock School District who was praised as the Technology Leader of the Year.

Presenters representing the UCA College of Education and their topics included:

- Dr. Kay Bland and Kristy Bentley: *Arkansas Atlas: Blazing New Trails for Arkansas History*
- Dr. Jud Copeland: *Blazing New Trails: Copyright as a Tool for Incorporating New Technologies in Education*
- Dr. Jud Copeland: *Blazing New Trails: Resource Description and Access (RDA): The Role of the New Cataloging Code in Blazing New Trails in Education*
- Dr. Nancy P. Gallavan: *Making Connections to the Real World through the Literature of Dr. Seuss*
- Dr. Stephanie Huffman and Dr. Wendy Richman: *Use of Social Networking Tools in K-12 Education* (presented two times)
- Tracy McAllister: *Blaze Your Trails to Africa with "Africa Reads"*

- Erin Shaw and Tracy McAllister: *Blaze Your Professional Trail with National Board Certification*
- Dr. Jeff Whittingham: Booktalks: *Helping Students Get Excited About Books*
- Dr. Stephanie Huffman, Dr. Jeff Whittingham, Dr. Rob Christensen, and Tracy McAllister: *The Impact of Audio Books*
- UCA College of Education faculty who serve on the board of AAIM include Dr. Stephanie Huffman, Dr. Wendy Rickman, and Tracy McAllister.

The 2012 AAIM conference will be held April 22-24 at the Rogers Embassy Suites in Rogers, AR. For more information about AAIM, please go to <http://aaim.k12.ar.us/>

The College of Education, Department of Leadership Studies offers two master's degree programs. For more information about the master's degree in Library Media and Information Technologies, go to <http://uca.edu/leadershipstudies/libm09.php>. For more information about the master's degree in Instructional Technology, go to <http://uca.edu/leadershipstudies/itecprogram.php>. Also, you may contact Dr. Stephanie Huffman at stepH@uca., Dr. Wendy Rickman at wrickman@uca.edu, Dr. Jud Copeland at JCopeland@uca.edu, and the Department of Leadership Studies at 501.450.3254.

External Funding Received by College of Education Faculty for 2010-11

Dr. Jeff Whittingham, Associate Professor; Department of Teaching and Learning; We The People State Coordinator

Ms. Marilyn Friga, Instructor; Department of Teaching and Learning; Congressional District Coordinator

Dr. Pat Ramsey, Assistant Professor, Department of History; Congressional District Coordinator

We the People: The Citizen and the Constitution grant: This grant funds professional development opportunities for teachers of grades 3-12 across Arkansas. The funds supply high quality professional development workshops and institutes for teachers to explore the curriculum and then participate in a performance assessments similar to assessments used in 3 - 12 classrooms. Participants at any of the grant funded workshops or institutes receive a classroom set of 30 *We the People: The Citizen and the Constitution* textbooks. The textbooks are free to the teacher and are published for the elementary, middle, and high school levels. Additionally, the grant funds an annual high school state competition with the top team in the state advancing to the national finals held in Washington, DC.

~~~~~  
Dr. Mark Cooper, Professor, Early Childhood Special Education; Director of the Mashburn Center for Learning

Dr. Patty Kohler-Evans, Associate Professor, Early Childhood Special Education; SIM Certified Professional Developer

Dr. Renee Calhoon, Coordinator for Administrator and Teacher Development; SIM Certified Professional Developer

*Title IIA Literacy* grant: The Mashburn Center for Learning was awarded \$325,400 by the Arkansas Department of Education. In its fifth year, ADE has awarded the Mashburn Center approximately \$2,000,000. The major goal is to increase capacity by improving academic outcomes for Arkansas students at risk for school failure by ensuring access to high quality, research-based, strategy instruction. Funding high-quality, research-based professional development to general and special education teachers who work with adolescents with learning problems, the grant builds teacher capacity for demonstrating mastery in the application of the Strategic Instruction Model methodologies and increases sustainability and scalability of high quality, research-based, strategy instruction used by the participating district teaching teams in the 15 school districts involved in this intervention. Approximately 30 educators have become certified Professional Developers in the Strategic Instruction Model including 20 content specialists (math, science, and literacy) participating as Potential Professional Developers who aim to increase the growth of Professional Developers in Arkansas for the sustainability of the Arkansas Adolescent Literacy Intervention.

~~~~~

Ms. Debbie Barnes, Assistant Dean

Ms. Sue Farris, Coordinator of Internship II

Dr. Mary Mosely, Associate Professor, Department of Early Childhood/Special Education

Ms. Marilyn Friga, Instructor; Department of Teaching and Learning

Ms. LeeAnn Burrow, Pathwise Trainer

Pathwise: Promoting Professional Practice: UCA, the Professional Education Unit, and the College of Education are proud to partner with the Arkansas Department of Education and schools to provide Pathwise guidance for area educators. Pathwise is an induction program required by the state of Arkansas to provide direct assistance to novice teachers and to prepare them for the performance assessment (Praxis III) required for licensure following the same criteria used in the College of Education with teacher candidates. Veteran classroom teachers and school administrators are educated in the Pathwise model so they are ready to assist new teachers in mastering effective teaching practices and passing the performance assessment. The current classroom teacher evaluation system is undergoing revisions by the Arkansas Department of Education based on the current Pathwise model. School administrators, i.e., principals and department chairs, will begin evaluating their teachers yearly using these revised teaching practices. UCA faculty, field supervisors, and teacher candidates learn the Pathwise domains and criteria as part of the teacher education program. Understanding the purposes of Pathwise, sharing a common language, and using a framework to enhance efficacy empowers everyone to apply research-based teaching practices in the P-12th grade and higher education classrooms.

~~~~~

Dr. Lisa Daniels, Associate Professor, Department of Teaching and Learning; Principal Investigator of Grant/Contract

*Arkansas Research Center:* The College of Education continues to receive grant funding to operate the Arkansas Research Center (ARC) with the mission to foster effective educational data use and to serve as a clearing house for state agency educational data. Neal Gibson, director of ARC, along with other ARC researchers play an active role in the development of protocols to link student data along the P-16 continuum; preserve the confidentiality and integrity of individuals' data; and improve data collection, reporting, and analysis systems to enhance the role of data in state evaluation protocols. Additionally, ARC maintains online data resources to communicate student achievement and growth trends of public schools in Arkansas. Through ARC's QuickLooks (<http://quicklooks.arkansas.gov/ade/>) and Hive (<http://hive.arkansas.gov/>) websites, viewers can instantly see how schools compare to and compare with one another on a local and statewide level including how a school has improved over the years. To date, more than \$2 million has been received by ARC.

~~~~~

Dr. Terry James, Chair, Department of Leadership Studies

Professional Development Support for the EAST Initiative in America's Schools: EAST is an innovative program for elementary and secondary schools that blends advanced technologies with project-based learning and civic learning to help students develop authentic solutions to student identified local community issues. EAST programs enroll more than 10,000 students each year. EAST, Inc. provides initial training for all new facilitators (teachers) hired to direct EAST learning environments as well as offers extensive follow-up professional development for these facilitators. Dr. James works with the EAST staff to develop and deliver training modules, critique delivery of training, and help identify pedagogical trends that inform the training program. EAST classrooms exist in approximately 200 Arkansas P-12 schools as well as in 4 other states. Dr. James has served in these capacities for EAST since EAST expanded from its origins at Greenbrier High School in 1997.

~~~~~

Mrs. Kathy Moore, Director of the Child Study Center; Instructor, Department of Early Childhood/Special Education

*Division of Child Care & Early Childhood Education, Arkansas Department of Human Services, Enhancement Grant:* Matched by UCA Sponsored Program, The UCA Child Study Center has been funded to purchase many new



materials including outdoor equipment to help maintain accreditation with the National Association for the Education of Young Children (NAEYC).

*Division of Child Care & Early Childhood Education, Division of Human Services, Quality Grant:* By earning an outstanding score on the Early Childhood Environmental Rating Scale during an onsite visit earlier in the year, the UCA Child Study Center was awarded funds to purchase new equipment to replace old equipment and new materials and supplies for the Center.

*Arkansas Department of Human Services, Division of Child Care and Early Childhood Education, Professional Development Grant:* For maintaining a 3-star Better Beginnings certificate for the UCA Child Study Center, the Center received funds to purchase supplies and provide professional development for the staff at the center.

~~~~~

Building Strong Business Education Programs in the 21st Century

During the 2010 fall semester, Dr. Cheryl Wiedmaier and Ms. Brenda Linn, two faculty in the UCA, College of Education, Department of Teaching and Learning, hosted a series of seminars designed specifically for business education teachers and teacher candidates called *Building Strong Business Education Programs in the 21st Century*. Nine teacher candidates and practicing teachers attended the seminar traveling across Arkansas from locations as close as Conway to as far away as Newport. The evening began with dinner provided by the Department of Teaching and Learning followed by the first seminar. This seminar focused on setting up a mobile classroom, addressing issues including textbook adoptions, textbook orders, teacher resources, student organization (FBLA) activities, foundation scholarships, and other practical information. This seminar also investigated program completers, site visits, Perkins funding, and other services available through an Educational Cooperative. Various professionals in their fields presented information relevant to their work to an audience that included undergraduate business teacher education candidates, graduate business education teacher candidates enrolled in the Master's of Art in Teaching program, novice business education teachers, and veteran business education teachers. A second seminar will be held on Monday, November 15, when the topics will include preparing for the Praxis III, programs of study, program approval process, technology standards, training requirements, state curriculum frameworks, and end-of-course testing. Dr. Tammy Benson, along with the faculty and staff in the Department of Teaching and Learning, extend their appreciation to the outstanding contributions these two faculty are making as they lead the way for practicing business education teachers and business education teacher candidates.

Child Study Center Instructors Present at State AECA Conference

Five instructors from the UCA College of Education Child Study Center presented two sessions at the 49th annual conference of the Arkansas Early Childhood Association (AECA) held in Hot Springs, AR, October 14-16, 2010. Mrs. Kathy Moore, Director of the COE Child Study Center, presented a session on using technology in the classroom. Previously a second grade teacher, Mrs. Moore showed how she used technology to link her classroom of second graders to a science outpost on Antarctica, corresponding with a fellow Arkansan stationed there conducting science experiments.

During her session, Mrs. Moore showed how the students learned about a land that most of them will never visit or even spend much time studying through the use of technology. Extending their focus on Antarctica, Mrs. Moore developed lessons integrating every aspect of the curriculum, from language and literature to science and social studies, into the classroom explorations, making learning come alive for the students that she shared with the conference session participants.

In another conference session, instructors Mrs. Ruth Rowell, Mrs. Jamie Dallas, Mrs. Brenda Payne, and Mrs. Debbie Storment presented a session featuring science education in the pre-K and K classrooms. The presenters showed how to link the Arkansas Early Childhood Frameworks and the Early Childhood Environmental Rating Scale (Revised) known as the ECERS-R scale to the classroom through the use of a learning center. The ECERS-R scale is an assessment tool used to rate the quality of Early Childhood centers based on seven subscales. An on-site assessor completes the ECERS-R; centers are rated on their scores. Materials for the learning center and simple science experiments were discussed and demonstrated to the conference participants.

Department of Teaching and Learning Faculty Participate in the Annual Arkansas Curriculum Conference

Many faculty from the UCA College of Education Department of Teaching and Learning faculty contributed to the great success of the annual Arkansas Curriculum Conference (ACC) held at the Peabody Hotel and Statehouse

Convention Center in Little Rock on November 3-5, 2010. This year approximately 1,200 classroom teachers from across the state of Arkansas attended this outstanding evening seeking professional development. Additionally, the department was represented by many middle level and secondary teacher candidates from UCA who both attended the conference to enhance their teaching insights and career opportunities and assisted with presentations.

ACC is co-hosted by four state organizations: the Arkansas Council for the Social Studies (ACSS), the Arkansas Council for the Teaching of English and Language Arts (ACTELA), the Arkansas Council of Teachers of Mathematics (ACTM), and the Arkansas Science Teachers Association (ASTA). Additionally, ACC is sponsored by the Arkansas Department of Education, the Arkansas Department of Higher Education, and the University of Arkansas Center for Mathematics and Science Education.

Several faculty from the Department of Teaching and Learning serve in leadership roles. Marilyn Friga serves on the ACSS board. Donna Wake and Jeff Whittingham serve on the ACTELA board. Terri Hebert serves on the ASTA board; this year she also assisted with conference registration. Faculty serving as board members were responsible for organizing several breakfasts, lunches, and dinner receptions.

Faculty from the Department of Teaching and Learning making 23 presentations included (in alphabetical order): Dr. Tammy Benson with middle level intern Valeria Martin – “Jump Start Early Literacy: Strategies that WORK.” an array of research-based strategies to improve literacy in young learners

Dr. Gary Bunn – “Creative Thinking as a Vehicle for Greater Understanding.” a process for connecting concepts to promote creative thinking to increase understanding

Ms. Mara Cawein with teacher Tonia Crow of Cabot School District – “Use National Board Standards to Improve Teaching in Mathematics.” an extension of the national board process

Ms. Marilyn Friga with teacher Linda Shott of Pottsville School District - “The Box:” a conversation about National Board Certification

Ms. Marilyn Friga, Dr. Jeff Whittingham, and Dr. Patsy Ramsey from the UCA Department of History – “We the People: The Citizen and the Constitution.” a nationally acclaimed program on the principles of the U.S. Constitution

Dr. Nancy P. Gallavan with Ms. Marilyn Friga and MAT art teacher candidate Meagan Williams of Cabot School District – “Teaching the Thematic Strands of Social Studies with Dr. Seuss.” a comprehensive alignment of Dr. Seuss books with activities

Ms. Emily Goldstein, business education intern, with Dr. Robert Lamm, from Arkansas State University – “Evaluating Writing.” an analytical evaluation of rubrics with electronic techniques

Ms. Nancy Gregorich, middle level intern, with Ms. Catherine Hayes, ACTELA – “The Journal Gets a Facelift.” an overview of journaling to fulfill many different expectations

Dr. Terri Hebert - “Shake, Rattle, and Roll.” a selection of activities that help students visualize potential damage from earthquakes

Ms. Jessica Herring and Ms. Terri Smedegard, middle level interns – “Teaching Tweets: Using Social Networking to Teach Language Arts,” an exploration of social networking as forms of personal narratives for use with middle level learners

Ms. Jamie Metcalf, middle level intern, with Jan Loyd, teacher from Cabot School District – “Classroom Management, Organization, and Structure.” an opportunity to increase learning through classroom management and readiness

Ms. Minnietta Ready, middle level intern, with Dr. John Hehr, professor at the University of Arkansas – “STARLAB: Weather.” a view of global weather events

Ms. Minnietta Ready, middle level intern, with Ms. Deborah Teems, teacher from Mountain Home School District – “Elementary My Dear Watson!” a series of forensic and inquiry based science labs

Ms. Minnietta Ready, middle level intern, with Ms. Judi Colloredo, Invent Now Kids – “Creative Coasters.” an adventure in building roller coasters

Dr. Wendy Rickman and Dr. Stephanie Huffman from the UCA Department of Leadership Studies – “Lifetime, School, & Reluctant Reader Populations.” a summary of traits of readers and nonreaders within student populations

Ms. Haley Tharp, middle level intern, with Ms. Novella Humphreys, Northcentral ESC – “Igniting the Fires for Reading History.” a collection of strategies to motivate students to ask burning questions related to history

Dr. Donna Wake with professor Dr. Sean Connors from the University of Arkansas – “Rethinking Reading: Graphic Narrative in the Classroom,” a presentation supporting graphic novels as an expansive definition of reading

Dr. Donna Wake with professor Dr. Peter Smagorinsky from the University of Georgia – “A Structured Process-Approach to Teaching Writing.” a hands-on experience with extension activities

Dr. Donna Wake with middle level intern Mindi French - “Digital Storytelling: Writing for the Net Generation.” a review of digital storytelling products created by students ranging from kindergarteners through graduate programs

Dr. Jeff Whittingham with Dr. Rob Christensen along with Dr. Stephanie Huffman and Dr. Wendy Huffman from the UCA Department of Leadership Studies – “Using Audio Books in the Middle School Library:” a report of findings relating the impact of using audio books on attitudes toward reading and fluency

Dr. Jeff Whittingham with author Dr. Patricia McCormick – “The Writer’s Life: Helping Students Find the Writer Within:” a featured luncheon presentation with a National Book Award winning finalist guiding teachers to inspire their students’ writing

Dr. Jeff Whittingham with middle level interns Valerie Martin, Jamie Metcalf, Terri Smedegard, Michelle Stell, Haley Tharp, and Angela Wittke – “Twenty Ten: The Best Twenty Books of 2010:” an examination of juvenile fiction and young adult books published in 2010

Angela Wittke, middle level intern, with Ms. Erica Sockwell, teacher from Jonesboro School District – “What Classroom Am I In? Writing Across the Curriculum:” a view of writing in all subject areas

In addition to their presentations, faculty from the Department of Teaching and Learning recruited for the College of Education in the Exhibit Hall promoting their graduate programs. An assortment of fliers were distributed, especially information about the Advanced Studies in Teacher Leadership Program, the Special Education master’s degree program, and the School Counseling Program. Other faculty who contributed their time to the COE Recruiting Exhibit included Dr. Kathleen Atkins, Chair of the Department of Early Childhood/Special Education, and Mr. Ken Vaughn, Director of the Office of Candidate Services.

Faculty from the Department of Teaching and Learning were excited to provide professional development for Arkansas teachers at the 2010 ACC and look forward to participating again next year.

New Books in the New Year

Nancy P. Gallavan, Ph.D., professor in the College of Education, Department of Teaching and Learning, Master of Arts in Teaching (MAT) Program, has published two new books. *Navigating Cultural Competence, Grades K-5* (2011), and *Navigating Cultural Competence, Grades 6-12* (2011), are published by Corwin Press. Each text presents the Gallavan Cultural Competence Compass, an eight-point model for guiding and supporting educators at all ages and stages with their efficacy and professionalism. One text focuses on the context and activities for grades K-5; the other text is tailored to classroom and learners in grades 6-12.

Geneva Gay, Ph.D., professor of education at the University of Washington, reviewed the book stating, “This well crafted, highly informative, and easy-to-read book is a must for teachers who are trying to find constructive and non-threatening ways to engage with ethnic, racial, and cultural diversity. The author’s approach to the topic is encouraging and enlightening.”

During the last four years, Nancy has authored four additional books with Corwin Press: *Secrets to Success for Beginning Elementary School Teachers* (2007) and *Secrets to Success for Social Studies Teachers* (2008), each of which was co-written with Ellen Kottler, and *Developing Performance-Based Assessments in Grades K-5*, *Developing Performance-Based Assessments in Grades 6-12* (2009), as noted on her author page:

<http://www.corwin.com/authorDetails.nav?contribId=532564>. For more information about her books and publications or to ask her to speak about her research and writing, please contact Dr. Nancy P. Gallavan at ngallavan@uca.edu.

College of Education Research Summaries

Department of Teaching and Learning

Tammy Benson, Association Professor, and **Patty Phelps**, Professor.

Research: 2011 conference presentation titled, *Exemplary Classroom Teachers’ Passion for Teaching*, at the Association of Teacher Educators (ATE) Annual Meeting in Orlando, FL.

Gary Bunn, Assistant Professor, and **Terri Hebert**, Assistant Professor.

Research: 2011 conference presentation titled, *Teacher Effectiveness and Decision Making Impacted by the Limitations of Individual Reflections and Enhanced with Collaborative Casual Conversations*, at the Association of Teacher Educators (ATE) Annual Meeting in Orlando, FL.

Lisa Daniels, Associate Professor.

Research: PI on a grant from ADE that established the Arkansas Research Center (ARC) in 2009. To date, UCA has received \$2,106,567 to implement the grant. ARC’s mission is to foster effective educational data use and to serve as a clearing house for state agency educational data needed to benefit Arkansas schools. The data offer endless

opportunities for research including evaluation of effectiveness of various policies affecting schools. Currently ARC plans to expand by building connections with the Arkansas Health Department, Human Services, Workforce Services, and Higher Education, providing a hub of information under one roof to better benefit the state.

Lisa Daniels, Associate Professor; **Tammy Benson**, Associate Professor; and **Gary Bunn**, Assistant Professor. Research: 2011 conference presentations titled, *The Role of Teacher Preparation Programs in Developing Positive Dispositional Traits in Teacher Candidates*, *How Dispositional Traits Manifest*, and *the Impact of Dispositions on Teacher Candidates' Effectiveness*, at the Association of Teacher Education Annual Meeting in Orlando, FL, and the American Association of Colleges of Teacher Education (AACTE) Annual Meeting in San Diego, CA.

Nancy P. Gallavan, Professor.

Research: Navigating Cultural Competence. Two books published with Corwin Press, 2011, <http://www.corwin.com/authorDetails.nav?contribId=532564>, and two related 2011 conference presentations at the Association of Teacher Educators (ATE) Annual Meeting in Orlando, FL.

Editor of the Arkansas Association of Teacher Educators (ArATE) Electronic Journal
<http://candidate.coe.uca.edu/arate/>;

Editor of *Annual Editions: Multicultural Education*, McGraw-Hill
<http://www.mhprofessional.com/product.php?isbn=0073397806>;

Editor of *Aligning Performance-based Assessments in Social Studies Classrooms*, National Council for the Social Studies (NCSS);

Co-Editor with Cheryl Craig of the Association of Teacher Education (ATE) Yearbook XX: *Valuing Diversity that is Natural, Authentic, and Holistic: Cultural Competence in P-12 Classrooms, Schools, and Higher Education*.

Terri Hebert, Assistant Professor.

Research: 2011 conference presentation titled, *The strategic use of visual Imagery as assessment of higher order thinking connecting sight and insight*, at the Seventh International Congress of Qualitative Inquiry (QI2011), The University of Illinois, Champagne-Urbana, IL.

Jeff Whittingham, Associate Professor; **Stephanie Huffman**, Associate Professor in the Department of Leadership Studies, and **Rob Christensen**, Assistant Professor.

Research: 2010 conference presentation titled, *Using audio books in the middle school library*, at the Arkansas Curriculum Conference, Little Rock, AR.

Stephanie Huffman, Associate Professor in the Department of Leadership Studies; **Jeff Whittingham**, Associate Professor; **Rob Christensen**, Assistant Professor; and **Tracy McAllister**, Department of Leadership Studies Adjunct Professor and Conway Public School District Librarian.

Research: September, 2010, presentation titled, *Audio books in the middle school library: The impact on reading skills*, at the Arkansas Library Association meeting.

Department of Early Childhood/Special Education

Mark Cooper, Professor; **Patty Kohler-Evans**, Associate Professor; **Renee Calhoon**, Director of Administrator and Teacher Development.

Research: Professional Development of Promising Practices for Successful Implementation of School Interventions. Development of strategies designed to implement the Arkansas Adolescent Literacy Intervention (AALI) with \$2M awarded to UCA's Mashburn Center for Learning team from the Arkansas Department of Education (ADE). AALI is designed to help public school teachers maximize academic success among struggling adolescent learners. The Strategic Instruction Model developed by the Center for Research on Learning at Kansas University is the primary intervention and consists of Learning Strategies and Content Enhancement Routines. Data have focused on professional development activities; student, teacher and administrator surveys; student achievement data; and data that represent teacher/student mastery of the intervention methodologies. The Mashburn team investigates practices that impact the level of implementation of the AALI and consequently designed a Professional Development Implementation Protocol unique to professional development. The protocol is being used as a promising practice to support professional development at school, district, and state-wide levels. Dr. Kim Dielmann, Department of Psychology at UCA, serves as the external evaluator for the AALI.

Shoudong Feng, Associate Professor.

Research: 2011 book, *Strategy use in unequal encounters: Chinese ESL learners' strategies*. Germany: Verlag Dr. Müller Aktiengesellschaft & Co. Based on large amount of speech data collected in academic settings, the pragmatic communication theory is applied to identify the strategies adult Chinese English Language Learners use when they communicate with a partner of unequal status with emphasis on the influence of culture on communication strategies.

Janet Filer, Associate Professor.

Research: Clinical Director for the Developmental Outreach Clinic at UCA with UAMS/LEND (Leadership Education in Neurodevelopmental and Other Related Disabilities). The overall purpose of the LEND program is to improve the lives of people with neurodevelopmental and other related disabilities through pre-service and in-service training of professionals and families. This clinic serves children and their families, aged six months to five years, who have various types of developmental delays including learning disorders, cerebral palsy, autism, and mental retardation. The clinic provides evaluation and follow-up of children in families who have limited access to specialized services.

Janet Filer, Associate Professor; **Candice Barnes**, Assistant Professor; and **Mark Cooper**, Professor

Research: 2011 book chapter titled "The role of faculty in disposition development of teacher candidates: A neglected voice in teacher preparation" in *Pathways to Transformation: Learning in Relationship* edited by C. Boden and S. Kippers, Charlotte, NC: Information Age Publishing.

Department of Leadership Studies

Shelly Albritton, Associate Professor.

Research: 2010 book chapter titled, "Leading a change initiative: Efforts to improve faculty perceptions of online courses" in *Cases on building quality distance delivery programs: Strategies and experience*, edited by S. Huffman, S. Albitton, W. Rickman, and B. Wilmes, Hershey, PA: IGI Global.

Stephanie Huffman, Associate Professor.

Research: 2010 journal article titled, The missing link: The lack of citations and copyright notices in multimedia presentations, *Tech Trends*, 54(3), 38-44.

Stephanie Huffman, Associate Professor; **Shelly Albritton**, Associate Professor; **Wendy Rickman**, Assistant Professor, and **Barbara Wilmes**, Associate Professor in the Department of Early Childhood/Special Education. Research: Co-editors of the 2011 book titled, *Cases on building quality distance delivery programs: Strategies and experience*, Hershey, PA: IGI Global.

Stephanie Huffman, Associate Professor; and **Wendy Rickman**, Assistant Professor.

Research: 2010 invited journal article titled, Highly successful school library media specialists. *AAIM Journal: Arkansas Association of Instructional Media*, 23(2), 17-19.

Wendy Rickman, Assistant Professor in the Library Media and Information Technologies Program and the Instructional Technologies Program.

Research: Winter, 2010, journal article titled, A Study of Self-censorship by School Librarians, *School Library Media Research Journal Research Journal*, 13, a refereed online research journal of the American Association of School Librarians:

<http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/slmrb/slmrcontents/volume13/contents.cfm>

Angela Webster-Smith, Assistant Professor.

Research: September 2010 journal article titled, Connect, Respect, and Reflect: A Teacher Case Study of Resolve *ArATE Electronic Journal*, 1(1), a refereed online research journal of the Arkansas Association of Teacher Educators: <http://candidate.coe.uca.edu/arate/journal.htm>;

2010 journal article titled, Hope-Based Schooling that Advances Democracy: The Mission of 21st Century Leaders, *Learning for Democracy Journal*, 3;

Topic Editor for the areas of Site and District-based Leadership of the *International Journal of Educational Leadership Preparation*:

Website titled *Reflective Living*, designed to help each visitor tap into their authenticity to live their best life: <http://reflectivelivingwithdrangela.com>

Angela Webster-Smith, Assistant Professor; **Shelly Albritton**, Associate Professor, and **Patricia Kohler-Evans**, Associate Professor in the Department of Early Childhood/Special Education.

Research: 2011 book chapter titled “Meaningful conversations: Coaching to transform the heart, head, and hands of learning” in *Pathways to Transformation: Learning in Relationship* edited by C. Boden and S. Kippers, Charlotte, NC: Information Age Publishing.

Diana Pounder, C of Ed Dean, Recent Publications:

Pounder, D.G. (2011). Leader preparation: Implications for policy, practice, and research. *Educational Administration Quarterly* Special Issue on Leader Preparation, 47(1), 258-267.

Orr, M.T. & Pounder, D.G. (2011). Teaching and Preparing School Leaders. A chapter in S. Conley and B. Cooper (Eds), *Finding, Preparing, and Supporting School Leaders: Critical Issues, Useful Solutions*. Lanham, MD: Rowman & Littlefield.

Pounder, D.G. (2010). Choosing a dissertation supervisory committee and a dissertation topic. A chapter in R.L. Calabrese and P. Smith (Eds), *The Doctoral Student's Advisor & Mentor: Sage Advice for Doctoral Students*. Lanham, MD: Rowman & Littlefield.

Mary H. Mosley Retirement: Pleased, Excited, Proud

Department of Early Childhood, Special Education

When I came to UCA 20 years ago, I was pleased, excited, and proud. I was pleased to be hired as Director of the UCA Reading Success Center and to be teaching graduate students pursuing their master's degrees in Reading/Literacy. I was excited at the potential for expanding the services of the UCA Reading Center as a one summer semester annual experience to a year-round program serving students and their families in central Arkansas. I was proud to become associated with the University of Central Arkansas and to teach with a faculty whom I had long admired.

Before coming to UCA I was employed as Director of Reading for the Little Rock School District (LRSD). I left LRSD to serve as Associate Superintendent and Curriculum Director for Vilonia School District, but two years later the Little Rock Schools asked me to return as Director of Reading and Director of the district's Instructional Resource Center. I have been fortunate throughout my career to teach and work in positions I have truly enjoyed; each job I have had was, at the time, my “favorite” job. I taught English at the high school and university levels as well as reading and literacy at the middle and elementary school levels. I also directed the reading center at the University of North Texas University before coming to Arkansas.

My scholarship and research at UCA have focused on the Reading Center. I have studied and improved the center's research-based lesson plan that reflects current best practices. Through ongoing examination of the effects of reading methods used at the center, I have been able to share with the profession, through publications and presentations, my findings and results to improve reading instruction for struggling readers. During the past 20 years I have obtained grants on my own and with colleagues to improve studies and services at the center. Currently I have devised a bilingual lesson plan format that we are using to better serve English Language Learners (ELLs), their parents, and the other students at the center. My graduate students and I are researching the results of this bilingual lesson for our ELLs, their parents, and the other students who receive instruction with the ELL students. We have English speaking children learning vocabulary and phrases in the language of the ELL students, who get to act as the “teachers” of their original language for the other children. One parent told me that her child has been so excited about learning Spanish that she has involved the whole family in learning Spanish words and phrases and facts about the Hispanic culture and people.

My teaching also has been influenced by the UCA Reading Center, but in addition to preparing future reading specialists, I also am heavily involved with studying and increasing successful Literacy Coaching to the curriculum of the UCA reading program. Annually, I present research and practices at the International Reading Association (IRA) conference, and I gain many keen insights each year from the sessions I attend, as well as the sessions I present.

Additionally I have involved two or three of my UCA graduate students each year for the past 10 years in presenting some of their research findings at the annual state reading conference of the Arkansas Reading Association. I helped establish the Arkansas Literacy Teacher Educators as a special interest group of the ARA, and we include student presenters each year at our conference session. I have been fortunate to receive primarily positive responses to student evaluations of my teaching, both formal and informal, but I am continually looking for ways to become a better and more effective teacher. I believe teaching is the most rewarding endeavor, at least for me, and I am still learning how to be a successful teacher with students whose knowledge, teaching, and dispositions reveal successful learning.

Through my teaching at UCA and involvement in professional associations and activities, I am also fortunate to engage in service activities. I serve on the Board of Directors for the Literacy Action for Central Arkansas Council and on the Faulkner County Literacy Council (FCLC) Board of Directors. I have led the tutor training for FCLC for the past two years. Plus, I present at schools and agencies throughout the area, serving as professional development provider and consultant on curriculum development, instructional practices, and storytelling. I serve as an officer of the local, state and national reading associations, having served as president, membership director and journal editor of the state association and as Editorial Board for the IRA journal, *The Reading Teacher*, and also on the editorial board of the national journal of the Professors of Reading Teacher Educators. At UCA, I have enjoyed 12 years on the Faculty Senate and now 6 years on the UCA Faculty Handbook Committee, as well as service on other university, college and department committees and projects.

As I complete my final semester of teaching at UCA, I am reminded of what one of my colleagues in the national reading organization told me at the IRA meeting last May. He said, "Mary, you are retiring from your university, but you are not retiring from the profession. We expect to see you here next year at IRA." He was right; I am not retiring from the profession. I will remain active in helping children and adults with their literacy learning. I will continue activities of scholarship, teaching, and service.

I was pleased, excited and proud when I came to UCA. Now I am pleased that I had the opportunity to serve and learn here at UCA. I am excited to see what the next phase of my life will bring me. I am proud to have been a part of the faculty and all that is accomplished every day by great professionals at the University of Central Arkansas. I will celebrate the continued successes of this great university as sincerely as I do those of my own family. Thank you, UCA, for the wonderful years I have enjoyed here. I appreciate you as my colleagues and as my friends.

Charlotte Cone Retirement: Begin with the End in Mind **Department of Leadership Studies**

In his book, *The 7 Habits of Highly Effective People*, Stephen Covey advocates in Habit #2 that people should: "Begin with the End in Mind." I think the only time that I ever started anything with "the end in mind" was the pursuit of my Ed.D. degree from the University of Memphis. As a first generation college student, I made my decision more like the line from the Robert Frost poem that resonates with the words: "two roads diverged in a yellow woods" and I took the path that led me into the world of postsecondary education. Looking back 34 years later, I can say "it has made all the difference."

I wish I could tell you that, when I finished my bachelor's degree with a major in English in 1970 and a master's degree in 1977 from UCA, I knew I was going to work for the next 20 years in two-year colleges in Arkansas and the last 14 years by returning to my hometown and the University of Central Arkansas. I have enjoyed my journey in higher education. I loved working with two-year college students, watching them grow and develop academically.

When I returned in UCA in 1997, I was able to continue working with at-risk students through University College and to teach new professionals pursuing their master's degrees in the College Student Personnel Services and Administration program. Along the way, I enjoyed serving as Activity Director for the Title III Grant and for a short period of time as Assistant Provost and Director of Sponsored Programs.

When Dr. Terry James, Chair of the Department of Leadership Studies, looked at this article, he reflected, "Maybe we don't really need to start with the end but should learn to enjoy the travel because when we finish the trip, it's the experiences, relationships and successes we've helped others achieve that we carry with us." I think he is correct. I

know I leave with many great memories and feeling blessed to have worked with some wonderful professionals, faculty and students.