COLLEGE OF EDUCATION
ANNUAL REPORT 2011-12

Submitted by Dean Diana Pounder and Assistant Dean Debbie Barnes
June 2012

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

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College of Education Annual Report 2011-12

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, 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)
Teaching and Learning (T&L)
Leadership Studies (LS)
Support Units
Office of Candidate Services and Field Experiences (OCSFE)
Technology Learning Center (TLC)

2. **Status/achievement of 2011-12 goals** (as aligned with UCA Strategic Plan Goals)

The College of Education has spent much of its internal administrative efforts since Fall 2009 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 made 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. This initiative further enhances transparency of College of Education accountability.
  - 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 also developed a more efficient system for sharing classroom space, minimizing the reliance on other units to borrow classroom space.

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 September 2011, the on-site NCATE Unit Review was held. UCA's Professional Education Unit received very favorable ratings and improved its Unit rating profile over that of the previous Unit Review held seven years prior. Unit Review documentation is available on-line.

- **College Goals and Achievement: Promote Excellence in Scholarly Achievement**
  - The College continues to bring in externally funded grants and contracts. Most recently, the College was awarded a $2.3 million federal Transition to Teaching

grant to prepare persons with math or science-related degrees for teaching in 7-12 high need schools. The College continues to participate in the federally funded Arkansas Research Center which manages and conducts research from the Arkansas Department of Education k-12 school database. Similarly, the Mashburn Center receives federal flow-through monies from the Arkansas Department of Education.

- Faculty are often recognized locally, regionally, or nationally for their research, teaching, or service contributions (see News Articles in Appendix B).

- **College Goal and Achievement: Promote Teaching & Learning Excellence in College Programs (All College personnel)**
  - The College had anticipated engaging in significant undergraduate program revision to align the teacher education curriculum with
    - New INTASC Model Core Teaching Standards
    - Common Core Standards
    - NCATE Developmental/Learning Sciences Emphasis
    - NCATE Clinical Experiences Priorities
    - Technology enhancement
    - Assessment enhancement

    However, these efforts were derailed by ACT 747 and changing state licensure categories and regulations. As a result, only 7-12/k-12 secondary education program changes were decided. This process required the coordination of all teacher education content disciplines on campus, as well as the College of Education undergraduate program personnel. After approximately 3-5 months of discussions and problem-solving, the Professional Education Core was reduced in credit hours, allowing all secondary program areas to reach or be very near the 120 credit hour limit. These credit hour reductions and related curricular revisions are being adopted by most of the content areas. All curricular changes will be processed in Fall 2012 with implementation effective Fall 2013. The remaining undergraduate program revisions will be completed during AY 2012-13 with the expectation of new program implementation in Fall 2013.
  - The College consistently promotes the preparation of educators to enhance the teaching and learning experience for the most challenged student learners. The College is collaborating with the Arkansas Research Center to more effectively verify the relationship between teacher candidates' preparation experiences and resultant k-12 student learning.
  - Graduate program admission requirements may be modified to decrease barriers to enrollment while attracting academically strong graduate students to the College of Education. Discussions with graduate program coordinators occurred in Spring 2012 and a proposal for admission change will be presented in Fall 2012.
  - The College is in the process of developing a more reliable graduate student database to monitor graduate student enrollment, retention, and time to program completion.

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 2011-12 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 continues to expand its use of on-line instruction in its graduate programs to attract and serve working professionals who enroll in graduate programs. However, greater expansion, including asynchronous teaching, 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.
- C of Ed departments revised some programs or program requirements to gain efficiencies for students interested in state credentialing and/or degree programs (e.g. several Leadership Studies Department credentialing &/or degree programs, ASTL specialty area offerings). Further, several endorsement only programs were approved as university certificate programs so that these endorsement only students would not be identified as degree non-completers in accountability indices.

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

- **College Goal and Achievement: Expand Smart Boards and other instructional technology tools in Mashburn classrooms**
  - The College purchased SmartBoards for all of its 8 classrooms.
  - The College invested in upgraded instructional technology equipment for its Technology Learning Center and for faculty.
  - The College purchased 3 hallway monitors to display and promote C of Ed activities and events.
  - The College/TLC conducted several training workshops for faculty and staff to improve their use of instructional technology or other technology tools to enhance their job performance.
  - The College and its included departments have sent faculty to several technology-oriented workshops to improve their technology skills for teaching and learning.
- **College Goal and Achievement: Increase availability of conference room and faculty office space for the Department of Leadership Studies (Dean / Department Chairs)**
  - The Department of Leadership Studies is in need of a conference room and faculty office space but has been unsuccessful in negotiating space from the Psychology Department.

UCA Strategic Goal #5: *Increase Engagement with External Partners*

- **College Goal and Achievement: Market and/or Expand 2011-12 Professional Development Offerings**
    - The Field Experience Office has begun revising its Internship I placement opportunities to include some private or charter schools, and most importantly, is reframing the Internship I experience to be more 'hands on' with a focus on student learning improvement rather than simple observation of classroom teaching.
    - The College delivered a 10-day professional development workshop to Chinese educators who were visiting Arkansas in November 2011. In addition to presentations by UCA College of Education faculty, the Chinese educators visited local Arkansas schools to observe k-12 educational practices.
    - 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 has regularly marketed its graduate programs, with the help of the Academic Outreach office and faculty recruitment efforts.
- **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 for the Teacher Job Fair.
    - 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. Their efforts include forming the Lighthouse Beacons group to support students.
    - The Diversity Committee also monitors curricular attention to preparing educators to work effectively with diverse k-12 student populations.
    - The Field Experience Office is working with the Writing Center to provide support for students who struggle to pass the PRAXIS I Writing test, a requirement for admission into the teacher education program. A disproportionate number of students of color fail to be admitted to teacher education due to low PRAXIS I scores.

3.   2012-13 Goals

C of Ed Strategic Plan for 2012-13

Goal 1: Conduct Program & Curricular Revision to: (a) meet 120 credit hour requirement of ACT 747; (b) to align with new INTASC Standards; (c) to incorporate k-12 Common Core curricular standards; and (4) to enhance assessment and technology program elements. The ultimate goal is to assure that UCA teacher candidates are extremely well-prepared to meet today's k-12 classroom needs and enhance k-12 student learning for all.

Related UCA Strategic Planning Goal/Initiative: *Continue to foster a culture of academic excellence.*

Action Plans:
1. ECSE Department will
    a. Transition from P-4 degree & licensure program to K-6 degree & licensure program.
    b. Develop an undergraduate K-12 special education degree & licensure program.
    c. Develop a Birth-K endorsement program.
    d. Revamp the graduate special education masters degree & endorsement.
    e. Revise the graduate reading program.
    f. Complete final planning and implementation of the UACCM partnership in Early Childhood/Elementary Education.
2. T&L Department will
    a. Seek approval for curricular changes associated with the secondary education professional education core, including approval of a secondary education minor for content disciplines in teacher education.

b. Engage in middle level and graduate program curricular revision process to meet regulatory requirements but also to establish highly innovative and engaging teacher preparation and development programs. Goals include increasing the number of UCA alums who become National Board Certified teachers, using distance education technologies to more effectively and efficiently supervise student interns, and increasing graduate enrollments by using asynchronous distance delivery or other delivery methods that appeal to working teachers.

Expected Results & Measures:
1. ECSE undergraduate program revisions will be decided by the completion of Fall semester 2012, with bureaucratic approval process occurring in Spring semester 2012. Implementation is scheduled to begin Fall 2013.
2. ECSE – UACCM partnership plans will be completed in Fall 2012 with program implementation beginning January 2013, contingent upon adequate program enrollment.
3. ECSE graduate program revisions may be completed during 2012-13 but could extend into 2013-14.
4. T&L secondary education minor and associated curricular changes will be processed in Fall 2012 and implemented Fall 2013.
5. T&L middle level curricular changes will be decided Fall 2012, changes processed Spring 2013, with implementation scheduled for Fall 2013.
6. T&L graduate program changes may extend into AY 2013-14.

Actual Results:

Status:

Goal 2: Continue efforts to attract undergraduate students of color to education profession by building and sustaining academic supports such as Lighthouse Beacons program and PRAXIS I test preparation supports.

Related UCA Strategic Planning Goal/Initiative: *Promote diversity in all areas.*

Action Plans:
1. Continue to expand Lighthouse Beacon activities to attract and support students of color.
2. Establish & implement clear and definitive PRAXIS I Writing support & monitoring processes for undergraduate students interested in education profession.

Expected Results & Measures:

1.   Increased percentage of racially diverse students in educator preparation programs.

Actual Results:

Status:

Goal 3: Enhance graduate student enrollment and retention.

Related UCA Strategic Planning Goal/Initiative: Continue to foster a culture of academic excellence. Provide a student-focused environment for all students. Focus on integrity at all levels of action.

Action Plans:

1. Implement instructional delivery schedules and modalities that promise to enhance student enrollment, especially at the graduate program level.
2. Address concerns about current graduate admission standards and practices by proposing an alternative to current use of GRE scores. Submit C of Ed graduate admission proposed policy change to Graduate Program Coordinators and C of Ed Department faculty for consideration (see Pounder draft proposal – June 2012). Final policy version will be submitted to Graduate Council for consideration.
3. Leadership Studies Department will launch multi-prong approach to marketing their programs. (See Leadership Studies Department strategic plans.)
4. Conduct SWOT analysis of College of Education graduate programs with faculty, administrators, and outside constituents to identify our perceived strengths, weaknesses, opportunities and threats …. with the objective of more effectively promoting the College graduate programs and/or making appropriate improvements.
5. Establish and monitor a graduate student database that can more effectively track student enrollment and program completion.

Expected Results & Measures:

1. Greater integrity and authenticity to C of Education graduate admissions.
2. Enhanced student quality and/or student enrollment.
3. Accurate reporting of graduate student time to degree and completion rate by program area.

Actual Results:

Status:

Goal 4: Adjust College assessment plans to fit program revisions, including deeper and more authentic use of assessment for program and instructional improvement. Also, enhance assessment of candidate dispositions to assure candidate quality and fitness to teach.
Related UCA Strategic Planning Goal/Initiative: *Continue to foster a culture of academic excellence.*

Action Plans:
1. Revise and monitor assessment plans for all programs, including assessment of candidate dispositions.
2. Establish annual assessment review dates for all programs in which program faculty collectively make sense of candidate assessment results and articulate instructional and/or program revisions to meet areas of candidate weakness. Program coordinators are responsible for arranging and documenting the results of these annual meetings.

Expected Results & Measures:
Candidate assessment will be utilized more fully to develop a culture of assessment with high utility for students, faculty, and programs. Evidence will include documented assessment review meetings and collaborative decision-making about resultant program or instructional changes.

Actual Results:

Status:

Goal 5: Continue to promote and market the College of Education and its programs.
Related UCA Strategic Planning Goal/Initiative: *Increase engagement with external partners.*

Action Plans:
1. Develop and implement routine system for maintaining announcements on the C of Ed hallway electronic monitoring system. TLC will draft guidelines and be responsible for implementation.
2. Continue to systematically develop and distribute news stories on College of Education achievements and events – to be shared with Bear Ledger, Alumni office, and others. Annual news publications will be distributed through the Alumni Association office.

Expected Results & Measures:
1. Continued public visibility and prominence of UCA's College of Education.

Actual Results:

Status:

Goal 6: The Dean will work with the Office of Advancement to solicit donor support for the College of Education.
Related UCA Strategic Planning Goal/Initiative: *Increase engagement with external partners.*

Action Plans:
1. Engage in donor qualifying process.
2. Identify and prepare College of Education needs that may encourage donor support.
3. Meet with potential donors as arranged by the Advancement Office.

Expected Results & Measures:
1. Enhanced donor support for UCA's College of Education.

Actual Results:

Status:

4. **Five-year DRAFT goals – as aligned with UCA Strategic Plan Goals**
   The list below represents goals and activities that the College of Education faculty identified when participating in a Spring 2010 college meeting as part of UCA's Strategic Planning process.

UCA Strategic Goal #1: 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
- BROADER INTEGRITY EFFORTS
  - 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

- o Increase professional development offerings to extend connections to K-12 schools
- o Maintain and go beyond compliance accreditation with NCATE, HLC, etc.; develop stronger assessment measures and practices that support program objectives.
- o 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.
- o Work with UCA's other colleges to promote excellence in secondary education teacher preparation.
- ADMINISTRATIVE AND INSTITUTIONAL SUPPORTS
    - o 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
    - o Work with University support offices to recruit high-achieving and diverse students and faculty (recruit the highest quality candidates to maintain culture of excellence)
    - o 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)
    - o 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
    - o Assist students with metacognition: how can we increasingly help students to help themselves become active learners and critical thinkers
    - o Establish high-impact activities designed to increase engagement among at-risk students for higher retention
    - o Have more of an advisor mentality even when students are not our advisees (e.g. secondary education students)
    - o Give students a greater voice in how they feel about the services, the education they're receiving, etc.
    - o 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
    - o Improve technological support for online courses and services for on-line students
    - o Lower fee structures (especially for online students and graduate students, who rarely or never use facilities/services for which fees are charged)
    - o 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

- o Act on *SIGHTLINES* consulting firm's analysis and recommendations for improvement of classroom space
- o Build new ED building or improve ED classrooms (Mashburn technologically behind the schools that the COE is sending their students into)
- o Provide Smartboards in every room
- o Strengthen physical plant(e.g. bandwidth) and human resources (e.g. faculty professional development) infrastructure to support better classroom technological capacity and usage
- o Provide professional development to be able to use technologically advanced classrooms and equipment
- o Examine technology needs for e-books
- ADMINISTRATIVE CONSIDERATIONS
  - o 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)
  - o Find or develop more useful technology for student advising
  - o Reconsider PC computer orientation and open up to other platforms (offer Macs, access to Linux)
  - o Dedicate budget line for continuous improvement of technology

UCA Strategic Goal #5: Increase Engagement with External Partners
- ENGAGEMENT WITH K-12 SCHOOL PARTNERS
  - o Coordinate professional development for K-12 educators across campus—AOEP, Math/Science Center, COE, NWP
  - o Maintain close instructional alignment with the K-12 curriculum and other relevant external education constituencies
  - o Create stronger partnerships with K-12 schools to improve quality and authenticity of field experiences
  - o Use external program advisory committees to help us improve programs (e.g. teachers, principals, superintendents)
  - o Strengthen engagement with K-12 schools through field experiences, scholarly publications, consulting, professional development, etc
  - o 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
  - o Strengthen relationship between COE and alums/retired educators—to provide participation in and support for C of Ed mission, goals, and activities
  - o Strengthen relationship with 'feeder' community colleges to promote enrollment of transfer students
  - o Increase engagement with businesses for grants (where relevant), internships, professional development and other kinds of training needs – e.g. AETN, HP, and other partners
  - o 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.
  - o 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**
   - **Faculty Salaries:** College of Education faculty salaries are not competitive with masters comprehensive institutions in the southeast region of the U.S., as reported by the Southern Regional Education Board. Further, there is considerable salary inequity. Much of this salary inequity could be addressed if Deans had the authority to use salary savings from resigning or retiring faculty to redistribute these monies equitably. However, to date, any salary savings are always captured by the Provost's Office for redistribution.
   - **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:** The College of Education is cautiously optimistic that the Office of Institutional Research will be strengthened and that appropriate data management tools will be purchased so that reporting and accountability efforts are more efficient. However, in recent history UCA has not had 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 requisite national reports each year. Many administrative processes that could be handled electronically are still processed in hardcopy, thus requiring more processing turn-around time.

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

From Fall 2009 through Spring 2011, the College of Education spent much of its internal administrative efforts 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.

From Fall 2011 through Spring 2013, much of the College's efforts are aimed toward program revision to modify programs in accordance with changing professional standards, state licensure regulations, and other external regulatory requirements. Further, programs have and are being revised to enhance 'client appeal' in an effort to better serve the needs of practicing educators who require advanced professional development.

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 2011--2012

Submitted by Kathleen Atkins, Department Chair
June 2012

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

2011-2012 DEPARTMENT GOALS
Status of Goals
Expect 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 finalized and received approval to begin a partnership with University of Arkansas Community College at Morrilton (UACCM) in the fall of 2012. This partnership is designed to recruit and retain AAT students as undergraduate students in the UCA P-4 program by offering 36 hours of UCA courses on the UACCM campus. 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 in spring of 2012. In terms of retention, data continued to indicate undergraduate P-4 retention rates are higher for those students admitted into the teacher education program as compared to preadmission retention rates. While the undergraduate P-4 enrollment was higher than in 2010-2011, several initiatives continued in an effort to address challenges of retaining students. 2011-2012 efforts included department participation in seminars for students on academic probation, training additional ECSE faculty to advise transfer students, implementing new schedule for advanced registration advising, updating 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 department to conduct faculty search for Early Childhood tenure track position and Child Study Center full-time teacher position. The search which began in spring 2012 to fill the Early Childhood tenure track position was successful. Leeann Howard will begin in August 2012 as clinical instructor and will transition into the tenure track position upon the completion of her doctorate degree in June 2013. The search for the Child Study Center teaching position is currently underway and we anticipate completion by June 30, 2012.
This goal should be completed by June 30, 2012.
(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 ARCEC conference as workers, presenters, and participants. Dr. Kohler-Evans served as a chaperone to the UCA SCEC chapter to attend the National CEC Conference in Denver Colorado in April, 2012. 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. Dr. Kohler-Evans and SPE graduate student, Deanna Rice, were successful in publishing an article in Education Journal. **This will remain an on-going goal of the department.**
(UCA Strategic Plan #2)

Expect department to address specific technological advancement needs of individuals in the department as it relates to professional development, equipment and software for integrating technology into instruction. The department technology committee continued to conduct needs-assessment of faculty as it relates to the integration of technology into instruction. As of June 1, 2012, all full-time ECSE faculty have IPads purchased by the department to support technology integration. Additionally, faculty computers and monitors were purchased by the department to ensure all computers are less than three years old and monitors are a minimum of 22". With the assistance of the COE Dean, all classrooms were updated in
2011-2012 to include smart boards and new projectors where needed in an effort to ensure our students have access to acquiring the technological knowledge and skills needed as highly qualified teachers. Applications including books, educational games, and other instructional software was purchased to be used in Junior Block and Internship I instruction. In addition to IDC training in the use of smartboard and Ipads accessed by selected ECSE faculty, all faculty attended a departmental professional development workshop on smartboards and Ipads in May 2012 conducted by outside consultants hired by the department.   **This will remain an on-going goal of the department.**
(UCA Strategic Plan #4)

Expect 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 2012-2013 year.**
(UCA Strategic Plan #1, #2)

Expect 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. Approximately $27,000 was expended during 2011-2012 for this purpose. Additionally, six faculty members received the Departmental Scholarship Incentive Award for the purpose of supporting research/scholarship activities (excluding travel costs). The total amount of these awards, $3,000, was funded from "overhead return" of grants awarded to faculty. **This will remain an on-going goal of the department.**
(UCA Strategic Plan #2)

Expect faculty to implement the disposition model, embed dispositions through coursework and institute a formal review of candidates' dispositions and/or behaviors. The department continued a required orientation workshop for all P-4 candidates newly admitted into teacher education to review dispositional model. Pre-admission, junior block classes, and Internship I classes have integrated the dispositions into the curriculum. In spring 2012, faculty approved a formal means of evaluating the dispositions in our P-4 candidates. At the graduate level, dispositional model is introduced at the Graduation Orientation. **This goal was completed.**
(UCA Strategic Plan #2, #3)

Expect 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 $310,000 to support the efforts of the Mashburn Institute. UCA's sub-ward of the ARLEND grant

was approximately $239, 000. 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 faculty to work closely with program coordinators to collect and maintain program database. Faculty members were successful in the collection of model assessment data in Chalk and Wire. **This goal was completed.**
(UCA Strategic Plan #2)

Expect faculty to work closely with program coordinators in preparation for NCATE accreditation visit in fall, 2011. Faculty participated in the Fall 2011 NCATE accreditation visit as evidenced by participation in interviews with BOE members. **This goal was completed.**
(UCA Strategic Plan #2)

Expect faculty to develop philosophy, guidelines and expectations of online or partial online delivery of courses. While this goal was discussed in faculty meetings and at the annual retreat, no decision was made. **This discussion will continue as it relates to program changes not as a separate goal for the department.**
 (UCA Strategic Plan #2, #3)

Expect faculty to evaluate and assess the organization and delivery of the UCA Reading Success Center programs. Under the leadership of a new director, UCA Reading Success Center made significant changes in curriculum content, student capacity, and/or instructional format for 2012 summer programs. **This goal was completed.**
(UCA Strategic Plan #5)

Expect 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 department to engage students in service learning focused programs. Faculty and students continued to participate in service learning through various venues such as *Chicks for Children*. The first annual *Theodore Jones Fourth Grade Enrichment Day* was held this year with great enthusiasm from undergraduate P-4 candidates, fourth grade students, and both university and public school teachers.

2011-2012 UNDERGRADUATE PROGRAM GOALS
Status of Goals
Expect faculty to conduct a curriculum mapping to explore cohesion of course content throughout the P-4 and P-4 dual program. Faculty integrated Common Core standards into course content. With the anticipation of a change in state licensure from P-4 to K-6, mapping was limited to common core evaluation. **This goal was completed.**

(UCA Strategic Plan # 2, #5)

Expect faculty to explore possibilities of involving faculty more in Internship I and Internship II supervision. While there was an increase in the number of faculty supervising both Intern I and II interns during the past year, this goal will be difficult to meet without additional faculty resources. **This goal was completed.**
(UCA Strategic Plan #2, #3)

Expect faculty to 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 decision was made by faculty 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 number 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 faculty to conduct a pilot project to investigate interest in a special education minor for undergraduates in other related areas by offering three classes. With the anticipation of a change in state licensure for special education teachers, this goal was not addressed.
(UCA Strategic Plan #2, #3)

Expect faculty to revisit junior block placement sites. With the expected transition to K-6 program, the decision was decided to maintain Junior Block placement in North Little Rock for the time being. **This goal was completed but may be revisited with development of K-6 program.**
(UCA Strategic Plan #3, #5)

2011-2012 GRADUATE PROGRAM GOALS
Status of Goals

Expect faculty to conduct program reviews and revisions based on feedback from NCATE/SPA reports. Examination of assessment data and NCATE SPA reports led to some changes in graduate program curricula. The CEC report was exceptional and few changes were necessary. IRA reported concerns with regards to the reading program alignment with IRA standards. Significant changes in the model assessments were made and second submission was made to IRA in May 2012. We are waiting for a response from IRA. **While the goal as stated was completed, continued examination of both graduate programs will be necessary in 2012-2013 to meet new licensure standards and/or inclusion of common core.**
(UCA Strategic Plan #2, #5)

Expect 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 faculty to continue to recruit diverse populations of graduate students and children in all department outreach programs. The UCA Reading Success Center experienced a decrease in student enrollment in the fall and spring semesters but summer of 2012 the center served 24 children with approximately 83% being representative of diverse populations. In July 2011, the Summer Enrichment Program expanded the program to meet the needs of a broader age range of children with special needs ranging from mild to more significant in nature. 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 department to evaluate the delivery of the gifted and talented license on-line. The decision was made to transition the gifted and talented endorsement courses to on-line. All course syllabi were updated to include new accreditation information, current issues and trends in the field, and updated bibliography. The curriculum approval process began in fall 2011 but with changes of personnel in the Provost office the process was delayed. The appropriate documents will be forward to ADE and ADHE in June, 2012 with anticipated start of course offering, spring 2013. **This goal is near completion but will roll over to 2012-2013.**
(UCA Strategic Plan #2, #3)

Expect department to explore graduate credit professional development opportunities. The graduate advisory board had conversations regarding professional development opportunity needs. Very little progress was made toward this goal as professional development activities conducted were primarily through the Mashburn Center. **This goal will roll over to the 2012-2013 year.**
(UCA Strategic Plan #2, #5)

Part 3: 2012-2013 Goals

DEPARTMENT GOALS
Expect 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 department to address specific diverse technological advancement needs of individuals in the department as it relates to faculty professional development, equipment and software needs for integrating technology into instruction.
(UCA Strategic Plan #4)

Expect 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 department to explore ways to support/enhance scholarship among faculty including grant writing opportunity and training, research, travel for dissemination of research, and publication.
(UCA Strategic Plan #2)

Expect department to secure external grant funding.
(UCA Strategic Plan #2, #3)

Expect faculty to investigate ways to support new programs/practices in related fields while dealing with limited funding and faculty resources.
(UCA Strategic Plan #2, #5)

Expect 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)

UNDERGRADUATE PROGRAM GOALS
Expect department to implement UACCM and UCA Partnership.
(UCA Strategic Plan #2, #3, #5)

Expect faculty to design and seek university approval of Undergraduate K-6 Program.
(UCA Strategic Plan #2, #3, #5)

Expect faculty to design and seek university approval of Undergraduate K-12 Special Education Program.
(UCA Strategic Plan #2, #3, #5)

Expect faculty to investigate possibility of designing a Special Education Minor.
(UCA Strategic Plan #2, #3)

Expect faculty to investigate UCA presence in the P-4 schools to increase visibility and collaboration among faculties to establish strong partnerships.
(UCA Strategic Plan #5)

GRADUATE PROGRAM GOALS
Expect the department to complete approval of online delivery of the gifted and talented license and begin offering courses in spring 2013.
(UCA Strategic Plan #2, #3)

Expect faculty to design and seek university approval of an on-line Graduate B-K Endorsement Program.
(UCA Strategic Plan #2, #3, #5)

Expect faculty to redesign and seek university approval of Graduate Special Education graduate program to meet new K-12 Special Education licensure requirements (including an endorsement program at the graduate level).
(UCA Strategic Plan #2, #3, #5)

Expect the faculty to evaluate and revise the Graduate Reading Program based on IRA recommendations and to better reflect current/issues/trends related to reading and the common core.
(UCA Strategic Plan #2, #3, #5)

Expect the department to obtain ADHE approval for online course delivery of the graduate reading program.
(UCA Strategic Plan #2, #3, #5)

Expect the faculty to continue to recruit diverse populations of graduate students and children in all department outreach programs. A focus will be placed on increasing program enrollment in both the Special Education and Reading programs.
(UCA Strategic Plan #3, #6)

Expect the department to explore graduate credit professional development opportunities.
(UCA Strategic Plan #2, #5)

Special Note: It should be noted that ECSE faculty will revise and finalize all goals in October 2012

Part 4: Long-Range Goals (5 years)

FIVE YEAR GOALS

As evidenced by the previous discussion on the department's achievements toward our 2011-2012 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
  - Mentoring program for junior faculty on professionalism and academic integrity
  - Create a resource handbook for junior faculty regarding academic, professional, and ethical integrity guidelines

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 and share research more broadly.

-       o   Focus on collaborative research (especially with students and among different colleges)

- ACADEMIC EXCELLENCE
  - o 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
  - o Increase professional development offerings to extend connections to K-12 schools
  - o Maintain and go beyond compliance accreditation with NCATE, HLC, etc.; develop stronger assessment measures and practices that support program objectives
  - o 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.
  - o Implement new undergraduate and graduate programs designed to meet new Arkansas Licensure/INTASC standards

Provide a Student-Focused Environment for All Students
- ACADEMIC ENGAGEMENT
  - o Assisting students with metacognition: how can we increasingly help students to help themselves become active learners and critical thinkers?
  - o Establish high-impact activities designed to increase engagement among at-risk students for higher retention
  - o Having more of an advisor mentality even when students are not our advisees
  - o 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
  - o Improve technological support for online courses and services for on-line students through faculty and information technology (IT) support
  - o Deliver graduate courses by the most effective on-line delivery modes

Commit to Ongoing Improvement and Innovation in Facilities and Technology
- CLASSROOM TEACHING IMPROVEMENT & INNOVATION
  - o Ongoing professional development to be able to use technologically advanced classrooms and equipment
  - o Use student e-mail system more efficiently.
  - o Find or develop more useful technology for student advising
  - o Dedicated department budget line for continuous improvement of technology

Increase Engagement with External Partners
- ENGAGEMENT WITH K-12 SCHOOL PARTNERS
  - o Work closely with K-12 educators across campus—AOEP, Math/Science Center, COE, NWP
  - o Maintain close instructional alignment with the K-12 curriculum and other relevant external education constituencies

- o Stronger partnerships with K-12 schools to improve quality and authenticity of field experiences
- o Use external program advisory committees to help us improve programs (e.g. teachers, principals, superintendents)
- o Strengthen engagement with K-12 schools through field experiences, scholarly publications, consulting, professional development, etc.
- o 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
  - o Strengthen relationship with 'feeder' community colleges to promote enrollment of transfer students
  - o Open ourselves to 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
  - o Increase racial and linguistic diversity among C of Ed students to increase diversity of professional educators in K-12 schools and universities
  - o Promote culturally-relevant content and pedagogy to support learning for diverse K-12 and university students

- ATTRACTION, RETENTION, AND SUPPORT OF DIVERSE FACULTY
  - o Increase racial and linguistic diversity among faculty to better attract and retain diverse students in the C of Ed
  - o 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 2012.

Part 5: Challenges

The greatest challenge for the Department of Early Childhood and Special Education during 2012-2013 will be in the area of curriculum development. Change in state teacher licensure levels will require us to design a K-6 undergraduate teacher preparation program, K-12 undergraduate special education program, design a B-K graduate endorsement program, and revise the Special Education graduate program. Complying with ACT 747 in regards to undergraduate programs not exceeding 120 credit hours will present a unique challenge when designing the K-6 General Education and K-12 Special Education programs. While the department has the faculty expertise and dedication to complete the work, these tasks will require an intensive amount of work in development and implementation.

While faculty salary increase and merit pay are certainly areas which need attention, of special concern to the ECSE department chair is the issue of salary equity. Increased salary inequity created by recent hires of new assistant professors in the department should be considered a critical problem. The college cannot afford to lose good, experienced faculty members due to such inequities.

In response to UCA's continued initiative to increase enrollment and retention at both the undergraduate and graduate level, the department has taken several actions including: (1) acquired university approval of a partnership with UACCM in which 36 hours of the undergraduate P-4 program will be taught on the UACCM campus. 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. This partnership will ultimately impact transfer enrollment in the undergraduate early childhood program, (2) participated in COE efforts to increase retention rates for students from pre-admission to admission into teacher education program, (3) increased communication with other two year schools in an effort to recruit and advise AAT graduates, (4) established undergraduate block advising for advanced registration, (5) revised graduate program to increase hybrid electronic program delivery, (6) advise graduate students seeking masters in ASTL who are focused on the Early Childhood and Instructional Facilitator tracks, and (7) sought approval to transition gifted/talented endorsement program to on-line delivery beginning spring 2013. 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.

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 given class preparation time, grading demands, etc. In addition, the technology infrastructure to support delivery of on-line graduate programs is a challenge. Until the university places technology infrastructure as a priority, our on-line programs will not experience significant growth. A specific example of this is the current Blackboard program available for on-line teaching. While we are being told the Blackboard program will be updated, the continued delays impact the efficient and effective delivery of on-line instruction. Given the university's concern about a decrease in graduate program enrollment, technology infrastructure which supports on-line instruction should be a top priority of the university.

Classroom space continues to be an issue in the College of Education.

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. While the ECSE department has established the Faculty Scholarship Incentive Award to assist in this area, perhaps COE incentives could be considered. An example would be providing departments

with part-time money to hire adjunct faculty to teach a course making it possible for a faculty member to have release time for research. Given limited resources, this could be provided on a rotation basis among departments.

Part 6: Opportunities

The implementation of the approved program at UACCM positions the department as a frontrunner in establishing creative partnerships with two year institutions to prepare future teachers.

Given the ADE's decision to change licensure areas, the department has the opportunity to design an innovative, standards-based, undergraduate K-6 teacher preparation program with the potential to become a state leader in training elementary teachers.

Given the ADE's decision to change licensure areas, the department has the opportunity to design an innovative, standards-based, undergraduate K-12 special education teacher preparation program with the potential to become a state leader in training special education teachers.

Given the ADE's decision to change licensure areas, the department has the opportunity to design an innovative, standards-based, graduate B-K endorsement program which potentially could be embedded in the ASTL and Special Education masters programs.

Given the ADE's decision to change licensure areas, the department has the opportunity to revise the masters in special education and endorsement program to meet the new K-12 special education standards with the potential to become a state leader in preparing special education teachers.

With the Instructional Facilitator Certificate 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. It is apparent that transitioning to more of an asynchronous mode of delivery may increase interest from practicing 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. It is apparent that transitioning to more of an asynchronous mode of delivery may increase interest of practicing teachers.

Transitioning the gifted and talented to online delivery and resuming this program will position the department to be one of three g/t endorsement programs in the state.

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

professional tasks. It is obvious by state appointments to such groups, that UCA COE faculty are considered valuable partners and leaders in state-wide efforts.

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.

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

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<tr><td colspan="8">Part 7: Summary</td></tr>
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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

Total Faculty Members	Publication: Refereed Journal	Grants	Presentation: National/ International	Presentation Regional	Presentation State/Local	Professional Development	**Faculty Total**
15	**26**	**6**	**38**	**4**	**38**	**52**	**164**

FACULTY SERVICE

Total Faculty Members	Department Committee/ Activities	College Committee/ Activities	University Committee/ Activities	Local	State	National	**Faculty Total**
15	**72**	**52**	**13**	**29**	**28**	**47**	**241**

ADDITIONAL FACULTY ACCOMPLISHMENTS

Faculty Member	2011-12 Accomplishments
Atkins	Representative of ARCEC, ARCEC Board Member, ILS Executive Board Member, Governor Appointed Member of ADE State Special Education Advisory Council, Appointed Member of ADE B-L Licensure Task Force, Appointed Member of ADE K-12 Special Education Licensure Task Force, NCATE Standard Six Committee Chair, and P-4, Graduate, and CSC Advisory Board Member
Barnes, C.	AAECTE President, NAECTE Regional VI Representative, Mothers for Education Board Chair, 2012 College of Education Outstanding Service Award Recipient, and Teachers United Co-Advisor
Barnes, D.	Assistant to the Dean, Praxis III Assessor, ATE Strategic Planning Committee, and 2012 ATE President's Service Award
Barrington	Summer Enrichment Program Director and P-4 Advisory Board Chairman
Cain	ARCEC President, UCA SCEC Faculty Advisor, and ECSE Faculty Scholarship Incentive Award
Cooper	Mashburn Center Director, Super Kids Director, CAPCA Head Start Consultant, Founder of Chicks For Children, Research Author for WR Rockefeller Foundation, and ECSE Faculty Scholarship Incentive Award
Crow	Mashburn's Institute for Social and Emotional and Service Learning Coordinator, P-4 program coordinator, CSC Advisory Board Member, Author of NAEYC program report, and ECSE Faculty Scholarship Incentive Award
Dallas	Director of Child Study Center
Feng	Reading Graduate Program Coordinator, Praxis III assessor, NCATE Conceptual Framework Committee Chair, and co-author of IRA program report
Filer	UAMS LEND Special Education Faculty Member, Arkansas Special Quest Program, and Special Education Graduate Program Coordinator
Herrington	Transfer Advisor, University Challenge Director, Promoted to Clinical Instructor II, Theodore Jones Fourth Grade Enrichment Day Coordinator, and 2012 College of Education Outstanding Teaching Award Recipient
Kohler	Arkansas Council for Exceptional Children Secretary, ADE co-teaching coach, Research Author for WR Rockefeller Foundation, and ECSE Faculty Scholarship Incentive Award
Oslick	UCA Reading Success Center Director, Arkansas USBBY State Ambassador, and ECSE Faculty Scholarship Incentive Award
Pearson	TASH Connections Guest Editor, AAIDD Co-President, and ECSE Faculty Scholarship Incentive Award

Department of Teaching and Learning
Annual Report 2011-2012
Report covers period July 1, 2011-June 30, 2012

Submitted by Dr. Tammy Benson, Department Chair
June 2012

I.   **Mission Statement**

The faculty of the Department of Teaching and Learning revised their mission statement at the August faculty retreat. The new mission statement has been posted on webpage and is as follows:

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

Programs within the department with mission statements are as follows:

- Master of Arts in Teaching (MAT)—The MAT 36 credit hour graduate degree program is designed for individuals without teaching credentials but who have successfully completed a baccalaureate degree and wish to become a licensed teacher in an expeditious fashion.

- Advanced Studies in Teacher Leadership— 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 early childhood education, 5th/6th grade endorsement, secondary subject areas, instructor facilitator endorsement, career orientation, English as a Second Language Endorsement or other available endorsement areas. Two new specialty areas include writing and math coaching, developed by the respective content areas.

- 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.

- Secondary education professional education core courses for 7-12/k-12 content disciplines in the university; also ASTL 6380 Research Methods for all COE graduate programs.

The departmental program area faculty worked to refine the assessments for each program by reviewing program goals and aligning assessments with INTASC standards, which remains a work in progress. Key assessment data is being collected with the implementation of Chalk and Wire. Rubrics and assessments have been revised to meet the needs of the programs and to better assist in the accreditation data collection and analysis.

Faculty within the Department of Teaching and Learning include **16** full time faculty members in the department, with two half time faculty members (Alea and Daniels). Twelve adjunct faculty members were hired during the 2011 year but their productivity data were not included in this report.

II.   Status of 2011-12 Goals

The Department of Teaching and Learning Faculty met for two day retreat on August 21-22, 2011 at the Rockefeller Center on Petit Jean Mountain. At that time, the faculty established goals for 2011-12. The goals created at that time, along with the current status, are listed below:

1. **Maintain departmental unity with a clear vision and a strategic plan to accomplish our goals in a positive and professional environment.**

   a. A fall/spring class schedule was planned with NO classes on MWF at 12:00-1:00. This allowed an opportune time for faculty meetings, committee discussions, professional development (technology) opportunities, and departmental work to be done without conflicts.

   b. Establishment of an annual two-day retreat off campus for planning for success, enhancing collaboration, and discussing department issues, concerns, and opportunities.

   c. Various social activities of the department including the secret pal exchanges, Christmas party, end of the year professional development luncheon, and various potlucks throughout the year continued to be priorities.

   d. Regular and coordinated program meetings (MAT, middle level, and ASTL) for faculty were held to collaborate and have a voice on program revisions and improvements.

   e. EDUC 1300 instructional faculty met regularly through the year to promote unity and consistency within the teaching of this course.

   f. Hebert and Christensen have taken other positions and left the department. One successful search was completed with Dr. Alicia Cotabish hired in a tenure track position, beginning August 15, 2012. Ms. Audra Alumbaugh was hired for a one year emergency position for the upcoming year.

2. **Build and support strong undergraduate and graduate programs that serve our communities and surrounding schools with the highest qualified teachers.**

a. Program Specific Improvements and Changes

Middle Level Program

- An advisory board was created that included students, UCA faculty and public school teachers and administrators. Feedback was given for our undergraduate programs. They praised the students starting the school year with the teachers, quality of students, and Mr. Ward's willingness to work with schools. Suggestions included more time in the schools, involvement of administrators in assessing interns, and careful selection of placement sites for particular students (creating a 'match' of student and mentor).

- A Middle level conference was held on our campus that included area teachers and administrators. The T and L Department paid for 8 faculty and 16 interested middle level students to attend the conference.

- Teachers United continues to serve as a vehicle for students to collaborate and grow professionally with monthly meetings, projects and volunteer activities. Mr. Steve Ward leads this group and was instrumental in the regular projects and the special booth created for the Majors Fair.

- Jeff Whittingham and Steve Ward accompanied 25 internship middle level students to the Arkansas Curriculum Conference in Little Rock for professional development. Four students presented at this conference.

- Faculty accompanied students to the Teacher's Fair during February to promote interviewing and successful placement of students in positions.

Secondary Education Programs

- A series of meetings was held, with Dr. Pounder's leadership, to discuss programmatic changes in the secondary education program. Decisions were made to reduce Internship II to 9 hours, add an assessment class to the internship experience, reduce the diversity component from 6 to 3 credit hours, and modify the existing literacy class to include integrated curriculum, which is strongly related to common core standards. This will bring all programs into line with the 120 hour limit except for one (KPED).

- Plans are in the works to investigate the possibility of an education minor for secondary students.

- More systematic attempts at advising secondary students in our college were implemented. Ken Vaughn and Tammy Benson increased their service as 'education' advisors for these students.

- Teachers United continues to serve as a vehicle for students to collaborate and grow professionally with monthly meetings, projects and volunteer activities.

ASTL Program

- Key assessments were refined and improved with faculty input. They now include a school improvement plan, student intervention project, lesson planning project, article analysis assessment, classroom assessment project with four different assessments related to the common core curriculum, and portfolio presentation. Specialty tracks also have identified one key assessment related to their SPA standards.

- A more systematic and complete data collection and analysis system was put in place by Dr. Whittingham. ASTL program report showed data for all assessments, which faculty discussed and will use to plan next year's classes. Since many of these assessments have been recently revised, trends were difficult to identify; however, a system is now in place to allow faculty to focus more on data collection and analysis to plan for programmatic changes and improvements.

- Dr. Whittingham held monthly meetings to discuss recruitment efforts, programmatic improvements, advising issues and other pertinent information.

MAT Program

- The MAT program faculty aligned their key assessments with the INTASC standards this past year. These key assessments include Praxis II content exam, course grades and transcript review, diversity unit plan, Teacher Performance Outcomes Assessment (TPOA), impact on student learning project, child and adolescent development research paper, and Praxis PLT Pedagogy exam.

- A new program coordinator was added to the MAT program. Donna Wake served as the P-4 program coordinator with Gary Bunn serving as the middle/secondary program coordinator. They divided tasks and collaborated on issues as Dr. Bunn is transitioning to a key role in the UTeach program and the Transition to Teaching Grant. He will work with math/science students in the MAT as well as a supporting role to Dr. Wake as she takes on more responsibility with the MAT coordination.

- Two MAT Advising Sessions were conducted in October and March. These meetings are very well attended, cut down on issues, questions, complications, reduce advisors' time spent in individual advising, and seem to have increased communication and clarity in the MAT program. All MAT faculty participate in these advising sessions.

- Improvements were made in the MAT 6699 internship class. Dr. Gary Bunn and Dr. Jamie Alea formalized processes for placement of interns, better quality control (test scores, rules and regulations, etc), and revised the internship meeting format. This was necessary in part due to increased number of "placed" interns each semester. A written internship handbook for cooperating teachers was provided to students to reduce miscommunications and improve relations with the public schools. An early internship meeting was held in January to accommodate students adhering to the public school schedule (not UCA schedule).

- INTASC alignment chart was completed and will be used (ideally) in fall faculty retreat. MAT survey results indicated that both faculty and candidates view English language learners to be the theme least reflected in the program along with collaboration, families/communities, interdisciplinary themes, and use of data to support learning.

- New marketing materials for the MAT program were created and printed with the help of Academic Outreach.

- MAT program now has connection with the Transition to Teaching grant and is seeing an increase in T2T candidates, who will teach math and science in high need areas in the state.

- Winter faculty retreat allowed faculty to meet to discuss curriculum alignment and relationship of classes. Prerequisites for classes were discussed so faculty have clearer understanding of ideal progression of classes with the realization that the ideal progression may not always be possible, but will be strongly recommended in advising sessions

- Program continues to discuss use of GRE in admitting and advising students. Data was examined to determine correlations between performance on GRE and MAT grades overall and within specific classes. Minimal correlation was noted.

- Program checkpoint system was established titled Admission, Retention, and Exit Requirements/Policies in the Master of Arts in Teaching Program. Changes in protocol were submitted to the Graduate Council that includes:

  1. Checkpoint when candidate files the Petition for Candidacy. Candidates will be reviewed for Praxis I completion and disposition red flags. If faculty have a concern about a candidate, a professional growth plan is written for that candidate and a meeting is held with that candidate to discuss faculty concerns.

  2. Checkpoint when the candidate files for internship. Candidates will be reviewed for Praxis II content and disposition red flags. If faculty have a concern about a candidate, a professional growth plan is

written for that candidate and a meeting is held with that candidate to discuss faculty concerns.

- MAT program has established a protected folder on the P:drive to house student information. The primary intent is to create a disposition reporting form for faculty to use when they have an encounter or concern with a student. The hope is to systematize our analysis of students' disposition to better support them as they progress through the program. Other information from student files may also be included in the P:drive system (TBD)

- Classroom management class was differentiated according to P-4 vs ML/Secondary according to instructor. An advising note will be placed in the online viewing system to recommend (not require) candidates take the class aligned with their intended area of licensure.

- MAT program will INFORMALLY implement a candidate online portfolio system starting with 5310. The goal is to provide students with a technology based portfolio to use in interviewing for a position. They will be encouraged to identify 1-2 key assignments from each class they take to include in their portfolio. Candidates will be provided with a web tutorial for establishing and managing their portfolio starting in 5310.

- MAT program is developing podcast library to house on the website. All faculty will be invited to participate in developing the podcasts. Suggestions from candidates will be sought. The first four podcasts have been created as a model for future podcasts.

b. Student enrollments increased from 2010 to 2011 in ALL program areas, except BTME which was phased out. Program course offerings and student enrollments with maximum efficiencies for 2011 are impressive and follow:

	Spring 2011	Summer 2011	Fall 2011
ASTL	5 sections 67 students =13.4 students per section	12 sections 130 students=10.8 students per section	7 sections 92 students=13.14 students per section
BMTE	3 sections 15 students =5 students per section		2 sections 6 students= 3 students per section
EDUC	20 sections 398 students = 19.9 students per section	2 sections 35 students=17.5 students per section	18 sections 420 students=23.3 students per section
MAT	19 sections 361 students = 19 students per section	19 sections 269 students=14.16 students per section	19 sections 381 students=20.05 students per section
MSIT	8 sections	3 sections	17 sections

TOTAL T&L	142 students =17.75 students per section **55 sections** **983 students= 17.9 students per section**	39 students= 13 students per section **36 sections** **473 students=13.14 students per section**	254 students=14.9 students per section **63 sections** **1,153 students=18.3 students per section**

c. Measures of Candidate Performance/Success in all program areas are presented below. A more complete summary can be found on the three individual program reports for MAT, middle level/secondary, and ASTL. These reports are available upon request.

- Candidates are assessed on Praxis II scores for the middle level, secondary and MAT programs. Results for 2010-2011 in comparison with national averages are as follows:

Program	(N)	Mean Score	% Passing Exam	Low Score	High Score	Minimum State Score	Natl. Avg.
Middle Level Content	17	**165**	100%	144	185	139	161
Middle Level 5-9: PLT	25	**172.4**	96%	152	190	160	171
PLT: 7-12	31	**173.2**	93.5%	153	190	157	172
MAT-P-4 Content	30	**175**	100%	160	193	157	176
,MAT –P-4 PLT	35	**181**	100%	160	200	159	184
MAT-middle PLT	22	**174.1**	95.4%	162	196	164	171
MAT-secondary PLT	10	**176.5**	100%	167	192	164	172

For the **middle level** students, when compared to data from 2009-2010, the 2010-2011 data show improvements in mathematics and science mean scores (math: 1.9 [09-10] to 2.2 [10-11]; science 2.1 [09-10] to 2.5 [10-11]). In addition, 2010-2011 score data indicate that overall fewer candidates scored in the "below average" range in mathematics (27% in 09-10 vs. 6% in 10-11) and history/social studies (13% in 09-10 vs. 6% in 10-11). "Above average" scores in science increased significantly (13% in 09-10 vs. 53% in 10-11). Data from the 2010-2011 school year indicate the weakest content subject area was history/social studies (Mean = 2.1). In addition, an increased number of candidates scored "below average" in literature and language studies (6% in 09-10 vs. 12% in 10-11). Candidates in our program select either a math/science track or a language arts/social studies track, although all candidates take the general content exam. Pursuing one of the two tracks may impact the recent history/social studies and language and literature studies scores. The 2010-2011 data is based on candidates of whom 65% were in the math/science track versus 35% in the language arts/ social studies track. This division between the tracks may have also impacted the improvements previously noted in mathematics and science score data. These results were discussed with faculty and stronger connections between and among the teaching fields will be made in all courses for integration of curriculum and instruction, application of skills and practices, authenticity in outcomes and assessments, and relevance to real world contexts pertinent to today's diverse young adolescents.

The **secondary program** results are handled by the program coordinators in their respective content areas. However, our faculty take serious responsibility for the PLT – pedagogy scores of our secondary education candidates, which had the lowest pass rates. We plan to work harder to develop relationships with these students through advisement and stronger course connections.

For the **MAT program,** all candidates met the established minimum scores on the Praxis II content exam(s) prior to enrolling in their internship. However, there are a number of areas that, while the overall score was passing, cause concern for faculty. Efforts continue to work on ways to improve test scores and student performance in all licensure areas.

For P-4, only 22% of candidates were proficient in Language & Literacy. For Health & Physical Education and Creative & Performing Arts, the results were even lower with no candidates scoring proficient in Health & PE and only 11% in Creative & Performing Arts. While the program focuses on pedagogy, faculty could identify resources for aiding candidates in gaining proficiency in these areas. For example, the introduction of the Common Core State Standards offers an opportunity to share content for Language & Literacy. The University offers undergraduate programs in both of the other areas, which could be leveraged as resources.

For middle level candidates, the majority of scores were basic and below. Though the 2010-11 scores showed improvement over the previous years, additional attention could be given to these areas. One program weakness is that candidates are not required to have had particular previous coursework in core subject areas to pursue the middle level license unlike the undergraduate program, which does.

Secondary candidates showed similar trends. Candidate scores tended to cluster around the "basic" mark. And while these scores are sufficient for passing the assessment for state

licensure requirements, the scores do not represent the level of proficiency that we would want to see in highly qualified educators.

The MAT program is designed so that candidates can be in their own classrooms with a provisional license while completing the MAT program for initial licensure. Because passing scores on the Praxis II: Content Knowledge exam are required for a provisional license, the majority of MAT candidates take the exam before they have completed related coursework. MAT advisors do encourage candidates who are not seeking employment immediately to wait until relevant MAT coursework is complete before taking the Praxis II subject area assessments. Additionally, secondary candidates must have 30 credit hours in their content area before admission to the program. They are required to take a graduate level course in their discipline as part of the MAT degree; but generally these courses are offered only in the summer term when candidates are approaching the end of the program.

- Each program has a series of 6-8 key assessments that are directly related to SPA standards and the INTASC standards. Data is collected from these key assessments, analyzed and shared in faculty meetings. Revisions of assessments and course content/and assignments are made as a result of these findings. Major revisions were made in the ASTL assessment project and the "In the Middle" project and unit plan for the middle level program this past year.

- ASTL portfolio presentations were shared by May graduates. Many positive comments about student learning and the ASTL program were emphasized during these presentations.

- More data needs to be kept on retention rates and average GPA's in each program.

- More data is also needed to determine the percentage of students getting teaching positions. In the MAT program, the trend is there is an INCREASE in the number of students needing placement for the internship experience. Less students are doing internship with a teaching position, which was the original intent of the MAT program. This is especially true in P-4 students. Advisors are emphasizing the competitive job market for P-4 students during meetings and individual advising sessions.

3. **Facilitate authentic learning experiences for candidates that infuse Common Core, latest technology and other K-12 standards empowering candidates to gain expertise in planning and teaching these standards—ensuring undergraduate and graduate programs serve our communities and schools with the highest qualified teachers.**

   a. See evidence from goal 2

   b. Dr. Michael Mills has presented workshops on the Common Core Curriculum around the state and to department faculty.

c. T and L faculty attended a webinar on implementation of the Common Core Curriculum and its Impact on Higher Education that was held in our department.

d. Faculty were very active in participation to local, state, and national conferences that focused on Common Core implementation, technology and other current standards that guide quality teacher education. Examples include: Hot Springs Technology Institute, AAIM, Schools without Walls, Kagan Institute, Arkansas Curriculum Conference, ATE, SRATE, NCTE, AMLE, Arkansas Reading Conference, ARACTE, Arkansas Council for Exceptional Children, and Teaching Professor.

e. Both new hires for the department (Cotabish and Alumbaugh) have hands on experience with the common core standards and recent classroom experience with math and science initiatives.

4. **Align our programs with InTASC and other national teacher education standards with appropriate assessments to evaluate attainment of those standards, emphasizing integration of technology, assessment, development, diversity, and positive dispositions.**

a. See evidence from Goals 2 and 3

b. Two technology professional development workshops were presented to faculty from the staff of the Instructional Development Center in our building. One was on IPads and one was on SmartBoards.

c. Monies were spent on the latest technologies to ensure that faculty could model and utilize classroom instruction with technology. These included seven new IPads, gaggles and other IPad accessories, a class set of Smart Clickers to go along with the SmartBoards, and a Podium conducive to technology for classroom 115. Materials and supplies were purchased to support the technology efforts of the TLC, including supporting the salary of one graduate assistant to be placed exclusively in the TLC. We also purchased software "Camtasia" which is an online teaching tool used by 10 of our faculty members.

d. A new assessment course is being written, after much discussion with secondary program coordinators that will be implemented next fall. Dr. Pounder led a group in revising the secondary education curriculum, increasing the emphasis of the 'assessment' content in our programs.

e. Seven faculty members attended the Hot Springs Technology Institute, which is the largest technology conference in the region.

f. Four faculty members attended and presented at AAIM (Arkansas Association of Instructional Media) conference.

g. Eight faculty members attended the "Schools without Walls" fall conference.

h. Two faculty meetings were devoted to the faculty sharing information learned at the previous mentioned conferences. It was a great experience in faculty learning new technologies from each other.

5. **Provide more on-line offerings and night classes that are effectively delivered to accommodate graduate and undergraduate student needs without sacrificing quality.**

a. Moved EDUC 1240 to a hybrid model. Paperwork is being submitted to have an online version of EDUC 1240.

b. Used a hybrid model for teaching some sections of EDUC 1300 and MSIT 3310 with blackboard.

c. Incorporated more blackboard/online assignments through all courses.

d. Discussions have taken place about what other ASTL classes might be moved to all online. Continued investigation of the advantages and disadvantages of an all online ASTL program will resume this fall.

6. **Implement a geographically strategic plan for advertising aggressively, distributing professional brochures, conducting school visits, and optimizing recruiting opportunities to draw the best candidates, including increased numbers from underrepresented populations, who demonstrate excellence in their undergraduate and graduate programs.**

a. Emailed flyers to various school districts, including Mayflower, Vilonia, Greenbrier and Morrilton.

b. Delivered 900 advertising hard copies of flyers to Conway Public Schools

c. MAT supervisors distributed flyers to schools statewide during internship observation visits.

d. Conference recruitment was set up with recruiting booths at Arkansas Curriculum Conference, Council of Exceptional Children state conference, Arkansas Reading Association state conference, Department of Education Teacher's Fair. Locally, faculty participated in Bear Facts Days and Majors Fair.

7. **Increase faculty scholarship through grants, research and collaborative projects.**

a. Concerted efforts were made to increase scholarly efforts among faculty through collaboration. One of my primary goals as chair was to involve new faculty in collaborative projects and increase involvement with other departments in our College and across campus. During the past year, I was able to collaborate with nine faculty members in the department on scholarly projects. Our faculty took part in 39 scholarly projects that involved collaborative efforts with other faculty in the department and 31 scholarly activities that involved collaboration with members from other departments in the College of Education. There is evidence of a strong

commitment and success with working with others on scholarly pursuits in the department.

b. Numbers of scholarly activities also increased in 2011 from 2010. Refereed journal articles increased from 13 in 2011 to 16 in 2011. International/national presentations increased from 53 to 66 during this time. Local and state presentations increased from 29 to 84. One area of great improvement is a more active involvement of ALL faculty members in professional development workshop offerings, state and local presentations. 100% of the faculty in the department made a professional presentation to a state or local group.

c. Committee memberships remained stable during the 2011 year without much change from 2010. However, with the NCATE accreditation visit, committees in the college were much more active during the past year.

Summary of Teaching and Learning Department Faculty Scholarship

Publication: Refereed Journal	Publication: Non-Refereed	Presentation: International/ National	Presentation Regional	Presentation State/ Local	Professional Development Activities	Grants
2 books 9 book chapters 16 articles 5 proceedings	6	66	3	84	54	6 national grants 4 UCA grants

Teaching and Learning Department Faculty Service

Department Committees	College Committee/ Activities	University Committee/ Activities	Local	State	National	Other
48	55	38	9	11	7	4 Praxis III assessors

8. **Promote student achievement through recognition and provision of a student-friendly departmental faculty and staff.**

a. The department promoted student achievement and recognition with the following awards:
  • Undergraduate student, Kerry Hawkins, was chosen as the Student of the Year for Kappa Delta Pi, an international honor society in education that has a college presence, advised by Mara Cawein and Nancy Gallavan. Kappa Delta Pi chose one of our mentors, Peggy Paxton from Ruth Doyle Intermediate for the outstanding mentor this semester, where both were recognized at the end of the year internship meeting.

- Ms. Cawein accompanied Starla Ritter, next year's KDP president, to the annual meeting in Indianapolis. A chapter grant was also presented to April Martin for $150 to help with teaching supplies.. KDP students had their presentation accepted for ACC 2012 and will repeat the presentation they did for the middle level conference, on What Parents Want.

- The Teaching and Learning Department awarded the "Student of the Year" award to an undergraduate and graduate student. Brandi Kemp won the undergraduate award and Erin Porter 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. Mr. Steve Ward did an excellent presentation at the UCA Pinning Ceremony, as well as recognized these students for their outstanding work.

- Teachers United awarded a "Chalk and Wire" scholarship based on the donations of Dr. Barbara Wilmes to a middle level education student with financial difficulties.

- A "Diversity" meeting with refreshments was held that involved 30 students, Lighthouse Beacon faculty, and a presentation by Dr. Pounder.

9. **Build a stronger connection with public schools, UCA alumni, and the community to ensure that our teacher education candidates are making a positive impact on our surrounding professional environments.**

a. Advisory board meetings were held for all three programs. Some suggestions from colleagues in the public schools included more time in the field for students, more deliberation about placing students with the appropriate mentor at the school, and encouragement of involvement with our students and the faculty/administration at the buildings. Some schools have their principals observe the students and felt this would be a good experience for our students. Praise was given for having students begin and end the school year with the public school calendar.

b. Professional development presentations by faculty increased this past year. Department faculty members presented over 27 professional development workshops to local classroom teachers and teacher educators. Specifically, Dr. Michael Mills received a grant to implement a summer workshop for teachers called, "Mobile Devices in the Classroom." Nancy Gallavan, Marilyn Friga and Brenda Linn, along with Mary Ellen Oslick from the Department of Early Childhood and Special Education, planned and participated significantly in AGA Geography Workshop. Dr. Tammy Benson, with Dr. Donna Wake presented at UCA two PREK ELLA five day trainings and two Social Emotional Learning seven day trainings, all supported by the Department of Human Services/Early Childhood Education Division. Steve Ward, Dr. Michael Mills and Marilyn Friga all presented PATHWISE and Praxis III workshops.

c. Dr. Whittingham as ACTELA president and planning coordinator of the ACC conference brought a renown author to UCA campus to speak to public school children and teachers. The event was well attended and built strong connections with the community.

d.. Faculty attended various community events including the 4th Annual Bookcase for Literacy" banquet, which provides books and promotes literacy for needy preschool children. UCA's first annual "Walk A Mile in her Shoes" to benefit HAVEN house and bring awareness up of sexual assault of women and gender violence.

III. 2012-2013 Goals

The UCA Strategic Planning Form that has just been created will be used as a format for creating 2012-2013 goals at the department's fall retreat on August 20 and 21, 2012 at the Lake Pointe Conference Center in Russellville, AR. Copies of the UCA mission, strategic plan, college mission and goals will be utilized as we plan our goals for the upcoming year.

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, 2012. Discussion about five year goals from last year seem to center around:

- Program improvements with curricular changes that impact 'student' learning

- Recruitment and retention of high quality students, especially those of diversity

- Enhancing faculty diversity and scholarship in our department.

- Continual advancements of technology to model, teach, and efficiently organize our professional roles as teacher educators and supervisors in the field.

- Increase the 'efficacy' of our teacher candidates, using a more systematic approach to assess dispositions.

V. Challenges

One challenge of the past year has been personal in that as second year as chairperson, I found myself coming up short in various situations and disappointed in my leadership abilities. Valerie Sokolosky begins her book, "Monday Morning Leadership for Women" with a description of a steamroller approach to leadership. It would be fair to say that at times in 2011, a steamroller analogy might describe my leadership of the department. Sokolosky goes on to say that "leadership depends on what we've learned from the people and experiences that have shaped our values and our character." Much has been learned in 2011 about the delicate way in which a leader influences those to excel or to shut down. A challenge has been to find the balance between reflection and creative initiatives to move forward. Communication and consensus building with a certain amount of confidentiality also presents difficulties. With many challenges ahead of us with licensure changes, accreditation shifts, and state mandates, it is imperative that an effective leader serves our faculty as a faculty developer, manager, leader, and scholar. To motivate all faculty to embrace change and move initiatives forward has been and will continue to be a great challenge.

As chair, my intention this year was to be less of a steamroller and more of a listener – to reflect on reflections. That is a balance that is difficult to achieve but one that I will continue to embrace. This faculty deserves a leader that knows their core values and champions them. It is my hope to take lessons learned from this year's challenges and improve my leadership abilities in the coming year.

The ASTL (Advanced Studies in Teacher Leadership) program continues to struggle with low enrollments. Dr. Jeff Whittingham has provided extraordinary leadership with recruiting efforts but the competition with other less expensive schools with more online offerings continue to affect our enrollment numbers. A new writing and mathematics coach track is being added that may help recruit students. Changes in the P-4/K-6 and middle level licensure levels will also affect program tracks, causing major modifications of the ECE and middle level tracks. A major challenge of the department will be to brainstorm ways to keep this ASTL program marketable to prospective students.

Maintaining a healthy momentum for the MAT program while incorporating the new Transition to Teaching grant students will be a new challenge. Online MAT programs at Arkansas Tech and Arkansas State University that include a P-4 licensure track continue to result in fierce competition for our MAT program. With increased programs, the job market for teachers has also decreased significantly, especially in the P-4 area. Our MAT students are finding it more difficult to find jobs to complete their internship and more students are having to be 'placed' for internship.

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 as well as meeting the 747 act of 120 hours with the most recent ADE state licensure level changes. 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.

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.
- Continue to build enrollments in the newly revised ASTL program.
- Maintain the current success of the MAT program keeping a steady enrollment
- Redefine and create new and innovative programs that are current on recent national initiatives, state licensure changes, including INTASC standards, common core curriculum, technology and assessment improvements.
- 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.

Significant Accomplishments for the Year (July 1, 2011-June 30, 2012)

A focus of this past year was preparation for and the resulting NCATE accreditation visit. Lisa Daniels and Debbie Barnes did an excellent job leading the charge through the final data preparations and the actual onsite visit. Program coordinators (Gary Bunn, Steve Ward, and Jeff Whittingham) put in extra time and energy inviting public school personnel to appropriate sessions, ensuring that students would be present at the designated time, and leading faculty through the scheduled events. The faculty from all three major programs affected by accreditation (MAT, ASTL, and middle level) worked diligently to meet last minute NCATE deadlines and structure the details of the visit in an organized and meaningful way.

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 as mentioned above in Goal 7. This department has been extremely well represented at local events, professional conferences and statewide initiatives. Recently at the ATE (Association for Teacher Educators), 11 faculty members and one student were involved in 25 national presentations at the conference. 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 faculty members presented at the conference, as well as worked a 'recruiting booth' for our graduate programs. 25 middle level internship students also attended the conference, with four of them making professional presentations under the guidance of Dr. Whittingham.

Grant activity in the department continues to grow. Dr. Lisa Daniels is involved with four national grants and coordinates grant monies, totaling almost 6 million dollars. Dr. Michael Mills and Dr. Donna Wake have received local UCA grants to further project ideas. Dr. Gary Bunn played an integral part in receiving the national UTEACH grant. Dr. Gary Bunn, Dr. Jamie Alea, Dr. Lisa Daniels, and Dr. Tammy Benson are heavily involved in the implementation of the recently acquired Transition to Teaching grant, written by Dr. Carolyn Williams for 2.3 million dollars from the US Department of Education to recruit math and science teachers to fulfill diverse needs of the schools in the state of Arkansas.

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 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.

Dr. Nancy Gallavan has continued to grow the "Lighthouse Beacons" 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 Teaching and Learning Department members participated. The Beacons, Diversity Committee, and Public Relations coordinated as special 'diversity' afternoon where at-risk students were able to interact with one another and faculty members with refreshments and a presentation by our dean, Dr. Pounder. Students praised this meeting and connections were strengthened.

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 was invited to be the main presenter at a recent Teaching Professor conference in Washington DC.

Faculty	Sample of Other Notable Contributions
Alea	**Revisions of middle level field with increased partnerships; Praxis I help**
Benson	**ECE professional development offerings; national ATE publication**
Bunn	**UTeach Grant and T2T grant participation; MAT Internship Renovation**
Cawein	**PhD program; National Board re-certification; Kappa Delta Pi leader**
Christensen	
Daniels	**NCATE accreditation visit; work with four national grants, AERA presentation**
Fisher	**Technology infusion with instruction; professional development offerings**
Friga	**AR Geography Alliance;**
Gallavan	**Advanced PR of COE as publicity chair; Future ATE president; AR Geography Alliance**
Hebert	**CMLA In the Middle Conference**
Hogan	**Kagan Institute Professional Development**
Linn	**AR Geography Alliance;**
Mills	**Plugged in Professor publications; IDC grants; professional development**
Phelps	**Invited main speaker-Teaching Professor; Successful Year as IDC Coord.**
Wake	**Bearswrite; New ACTELA President; Wiki publications;**
Ward	**Middle field partnerships coordinated; Teachers United & Majors Fair**
Whittingham	**Bearswrite; 2 years past President ACTELA; ASTL growth**
Wiedmaier	**EDUC 1240 competency test/online version of course**

VII. Summary

To summarize this past year, this has been an extraordinary year for the Teaching and Learning Department. With the new office renovations in place, a visually appealing, professional and positive work environment seemed to motivate each faculty member to do their best, allow students a great sense of pride in their department, and promote productivity on all levels. It has been a great pleasure to lead this very talented group of professionals through a building year. Programs have been revised and improved, technology has been elevated in all our lives, instructionally and professionally, collaboration has increased among faculty in the department and outside, scholarly activity has increased raising the bar for everyone, and dedicated and committed service to the department, college, university and community has been evident. T and L faculty are PRESENT, out there trying to make a positive impact on the lives of our students, our colleagues, and our profession.

Department of Leadership Studies
Annual Report 2011
January 1, 2011 – December 2011
(Some Objectives include Spring 2012)

Submitted by Terry James, Department Chair
June 2012

Preparing competent, ethical leaders for tomorrow's challenges

Introduction

The calendar year 2011 was unique in the short history of the Department of Leadership Studies. For the first time since the department was established, the department did not experience any reorganization or additions to its inventory of programs.

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 and principal, and district level leaders for superintendent and assistant superintendent. 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 2011 goals through Spring 2012

A. Departmental Goals

    1. Support and encourage scholarly productivity of faculty members who are in tenure and promotion positions. (Calendar Year 2011 only) (Reflects progress on Five-year Goal 3)

During the calendar year 2011, the department had 12 members with tenure/tenure track positions. One person submitted a letter of resignation in September effective in May 2011. This faculty member did not pursue a scholarly agenda in 2011. One person resigned in December and did not submit an annual summary of scholarship. Two new tenure-track assistant professors were added to the department in August 2011. The table below shows productivity for these 10 faculty members. The department's primary focus for support was those faculty members who held tenure track non-tenured appointments (6) and/or promotion tracks (8). Two members of the department are tenured with rank of professor who can be categorized as late career professionals. Neither use departmental resources for faculty development.

Faculty	Pubs Refereed	Pub Non Refereed	Int/Nat Present	Regional Present	State/Local Present	Bks & Chapters	Total Artifacts
10	8	12	14	8	23	10	75

Six faculty members who are tenure and/or promotion eligible were members of the department for the entire year. As a departmental priority, the goal for tenured, associate professors is to support these individuals in their quest to achieve the rank of Professor. These individuals are encouraged to take several major steps with regard to scholarly

activity: publication in journals that are deemed more prestigious than those typically associated with the move to tenure and associate professor, engagement in research activities that are more complex than required for tenure and associate professor, and presentations focused more heavily on the national level. Faculty members who are still seeking tenure are encouraged to focus on mid-tier publication outlets, engage in research activities that are focused on practitioner related issues, and present at the regional and national level. Presentations and publications in state outlets are deemed as important because these venues are important for young scholars as a way to get feedback from peers, because they help establish and/or maintain the identity of the faculty member, and these venues help build and enhance the reputation of UCA as a major contributor to state-level professional matters.

Overall, the combined level of scholarly activity within the department meets expectations given the teaching loads, service activities, and other resources. There is refinement needed in this area, and Goal 3 for 2012 addresses this matter.

3. **Allocate resources as available and necessary to support faculty development and productivity as well as effective student recruitment. (SP #s 1, 2) (Calendar Year 2011 only) (Reflects progress on Five-year Goals 3 and 6)**

   a. With regard to financial support for faculty development, the department funded participation in 11 national conferences, six regional conferences, and 10 state conferences. One faculty member does not request support to attend conferences. The department chair funds his travel through non-departmental sources. One faculty member was funded for a professional development event that did not involve a presentation.
   b. With regard to funding for student recruitment, the department provided funds for two national recruiting fairs for the CSPA program, the Southern Exchange Conference in Memphis and the Oshkosh Placement Exchange in Wisconsin. In addition, the department funded advertising and travel for recruitment activities in Harrison, AR and North Little Rock to support other departmental programs.

4. **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) (Calendar Year 2011) (Reflects progress on Five-year Goal 3)**

   Progress was made on this goal. The faculty approved a more detailed evaluation process that was implemented for FY2011. Evaluation of teaching is the area with the greatest change. Faculty members submitted work samples of student work, copies of assignments, and rubrics that were used to assess these assignments. Further refinement in this process is expected to continue for the next two or three years.

5. **Develop responses to results from the NCATE-based self-study reports for individual program areas. (SP #s2, 3) (Calendar Year 2011) (Reflects progress on Five-year Goal 6)**

This goal was realized. All of the SPA reports submitted on behalf of the NCATE accreditation process were approved on first reading. No follow-up reports were required.

6. **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. (SP #s 2, 3, 4, 6) (Calendar Year 2011 through Spring 2012) (Reflects progress on Five-year Goals 1 and 4)**

    a. Curricular revisions were submitted and approved for consolidating the following courses under a single prefix: CSPA 6315 Research, LIBM 6398 Research and ITEC 6398 Research were combined and approved as LEAD 6321 Research Methods effective for Fall Semester, 2012.
    b. Eliminated the LIBM prefix for LIBM/ITEC 6340 and LIBM/ITEC 6368.
    c. LIBM 6332 Cataloging and Classifications was approved for electronic delivery.
    d. SLMA 6430 Curriculum Leadership was approved as a curriculum course for the curriculum program administrator track and SLMA 6440 Principal as Instructional Leader was re-titled to Instructional Leadership and made a requirement for the curriculum administrator license.
    e. Created new concentrations within the Educational Specialist degree. In addition to district leadership, concentrations were created for P-12 education and higher education. ADHE approval is pending, and the P-12 concentration must be approved by ADE.
    f. Agreement was reached with the Department Psychology and Counseling to allow Leadership Studies to develop our own version of two courses taught in that department for our students. One course, Process and Skills, served the CSPA program, and one course, Counseling Theories, served both the CSPA and SCCN programs. Two new courses were proposed and approved that will serve both the CSPA and SCCN programs. Prior to this change, Leadership Studies paid for the adjuncts that taught these courses for our students although the credit hours were assigned to the Department of Psychology and Counseling. The programmatic needs and different philosophical orientations of the programs in the two departments that used these courses supported this department having its own version of these courses.

7. **Review the advisory board practices for individual programs to determine the effectiveness and value of these boards. (SP #5) (Calendar Year 2011 through Spring Semester 2012)**

    No progress was made on this goal.

8. **Review the management practices within the department to determine ways to increase more effective utilization of limited human and other resources. (SP #1) (Calendar Year 2011 through Spring Semester 2012) (Reflects progress on Five-year Goal 7)**

a. For all program areas an electronic storage system was begun for student files to include admission information, petitions of candidacy, and when appropriate, documentation for licensure. This change will improve access of program coordinators to information needed for reports and decision-making. It will also significantly improve efficiency of retrieval and accuracy of data used in response to requests for which historical data is needed.

b. With regard to professional development funds, faculty members submit anticipated requests for conference attendance and related activities early in the new fiscal year. This information provides a reasonably accurate data base for making equitable decisions regarding allocations for individual faculty members. It also improves the overall management of the departmental budget.

9. **Recruit strong faculty members who bring value added to the expertise and diversity of the departmental faculty when searching for new faculty members and/or additional adjunct faculty members. (SP #6)(Calendar Year 2011 through Spring 2012) (Reflects progress on Five-year Goal 9)**

a. Faculty searches were successful in seeking to fill two positions for AY2011-2012. A female international faculty member was hired to fill a vacant position in the ITEC/LIBM programs. This is the first international hire for the department. A male faculty member was hired to fill a retirement in the CSPA program. Both were appointed as assistant professors, and both bring significant professional experiences and academic expertise to their respective positions. Their presence on the faculty expands the philosophical orientations of these programs and the overall perspectives of the departmental faculty.
b. A mid-year resignation in the CSPA program resulted in a successful national search for a replacement faculty for AY2012-2013. This new hire will teach in both the CSPA and SCCN programs, bringing a second departmental faculty member with teaching assignments in the SCCN program. Her expertise in counseling theory is an important addition to the departmental expertise in this academic field.

3. **Departmental Goals AY 2012-13 (Goals related to Faculty Performance are calendar year 2012)**
    1. Review admission and retention criteria and practices for all departmental programs. (SP # 1, 3, 6) (See Five-year Goal 2)
    2. Develop a recruiting/marketing program that helps attract qualified candidates that reflect the diversity of our society. (SP #s 3, 5, 6) (See Five-year Goal 2)
    3. Design departmental specific informational packets that can be used to assist faculty on tenure and/or promotion tracks.(SP #s 1, 2) (See Five-year Goals 3 and 6)
    4. Provide, within the limits of the departmental budget, adequate financial support for faculty professional development and access to technology needed for their respective responsibilities. (SP #s 1, 2, 4) (See Five-year Goals 5and 6)
    5. Refine and augment student data bases currently used by each departmental program area. (SP #s 1, 4) (See Five-year Goal 7)

6.   Given the increased reliance upon distance learning delivery, provide faculty with access and assistance in increasing their mastery of distance learning teaching strategies and related student services. (SP #s 2, 3, 4) (See Five-year Goal 1)

7.   Given recent curricular initiatives, identify potential new clientele for the revised educational specialist program. (SP #s 3, 5, 6) (See Five-year Goal 4)

8.   Identify potential cross-program teaching opportunities for existing faculty supported by appropriate faculty development resources. (SP #s 2) (See Five-year Goal 5)

9.   Monitor and build a pool of adjunct faculty that are qualified and help maintain and/or extend the diversity of the teaching faculty for each program area. (See SP # 6) (See Five-year Goal 9)

10. Build stronger connections with program alumni as a way to maintain connections with the world of practice, enhance job placement of graduates, and as new sources of support. (SP # 5) (See Five-year Goal 10) (Goal Years 2012-2016)

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) (See Departmental Goal 6) (Goal Years 2011-2015)

2. Refine and implement effective recruitment strategies for students for each program. (SP #s 3, 6) (See Departmental Goals 1 and 2) (Goal Years 2011-2015)

3. Establish professional and scholarly expectations for faculty supported by adequate resources. (SP#s 1, 2) (See Departmental Goal 3) (Goal Years 2012-2016)

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) (See Departmental Goal 7) (Goal Years 2011-2015)

5. Diversify the expertise of current faculty through professional development and recruitment of new faculty. (SP #s 2, 6) (See Departmental Goals 4 and 8) (Goal Years 2011-2015)

6. Gain increased visibility for our programs and faculty within and outside the state. (SP #s 2, 3) (See Departmental Goals 3 and 4) (Goal Years 2011-2015)

7. Institute and maintain an effective data base on graduates. (SP#s 1, 4) (See Departmental Goal 5) (Goal Years 2012-2016)

8. Create internal conditions that support sponsored programs via grants and contracts. (SP#s 1, 2) (See Departmental Goal 4) (Goal Years 2011-2015)

9. Through reassignment of existing faculty, use of adjunct faculty, and new hires, develop a diverse teaching faculty for each program area. (SP #6) (See Departmental Goal 9) (Goal Years 2012-2016)

10. Build stronger connections with program alumni as a way to maintain connections with the world of practice, enhance job placement of graduates, and as new sources of support. (SP # 5) (See Departmental Goal 10) (Goal Years 2012-2016)

5. Challenges

A. Enrollment/Recruitment

Enrollment overall was solid. Given the nature of the departmental programs, the labor market, the economy, and competition from both in-state institutions and national on-line programs, enrollment should always be viewed as on-going 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 are the largest in the department in terms of head count and semester credit hours, partially because this program has less competition than do the other programs. ITEC is a relatively new program, continued to grow, and is just now gaining a reputation. SCCN has reached solid numbers after three years of intensive program revision and recruiting. For CSPA, our competition is both within and out-of-state as the program recruits nationally. This program relies heavily on graduate assistantships for recruiting future students. The Graduate Study Incentive Program fellowships are a major asset for our school-based programs. Recruitment because of its importance to maintaining programs 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.

B. 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 15-18 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 was partially attributable to the loss of faculty resources in those areas since 2007. In addition, there is some evidence to suggest that building administrator positions are no longer as attractive as they have been in the past. The reasons for this change are complex, but one contributing factor is the myriad of challenges that confront building level leaders.

Staffing in other program areas is borderline adequate, especially if growth occurs. School Counseling has one budgeted faculty position. The new hire effective Fall Semester 2012 has split assignment between CSPA and SCCN. This assignment will benefit SCCN, but result in a loss of faculty resources for CSPA. The net affect should be neutral in terms of need for adjuncts. However, the CSPA program requires significant administrative work that falls to the faculty members. The full time faculty members are responsible for teaching, advising, recruitment, program coordination/evaluation, and outreach. This program utilizes 3-5 adjunct positions each academic year. The lack of financial resources limits the opportunities of this program to expand course offerings that could be made attractive to part time students.

The CSPA program approved a thesis option three years ago with the expectation this option would be chosen by only two or three students per year. If larger numbers of students select this option, then faculty resources become a critical issue because current resources are not available to meet the needs of larger numbers of students.

The LIBM and ITEC programs depend upon overloads and part time faculty to deliver the program. While a replacement faculty position was filled for Fall 2011, collectively these programs require at least 10 adjunct/overload positions each academic year. Adjuncts typically teach five or six courses during the summer terms.

C.   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 increased the travel budget to $5000 by permanently reallocating $3150 from M&O to travel to cover required supervision travel and other non-professional development travel. 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; but if the needed level of supervision is done, SLMA and SCCN should approach at least a $1000 per year to fund on-site visitations. Reallocation from M&O can be used to cover part of these expenses.

The recruiting budget for the CSPA program is nearly $2000 per year. Originally the Housing Department funded/partially funded the CSPA faculty member who participated in these recruiting visits. However, this support has not been available for the last two years. Reallocation from the M&O budget has been used to fund this expense.

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 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. To date, no permanent reallocations have been made to departments to offset this loss of revenue. Fortunately, central administration decided to reward departments by sharing net proceeds from summer enrollment. The department generally reallocates most of this money to faculty professional development.

6. Opportunities

Recent events may have created several opportunities for the department.
The pending approval of changes to the Educational Specialist degree is expected to provide an attractive alternative to students who have completed a master's degree, but who have career aspirations that require additional education. The P-12 concentration is expected to attract students from LIBM, ITEC, SLMA, and perhaps SCCN. The higher education concentration may attract student affairs professionals who haven't yet decided to pursue a doctorate or those that are seeking advanced study for personal development and/or new career opportunities.

The Arkansas Department of Education will hold hearings on changes in licensure requirements for school librarian and school counselors. If the proposed changes are made in these areas, then potentially new recruiting opportunities may become available. These changes may improve the attractiveness of broadening the school library program to include public libraries.

Personnel changes in the CSPA program provide both challenge and opportunity. With a 100% change in full time faculty since May 2011, the primary challenge involves retaining the culture of the program that exemplifies its mission and explains its national reputation as a practitioner preparation program while defining its future. The employment of two new faculty members provides an opportunity for new sets of eyes to view the program. The 2010 external report suggested that the program could broaden its mission and increase its enrollment. The current environment requires that careful analysis be made of the cost-benefits of any potential changes.

7. Summary

The 2011 calendar year was a productive year for the department. There were significant changes to the faculty. Two new faculty members were added to the department. Both brought with them expertise that complemented existing faculty members. A December resignation in the CSPA program resulted in a loss of historical knowledge about that program, and came a semester after the retirement of the other full time member of that program.
All school based programs received positive decisions from their specialty program areas, and no program was required to submit additional information. The NCATE accreditation process was successfully completed by the institution.

Several curriculum changes were started in Fall Semester 2011 and approved at the institutional level in Spring 2012. These changes have the potential to open new opportunities as the department moves forward, and should help stabilize enrollments.

The greatest challenge facing the department is related to student recruitment. While current enrollments are steady and solid, the fact that programs are designed to have students matriculate in two or three years means that these students must be replaced quickly. Furthermore, none of our programs have natural feeders from undergraduate programs there is not 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 department has a quality faculty that steps forward to meet expectations of a faculty in a graduate only department. In addition to their teaching and scholarly activity obligations, the faculty is heavily involved in service. The table below summarizes their service work.

Service	International & National	Regional	State & Local	UCA	COE & PEU	Dept & Other	Total
# of Faculty	8	4	6	8	10	10	
# of Activities	21	5	31	29	43	27	**156**

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 2011 was a productive year. Budget uncertainty, 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
2011-2012
Submitted by Ken Vaughn
June 2012

<u>Mission Statement</u>

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 (two nine-month and one 12-month) 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. 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.

   Status: Argos COE restricted reports were redesigned to display the same student data as other available student reports.

2. To implement background checks for candidates entering any early field experience.

   Status: This was implemented at the beginning of the fall 2011 semester. These background checks are monitored by the Field Experience Office.

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.

   Status: This transition was successfully 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.

   Status: Recording failing scores on the Candidate Account Manager (CAM) has begun. Score analysis and follow-up will be an ongoing process as new measures are taken to assist students who struggle with the Praxis I exam.

5. Monitor transition of the Teacher Candidate Admission fee collection from the point of admission to registration for Internship II.

   Status: Due to coordination between Student Accounts and the Office of Candidate Services and Field Experience, this transition occurred with few problems.

Office of Candidate Services and Field Experience Goals 2012-2013

1. Improve efforts to identify students who are struggling with specific skills on the Praxis I exam and implement a tutorial system to assist these students.

2. Implement a system that ensures all program completers complete child maltreatment reporter training during Internship I and submit signed affidavits of the training as a condition of entering Internship II.

3. Add an early field experience evaluation instrument to the Candidate Account Manager (CAM) so that assessments of students may be produced more accurately.

4. Add a school demographics component to the Candidate Account Manager (CAM) so student pre-service field experiences may be readily identified.

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 3 statistics
- Compiled early field placement data for 357 undergraduate students and 29 graduate students in fall 2011, and 307 undergraduate students and 32 graduate students in spring 2012. Twenty-five (35) early field placements were made during the 2012 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 62 undergraduate Internship II candidates in fall 2011 and 82 undergraduate Internship II candidates in spring 2012
- Placed 12 graduate MAT students in Internship II in fall 2011 and 14 graduate MAT students in Internship II in spring 2012
- Reviewed and processed 169 bachelor level applications for initial teacher licensure in Arkansas (July 1, 2011-June 1, 2012)
- Reviewed and processed 67 MAT applications for provisional licensure in Arkansas (July1, 2011-June 1, 2012)
- Reviewed and processed 79 MAT applications for initial licensure in Arkansas (July 1, 2011-June 1, 2012)
- Reviewed and processed 134 applications for persons completing additional degrees or licensure areas (July 1, 2011-June 1, 2012)
- Reviewed and processed 18 applications for teacher licensure in other states (July 1, 2011-June 1, 2012)
- Admitted 185 candidates (July 1, 2011-June 1, 2012) 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 20010-11 Title II Survey (747 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 22 teachers/administrators/faculty in three-day Pathwise trainings – 2 sessions
- Trained 241 teachers/administrators/faculty in one-day Pathwise Recalibration training – 10 sessions
- Transitioned all internship students to a beginning date coinciding with the first day the assigned public school was in session during fall and spring semesters
- Secured placements for all interns and supervised students enrolled in Internship II.
- Planned and provided professional development for all Internship II students on topics including Child Abuse and Maltreatment, School Law, Common Core, Career Services, Arkansas Code of Ethics, and Professionalism
- Collaborated with the local retired teachers association to provide mock interviews for all Internship II students

Technology Learning Center
2011-2012 Annual Report

Mission Statement
The Technology Learning Center is a support department 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 2011 – June 2012, 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 took over administration of the Educational Technology Competency Exam and created a testing room in room 102D. Four additional computers were added to Room 102D and new furnishings to facilitate the exam.

Facilities
The computer lab and resource room were reserved 261 times during the year. This number is only a slight decrease from last year. Reasons for a decrease include:
- Competency testing was held in Room 102D this year
- Teaching and Learning Lab 107 was used for some reservations

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 was of great benefit this year to students when Lab 101 was closed for classes.
Student, faculty, and staff use of the computer lab and the resource center was high, indicated by an increase in revenue and the number of faculty reserve files and textbooks checked out during the year.

Improvements
- Remodeled and divided room 102D to create an additional office and testing room. Computers, furnishings and surveillance equipment were added to facilitate the competency exam. Adam Stone is now located in the new office in 102D.
- Added an additional seven PCs to Room 101 to bring the total to 38, plus the instructor station.
- Added a scanning station to Room 102 with optical character recognition and an automatic feed tray for improved scan speed and quality as well as the ability to edit scanned documents.
- Continued the use of the TLC mailbox as a central location for lab reservations and support for Chalk and Wire.

- Established a multi-device synchronized online cloud storage account for keeping track of professional development/technology workshop registrations.
- Retired a large amount of technology equipment that had become obsolete.
- Moved the check-out equipment into room 102C, which is secured with a keypad lock.
- The carpets were cleaned and the resource area was reorganized.
- New items were added to the check-out inventory, and outdated equipment was replaced. These items included seven new laptops, four travel projectors, a USB microphone, portable speakers, and portable DVD players.
- Added a TV station above the TLC Help Desk to announce new and continuing services and supplies, significant lab closures, operating hours, and other TLC news.

Sales
- Over $9,318 in cash sales were made during the year. This number is almost 24% higher than the fiscal year 2010-11 and reflects an increase in lab print-outs, poster prints, and the added sale of education technology competency exams.
- Requisition sales totaled $3,180.24 for the year. This number is up nearly 68% from last year and reflects an increase in digital video transfers and increased sales in digital media, hot laminate, and poster prints to support NCATE.

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 and online presence 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.
- Continued management of data collection tools and reporting for teacher recommendations, program evaluation, professional development evaluation, and other critical data reports.
- Administered 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.

- A new server was purchased to replace the outdated Candidate server.
- Implemented a TV announcement system for the College.

Staff
- The TLC had three full-time personnel for the year; TLC Coordinator, Technology Specialist, and Administrative Specialist.
- Two graduate assistants were assigned to the TLC during the year.
- Three student workers were assigned to the TLC for 10+ hours per week.
- The Administrative Specialist marked her 18th anniversary at UCA.
- The TLC Coordinator marked her 7th anniversary at UCA.
- The Technology Specialist will mark his fourth 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 TLC Coordinator and Technology Specialist served on College committees including the Technology and Publicity committees.
- The Technology Specialist attended the annual Chalk & Wire conference in June 2012.
- The Administrative Specialist attended workshops or received individual training in Chalk & Wire, Mail Merge, Excel, PowerPoint, Desktop Publishing, and SMART Board to improve skills and meet growing demands in the TLC.

Goals
Goals met during fiscal year 2011-12:
- Had a wall built in 102D to create additional office space and a testing room.
- Assumed responsibility for the Educational Technology Competency Exam.
- Converted the meeting/break room into a testing room and added four PC's, privacy carrels, and a surveillance camera.
- Purchased additional laptop computers and projectors to supplement and replace outdated check-out inventory for faculty.
- Secured adequate staffing (Graduate Assistants and Student Workers) to accommodate the TLC schedule and to improve services.
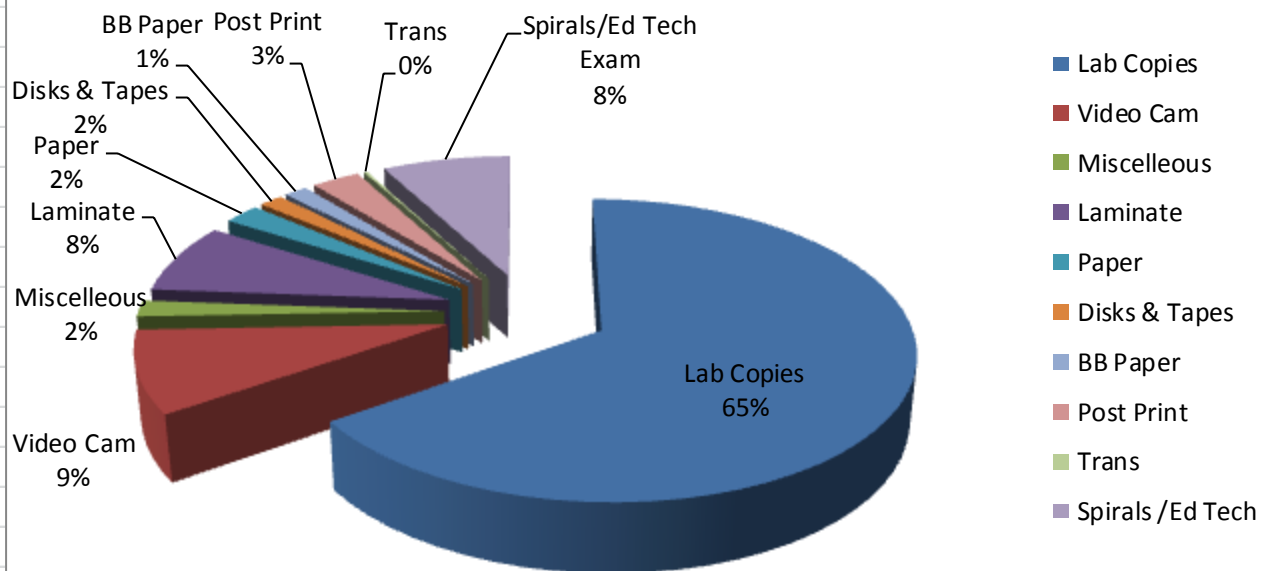
Goals for fiscal year 2012-13:
- Migrate databases, survey software and web pages to the new Candidate server.
- Convert the COE web site from Luminis to Word Press.
- Set up cash register to accept BearBucks to better serve the students.
- Obtain a more sophisticated register that will allow inventory tracking.
- 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.

Date	Key 1 Lab Copies	Key 2 Video Cam	Key 3 Miscelleous	Key 4 Laminate	Key 5 Paper	Key 6 Disks & Tapes	Key 7 BB Paper	Key 8 Post Print	Key 9 Trans	Key 10 Spirals /Ed Tech		Totals
Jul-11	302.15	14.00	36.90	18.10	35.15	2.00	1.50	85.00	-	1.40	$	496.20
Aug-11	243.65	10.00	5.91	26.80	4.70	2.00	14.92	-	-	0.50	$	308.48
Sep-11	545.05	18.00	39.20	52.95	12.35	4.50	8.04	2.00	1.00	0.25	$	683.34
Oct-11	479.20	82.00	11.80	79.36	33.90	42.75	13.00	-	16.65	1.80	$	760.46
Nov-11	692.05	295.25	3.55	32.75	15.80	20.80	17.46	105.00	0.20	0.20	$	1,183.06
Dec-11	471.35	43.00	1.55	27.65	14.35	21.75	-	40.00	0.40	1.95	$	622.00
Jan-12	538.55	20.00	27.90	77.51	5.80	-	9.25	7.50	-	-	$	686.51
Feb-12	800.05	80.00	17.85	83.14	15.17	5.00	12.56	35.00	-	-	$	1,048.77
Mar-12	654.20	160.00	8.65	121.23	31.80	6.00	23.30	-	-	0.40	$	1,005.58
Apr-12	1,029.30	119.00	8.70	163.84	33.60	30.00	20.50	-	0.20	201.55	$	1,606.69
May-12	174.35	-	2.60	12.88	4.45	-	4.00	-	-	500.00	$	698.28
Jun-12	164.30	-	-	23.51	2.00	-	9.00	-	0.40	20.00	$	219.21
Totals	$6,094.20	$ 841.25	$164.61	$ 719.72	$209.07	$ 134.80	$133.53	$ 274.50	$ 18.85	$ 728.05		$ 9,318.58

*June 2012 through June 25, 2012

Technology Learning Center Cash Sales 2011 - 2012

- Lab Copies 65%
- Video Cam 9%
- Miscelleous 2%
- Laminate 8%
- Paper 2%
- Disks & Tapes 2%
- BB Paper 1%
- Post Print 3%
- Trans 0%
- Spirals/Ed Tech Exam 8%

Legend:
- Lab Copies
- Video Cam
- Miscelleous
- Laminate
- Paper
- Disks & Tapes
- BB Paper
- Post Print
- Trans
- Spirals /Ed Tech

Date	KEY 1 Lab Copies	KEY 2 Video Cam	KEY 3 MISC.	KEY 4 Hot Lam	KEY 4 Cold Lam	KEY 5 Paper	KEY 6 Disks & Tapes	Key 7 BB Paper	KEY 8 Post. Print	KEY 9 Trans.	KEY 10 Spirals	Req. Totals
Jul-11	0.00	8.00	0.00	85.10	9.90	0.00	0.00	6.80	5.00	0.00	4.00	118.80
Aug-11	0.00	15.00	0.00	80.03	89.49	22.50	118.50	70.65	1584.00	0.00	0.25	1980.42
Sep-11	0.00	20.00	0.00	110.33	34.38	3.70	11.00	31.17	80.00	0.00	0.25	290.83
Oct-11	0.00	0.00	0.00	61.19	17.09	4.50	0.00	3.00	50.00	0.00	0.00	135.78
Nov-11	0.00	15.00	0.00	89.56	20.31	15.35	5.00	0.00	25.00	0.00	0.80	171.02
Dec-11	0.00	5.00	0.00	4.69	2.19	2.10	1.00	10.00	0.00	0.00	0.00	24.98
Jan-12	0.00	0.00	0.00	57.33	0.00	10.40	0.00	4.83	0.00	0.00	0.00	72.56
Feb-12	0.00	0.00	0.00	28.43	24.59	1.55	0.00	13.00	35.00	0.00	0.00	102.57
Mar-12	0.00	6.00	0.65	77.79	12.23	6.65	9.00	8.00	0.00	0.00	0.30	120.62
Apr-12	6.00	6.00	0.00	42.05	0.00	4.25	7.00	1.50	5.00	0.00	0.00	71.80
May-12	0.00	41.00	0.00	6.75	10.73	11.55	4.00	16.83	0.00	0.00	0.00	90.86
Jun-12	0.00	0.00	0.00	1.10	0.00	2.90	0.00	4.25	0.00	0.00	2.00	10.25
TOTALS	6.00	116.00	0.65	643.25	220.91	82.55	155.50	165.78	1784.00	0.00	5.60	3180.24

Requisition Sales by Item
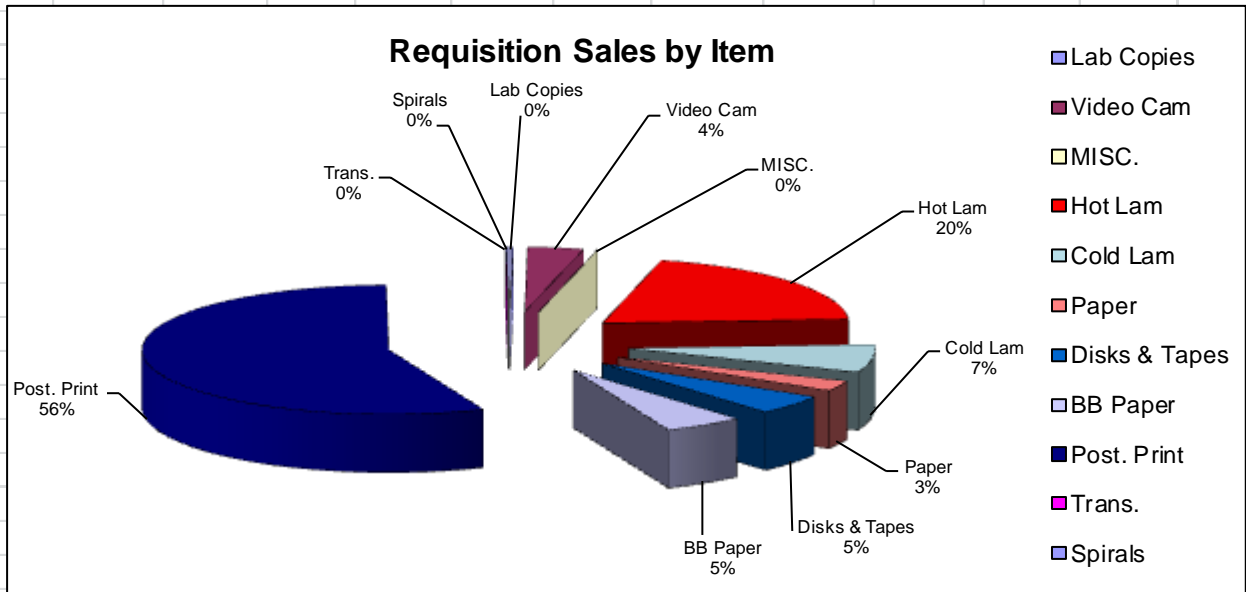
APPENDIX A
INDEX OF C OF ED REPORTS PRODUCED ANNUALLY

- **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

- **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

Dr. Charlotte Cone Scholarship
The UCA College of Education College Student Personnel and Administrative Services (CSPA) student organization, GASP (Graduate Association of Student Personnel), and the Department of Leadership Studies honored Dr. Charlotte Cone at the 2011 annual spring banquet of GASP. At that time, the Dr. Charlotte Cone Scholarship was announced in honor of Dr. Cone, the retiring CSPA program coordinator. Through the volunteer efforts of GASP leaders and members, CSPA program alumni, faculty colleagues, and friends of the program, more than $14,000 was received and/or pledged to support this outstanding scholarship. The Dr. Charlotte Cone Scholarship generously supports CSPA students and program efforts.

This Dr. Charlotte Cone Scholarship is housed in the UCA Foundation office. Alumni and friends are welcome to continue support for the scholarship by calling the UCA Foundation office at 501.450.5288 or 800.981.4426, emailing Kathy Carroll at kcarroll@uca.edu, or contacting the College of Education Department of Leadership Studies at 501.450.3282 or Leadershipstudies@uca.edu.

Dean Diana G. Pounder, Ph.D., Recognized with UCEA Master Professor Award
UCA's College of Education Dean, Diana Pounder, is being recognized by the University Council for Educational Administration (UCEA) at their fall conference with its 2011 Master Professor Award. UCEA is a national consortium research/doctoral granting universities committed to the preparation and practice of educational leaders for the benefit of schools and children. The UCEA Master Professor Award is given to an individual faculty member who:

- *Has a significant record of scholarship pertaining to educational leadership practice, preparation, development and evaluation.*
- *Has a sustained record as an outstanding teacher, as attested to by students and faculty peers; has exhibited educational innovation in the classroom and the extension of educational opportunities to an ever-wider group of students in educational leadership programs.*
- *Is an outstanding advisor and mentor of students as evidenced by mentoring students in research projects that address the needs of k-12 educational systems; plays a key role in the advancement of students into leadership positions in Pk-12 systems. In sum, s/he promotes and supports the academic, career goals, and placement of students into educational administration programs.*
- *Has taken a leadership role in his/her academic unit, as administrators and/or leaders in educational endeavors; has gained a regional and national reputation, as an educational leader and innovator; has accomplished this through participation in regional and national activities as well as in publications in appropriate journals that have impacted the practice of educational leadership/administrators in Pk-12 systems.*
- *Has provided outstanding leadership in promoting and supporting diversity in faculty, students, staff, programs, and curriculum in the field of educational leadership.*

- *Has provided outstanding public service through participation in public or private agencies, or both bodies that contributive to Pk-16 partnerships and to improving the quality of Pk-16 education throughout state, national, or international arenas.*

Dr. Pounder earned her Ph.D. in Educational Leadership from the University of Wisconsin-Madison and worked as an educational leadership professor and researcher for 25 years (primarily at the University of Utah-Salt Lake City) before joining UCA. She also worked in public schools for 10 years as a high school math teacher, a secondary guidance counselor, and a middle school principal at the start of her career in education.

Dr. Pounder is the 2009 recipient of UCEA's Distinguished Service Award and has been active and assumed leadership roles in national professional organizations, including past editor of *Educational Administration Quarterly*, president of the University Council for Educational Administration (UCEA), secretary of Division A of the American Educational Research Association (AERA), and co-chair of the Joint UCEA, AERA-Division A, TEA-Sig Task Force on Leadership Preparation Effectiveness. She participates actively in a variety of state and national education and policy initiatives, the most recent of which have focused largely on improving and assessing school teacher and leader preparation. In recent years, she frequently serves on research advisory teams for various large-scale national research projects, including revision of the NCES SASS 2011 survey.

Dr. Pounder's scholarship focuses on building a more equitable and effective education profession to better serve all P-12 students. Her scholarship includes largely empirical studies using correlational and quasi-experimental designs, survey methods, and multivariate quantitative data analysis techniques. These works include empirical research on school leader preparation effectiveness, professor and principal shortages and job desirability, teacher work group effectiveness, distributed leadership, equity in personnel selection and compensation, and other interests related to attracting, retaining, motivating, and developing professional educators. Her research awards include the 1996 Davis Award for Outstanding *EAQ* article (co-authored with Rod Ogawa and Ann Adams), and both the Department of Educational Leadership research award and the College of Education research award from the University of Utah. Her scholarly publications appear in *Educational Administration Quarterly, Journal of School Leadership, the Australian Journal of Education, Educational Leadership, the School Administrator*, and other prominent educational leadership publication outlets. Congratulations Dean Dian Pounder!

Dr. Patty Phelps to Serve on Teaching Professor Advisory Board

Having presented for the past three years at the annual Teaching Professor Conference, Dr. Patty Phelps has been appointed to its Advisory Board for a two-year term by Dr. Maryellen Weimer, editor of *The Teaching Professor* newsletter. Dr. Patty Phelps, who currently divides her time between teaching in the Department of Teaching and Learning in the College of Education and directing the UCA Instructional Development Center (IDC), will be involved in planning the 9th and 10th annual conferences along with reviewing and evaluating conference proposals. Dr. Phelps is scheduled to present at the conference for each of the two years.

The 2012 conference will be held in Washington, DC, June 1-3, with the theme to "Educate, Engage, Inspire." Dedicated to the "art and science of better teaching," The Teaching

Professor Conference is attended by faculty from across the United States and around the world. Sessions are devoted to pedagogy rather than disciplinary content, and for the last two years, the conference has maximized its capacity and closed registered. For more information about the conference and newsletter, please see http://teachingprofessor.com or contact Dr. Patty Phelps, pattyp@uca.edu.

College of Education Technology Conference Sets Record Attendance

The University of Central Arkansas, Gamma Tau Chapter of Delta Pi Epsilon hosted the 2011 technology conference during July in Mashburn Hall on the UCA campus with the overarching purposes of building partnerships and establishing integrated learning communities beyond the campus for business education majors-essential 21st century skills. This year's conference, titled, "Technology Reboot," broke previous attendance records with approximately 60 attendees involving UCA undergraduate and graduate business majors and education majors, Arkansas classroom teachers and school administrators, and UCA business and teacher educators.

Attendees at the one-day conference were welcomed by Dr. Kelly Wilkinson, Director for the Center of Instruction, Research, and Technology and Associate Professor in Management, Information Science, and Business Education in the Scott College of Business at Indiana State University. In support of the new common core standards adopted in teacher preparation programs and all state teacher evaluation standards, Dr. Wilkinson's research focuses on end-user computing, pragmatic use of technology for learning and immersive assessment and feedback using technology.

Four technology sessions during the conference addressed Digital Sandbox, presented by Bill Beavors from the Vilonia School District; NBC Learn/E-missions, guided by Marilyn Friga, National Board Certified Teacher, and Brenda Linn, instructors with the UCA College of Education; I-Pad/Flip Camera, facilitated by Shelly Frew of the Hector School District; and Nooks & Kindles orchestrated by the Best Buy Geek Squad.

Chapter President Debby Mauldin, Vilonia School District, and Chapter Advisor Dr. Cheryl Wiedmaier, UCA College of Education, Department of Teaching and Learning, presided over the conference. Announcing the annual recipients of the chapter's scholarships highlighted the conference; scholarships were awarded to UCA business education majors Kaleb Gray and Chris Easley. The chapter would like to thank everyone for attending and supporting this year's professional conference. For more information about the University of Central Arkansas, Gamma Tau Chapter of Delta Pi Epsilon, please contact Dr. Cheryl Wiedmaier at cherylw@uca.edu.

Orientation Meetings Held for 45 New Leadership Studies Candidates

Recently the faculty in the Department of Leadership Studies recently held their fall, 2011, orientation meetings for graduate students beginning their studies. During one session, the Department welcomed 45 candidates preparing for leadership careers as school principals, school district superintendents, school district curriculum administrators, school counselors, school librarians, and school district instructional technology specialists. The orientation meetings introduced the faculty and addressed program specific expectations, advising procedures, university policies, Torreyson Library resources. Professional development was provided guiding candidates with their use of the tools used to deliver online courses (e.g., Blackboard, Centra, and

Chalk and Wire portfolios). During another session, the College Student Personnel Administration and Services (CSPA) program, also housed in the Department of Leadership Studies, welcomed 18 new students at their orientation meeting. Returning CSPA students assisted with this orientation followed by attending their own orientation meeting in preparation for their final year of study. For more information about the Educational Leadership; Instructional Technology; Library Media and Information Technology; School Counseling; School Leadership, Management, and Administration; and College Student Personnel and Administration graduate programs within the Department of Leadership Studies, contact Dr. Terry James, Chair at terryj@uca.edu and read their web site at http://uca.edu/leadershipstudies/

Thank you Mr. Steve Ward!

Mr. Steve Ward is a clinical instructor in the Department of Teaching and Learning at the College of Education at the University of Central Arkansas. He also serves as the program coordinator for the Middle Level Education Program. During the six years with UCA, Mr. Ward has taught and guided hundreds of teacher candidates.

Recently a spring graduate sent an email expressing her heart-felt appreciation. The email message captures the difference that Mr. Ward makes not only in the lives and careers of teacher candidates, but his dedication is lived through every middle school student who the teacher candidates teach after they graduate from UCA. This thoughtful email reminds us to thank our teachers at all levels of education. None of us would have found our paths and passions or achieved our goals and aspirations without our teachers--their knowledge, their guidance, and their care.

From Leigha Westerfield:
I remember sitting in one of the meetings during Internship II thinking I would never get to this point where I am now in my life. I am a first-year teacher and loving every minute of it. I am sending you this message to thank you and the rest of the faculty and staff at the UCA College of Education for helping me get here. I appreciate it so much!
I learned so much from all of my teachers during my time at UCA and while I know I have much more to learn in the future, as teacher I feel so prepared to take on the everyday challenges of becoming a great and wonderful teacher. I plan to return to UCA eventually to pursue a Masters Degree in education.   I just haven't decided the field I want to study yet. There are so many areas I want to investigate in the education field.
I am an ESL (English as a Second Language) teacher at PCSSD (Pulaski County Special School District) this year. I have faced many challenges and it is only the first month of school. However, I can honestly say that I have been prepared for every single challenge because of the education I received at UCA. I know you probably get this all the time, Mr. Ward, but your classroom management class was great. I have even considered referring his class already to a few teachers.
I am so blessed to have been a part of the College of Education and cannot thank you and all the other professors enough. I hope all is going well this year. Have a great year. Thanks!

Professional Development Conducted by the College of Education Summer 2011
Annual Pathwise Training Opportunities

During the first week of August, faculty in the College of Education in partnership with members of the Arkansas Department of Education provided Pathwise training to 150 Arkansas educators. Pathwise is a comprehensive, research-based framework for professional practice that details the approaches and strategies that effective educators should demonstrate in their classrooms. Pathwise training and recalibration provide opportunities for educators to learn and review these professional practices. New teachers in Arkansas are assigned to seasoned teachers within their school districts to mentor the novices through their first year of teaching. Mentors must be Pathwise trained in order to mentor new teachers using Pathwise principles.

Additionally, teachers who mentor UCA teacher candidates during their final semesters enrolled in their teacher preparation programs are required to be Pathwise trained. Faculty in the College of Education provides Pathwise training, professional development opportunities three times each year (in the summer, fall and spring). For more information about Pathwise, contact Sue Farris in the College of Education Field Placement Office at sfarris@uca.edu or 501.450.3131 or Marilyn Friga at mfriga@uca.edu or 501.852.2910.

UCA MAT Candidates Enter Projects in the Arkansas iTunes University

Five graduate students enrolled as teacher candidates in the UCA Master of Arts in Teaching (MAT) program in the Department of Teaching and Learning in the College of Education recently learned that their summer projects were accepted for inclusion in the Arkansas iTunes University. The focus of the summer project was to explore technologies that can be used to support P-12 student literacy development. The MAT teacher candidates were required to complete five-minute screen capture presentations showcasing their technologies. Their analyses addressed ways that technologies could be used to support student literacy development for the grade levels and subject areas that the candidates either currently teach or plan to teach in the near future.

The five MAT teacher candidates and their projects included

- Amanda Mamula explored the uses of Toon-Doo. Toon-Doo allows students to create comic strip creations exploring both visual and textual literacy.
- Ian Emery created his presentation on graphic novels. Graphic novels are narrative works where the story is told using art (visuals) to support textual storytelling.
- Anna Walthall studied Webquests and their uses in classrooms. Webquests allow teachers to guide students in a research study by pre-selecting and providing appropriate resources within an inquiry oriented project format.
- Casey Bazyk examined the uses of Prezi as a replacement for PowerPoint. Prezi is a presentation tool that is more animated and interactive than PowerPoint and asks the presenter to truly focus on key concepts.
- James Patrick investigated Social Bookmarking with a focus on using social bookmarking to aid in research. Social bookmarking allows users to organize, store, manage, search for, and share resources online. This technique also is called social tagging. Users share links to web pages they want to remember and then share them with certain networks.

For more information about these projects or the iTunes Arkansas University, please contact Dr. Donna Wake, Assistant Professor in the Department of Teaching and Learning in the College of Education at the University of Central Arkansas at 501.852.2820 or dwake@uca.edu.

Digital Storytelling Writing Workshops

In partnership with the National Writing Project, Dr. Donna Wake, Associate Professor in the Department of Teaching and Learning in the College of Education at the University of Central Arkansas, presented two seminars at two of the Arkansas Writing project sites. Educators at each of the sites were guided through day-long sessions on digital writing. Participants were trained in personal and classroom uses of digital storytelling. Digital storytelling builds on narrative and oral storytelling traditions using computer-based tools to re-vision and shape those stories. The digital storytelling process combines images, text, audio narration, and/or music. Most digital stories focus on a specific topic and contain a particular point of view ranging from sharing personal narratives to recounting historical events to exploring community issues. For more information about digital storytelling, contact Dr. Donna Wake at dwake@uca.edu.

The Three-Ring Circus: Enriching Learning for CAPCA

Four faculty in the Department of Early Childhood/Special Education in the College of Education at the University of Central Arkansas facilitated a two-day workshop for Head Start teachers with the Community Action Program for Central Arkansas (CAPCA). Dr. Candice Barnes, Assistant Professor; Dr. René Crow, Assistant Professor; Ms. Ruth Rowell, Instructor; and Dr. Mark Cooper, Professor, established a long-term partnership with the CAPCA Head Start teachers that will extend throughout the school year and into the future. The CAPCA website states that the CAPCA is "committed to offering quality services for economically disadvantaged families in Central Arkansas;" Head Start fulfills this commitment.

The initial two-day workshop, titled "The Three-Ring Circus: Using Relationships, Engagement, and Positive Guidance to Enrich Learning" focused on student engagement, room arrangement, and relationship building. Regularly scheduled follow-up sessions will be conducted throughout the school year checking for fidelity and usefulness gained from the workshop. On-going communication with CAPCA center managers will be conducted to troubleshoot and offer more assistance as needed. For more information related to professional development opportunities for early childhood educators, please contact Dr. Candice Barnes at 501.450.5461 or cbarnes@uca.edu. Dr. Barnes also serves on the Central Arkansas Head Start Policy Council, and Dr. Mark Cooper has served as a consultant for the CAPCA mental health consultant since 1999. His responsibilities include working with teachers, administrators, and family members who have students prone to challenge them behaviorally. Dr. Cooper provides mental health consultations for adults, including family members. He also conducts classroom observations, follow-up consultations, and professional development for the CAPCA teaching team. For more information, please contact Dr. Cooper at 501.450.3171 or mcooper@uca.edu.

Education Classes for Non Traditional Licensure (NTL) Teacher Candidates

During the 2011 summer semester, Dr. Terri Hebert and Dr. Gary Bunn, both Assistant Professors in the Department of Teaching and Learning in the College of Education at the University of Central Arkansas coordinated the initial classes for the Non-Traditional Licensure (NTL) Program held in Hot Springs, AR. In June, 33 candidates began Year 1 of the NTL Program, and in July, 17 additional candidates began Year 2 of the NTL Program. Drs. Hebert and Bunn will continue directing the program throughout the academic year for seven Saturday sessions.

Summer classes for the NTL Program were conducted by Dr. Wendy Rickman, Assistant Professor, and Dr. Stephanie Huffman, Associate Professor, both in the Department of Leadership Studies, explored educational media and technology issues and trends in P-12 education; Dr. Donna Wake, Assistant Professor in the Department of Teaching and Learning, introduced human growth and development as well as questions and vocabulary building; Dr. Terri Hebert, Assistant Professor in the Department of Teaching and Learning, taught secondary science content, Mrs. Sue Farris, Candidate Services and Mr. Steve Ward, Instructor in the Department of Teaching and Learning, presented classroom management, Ms. Marilyn Friga, Instructor in the Department of Teaching and Learning, provided professional development, and Dr. Tammy Benson, Associate Professor and Chair of the Department of Teaching and Learning, facilitated literacy development and student achievement.

Additionally, teachers in their first year of teaching received a three-day Pathwise orientation co-taught by Dr. Gwen Morgan. Development for Year two teacher candidates was providing students with *Classroom* Management tips and techniques, also held in Hot Springs AR and the Middle School. NTLP candidates labeled as year one and year two teacher candidates were guided in their three-day professional development workshop related to Pathwise in day long workshops by Dr. Terri Hebert in Hot Springs, AR and the Arch Ford Coop at the Greenbrier Junior High Facility.

Dr. Tammy Benson Guides "Social Emotional Learning" for Early Childhood Educators
In July and August, 2011, Dr. Tammy Benson, Associate Professor and Chair of the Department of Teaching and Learning in the College of Education at the University of Central Arkansas, conducted professional development through the Arkansas Department of Human Services for Early Childhood Preschool Educators. Approximately 25 educators from Conway, Greenbrier, and Heber Springs attended the four-day series of courses offered by the Department of Human Services Early Childhood Division. The Pre-K Social-Emotional Learning (SEL) provides teachers of three- to five-year-olds the knowledge and skills to build war relationships with children, parents, and co-workers; creative positive and productive classroom climate; prevent challenging behaviors; manage disruptive behaviors, and teach children new skills preparing them to enter kindergarten ready to learn.
Pre-K SEL is designed to
- Advance understanding of how children develop social and emotional skills
- Present techniques for developing positive relationships with children, families and colleagues
- Provide tools and strategies for implementing preventive classroom practices that support development and appropriate behavior
- Enhance knowledge and skills in order to implement social and emotional teaching strategies
- Present methods for implementing intensive individualized interventions for those children displaying challenging behaviors

Additionally, Dr. Benson conducted a one-day Saturday workshop on Social Emotional Learning (SEL) Strategies that Work for Early Childhood Educator to preschool teachers employed at The Center of Early Learning and a professional development workshop to Pediatrics Plus preschool teachers in Conway.

Dr. Angela Webster-Smith Guides Mabelvale Middle School with Parent Involvement

In August, 2011, Dr. Angela Webster-Smith, Assistant Professor in the Department of Leadership Studies in the College of Education at the University of Central Arkansas, presented insights on parent involvement to the administrators and faculty of Mabelvale Middle School in Mabelvale, AR. The presentation was titled "Connect, Respect, and Reflect: A Model for Parent Involvement." Approximately 75 educators attended this 1 and 1/2 hour session that was specifically designed to help them with "hard-to-reach parents." Participants engaged in ways to "connect" by getting to know parents, through systematic, friendly interactions, and by cultivating partnerships. The workshop reinforced ways to "respect" parents by honoring who each parent is, what each parent brings to the table, by honoring the way each parent demonstrates love for his or her child; and by honoring what each parent needs and wants. Educators were encouraged to "reflect" by considering what's working in their classrooms and school and what's not; then to modify and adjust accordingly. For more information about professional development on parent involvement, please contact Dr. Angela Webster-Smith at 501, 450.5438 or email her at awebster@uca.edu.

Dr. Gary Bunn Guides Conway Teachers

Conway teachers at Carl Stuart Middle School and Simon Intermediate School were offered professional development sessions by Dr. Gary Bunn, Assistant Professor in the Department of Teaching and Learning in the College of Education at the University of Central Arkansas during the semester months. In May, he conducted the district-wide parental involvement presentation for more than 600 teachers, discussing strategies for involving parents and techniques for improving communication between home and school. In June, he presented the day-long workshop "Honing Your Craft" to teachers at Carl Stuart Middle School. This workshop considered the importance of effective teaching strategies and offers teachers an opportunity to develop new strategies to engage students in learning. In August, Dr. Bunn worked with teachers from Simon Intermediate School and Carl Stuart Middle School to strengthen questioning skills. During the seminars, teachers gained new techniques for engaging all students through questioning and learned more about the value of questioning in developing problem-solving skills and higher level thinking.

College of Education and Professional Education Receive Seven-Year Accreditation

The UCA faculty, staff, and students in the College of Education along with colleagues across the UCA campus who participate in the Professional Education Unit (PEU) in the preparation of teachers recently hosted the campus visit of their national accreditation team. The Board of Examiners (BOE) from the National Council for the Accreditation of Teacher Education (NCATE) arrived on campus on Saturday, September 24, to review the College of Education's collection of documents and artifacts that supplemented the reports previously submitted during the last 18 months.

On Sunday, September 25, poster sessions were held in Mashburn Hall with faculty, staff, undergraduate students, graduate students, and recent graduates presenting poster sessions throughout the building for the members of the BOE team. Approximately 200 people attended the Sunday sessions.

In the words of Dr. Lisa Daniels, NCATE Coordinator for the College of Education, "We just left our exit interview with the BOE team. They are recommending to NCATE that our unit be recognized as having met All standards!" She added, "The BOE chair gave us strong praise for our collaborative efforts in the field, stating that our graduates and school partners could not say enough positive things about us. The chair also said that the turnout from the Professional Education Unit (PEU) for the interviews was phenomenal...the best the BOE chair has ever seen!

The UCA College of Education and Professional Education Unit are accredited for seven years. Congratulations to Dean Pounder, Dr. Lisa Daniels, Dr. Debbie Barnes, and the entire Professional Education Unit.

UCA College of Education Faculty Receive $2.3 Million Federal Grant to Prepare Math and Science (STEM) Teachers for LR & NLR School Districts

The College of Education received notice from Congressman Griffin's office that the University of Central Arkansas will receive a federal $2.3 million Transition to Teaching grant over a five-year period to prepare math and science teachers for North Little Rock and Little Rock school districts. Dr. Carolyn Williams, College of Education faculty, wrote the grant proposal; Dr. Williams and Dr. Diana Pounder, Dean of the College of Education, will serve as Co-Project Investigator's for the project. Dean Pounder said, "We are excited to have this opportunity to enhance the quantity and quality of STEM school educators in central Arkansas."

The five-year program supports efforts to recruit mid-career professionals and recent graduates with appropriate content degrees to become licensed teachers through alternative licensure routes in the Little Rock and the North Little Rock School Districts. The partnership program is an ongoing collaboration among the school districts, the College of Education and the College of Natural Sciences and Mathematics.

Dr. Carolyn Williams, the author and Co-PI for the grant said, "We are fortunate to receive this grant that builds on the strength of our existing Master of Arts in Teaching program. These funds will support our efforts to recruit talented mathematics and science teachers to UCA and to enhance their desire and abilities to work with students in our urban school districts. We started working on this grant in 2006, the same year the College of Education received approval for our Master of Arts in Teaching program. This grant will encourage more interested professionals to transition to teaching and increase our cadre of teachers for schools that need them the most."

Funds will be used to recruit, prepare, place, and retain 120 highly qualified new Science Technology Engineering and Mathematics (STEM) teachers at a rate of 30 candidates per year in four annual cohorts who will teach mathematics and science in 12 middle schools and 7 high schools in these urban school districts. The goal is to develop and expand the capacity of the University's partnership with the school districts to recruit, prepare, place, and retain mathematics and science teachers to work in high-need schools, which have documented the need for teachers in these subjects. The participating teachers will earn preliminary teaching licensure and credentials while working as university intern teachers in the targeted partnership school districts. Candidates will engage in high quality, innovative STEM workshops and professional development activities through the UCA STEM Institute. These activities will be aligned with state and national initiatives to include common core standards in mathematics. Teacher candidates

supported by the projects are required to teach in high-need schools for at least three years. UCA is expected to recruit 120 new teachers to be certified by the end of the five-year grant period.

Mary Ferguson, Class of '42, Prepares for 70th UCA Homecoming!

When Mary Ferguson started her senior year at Arkansas State Teachers' College in 1941, never could she have predicted that she would be celebrating her alma mater at the University of Central Arkansas 70 years later. As UCA commemorates the 100th anniversary of the first graduating class from the Arkansas State Normal School, we in the College in the Education revel in the remarkable adventures of one notable alum: Mary Ince Wilkerson Ferguson.

Mary was raised in Helena, AR, a town of 12,000 people in the mid-1930s. Graduating as Salutatorian in her high school class of 1938, Mary attended college at Arkansas State Teachers' College (ASTC) to become a secondary English teacher. Her older cousin had attended and graduated from ASTC, so Mary was familiar with the campus. She also wanted to play her bass drum and cymbals in the marching band.

Working on campus for Dr. Minton in the Department of Geography, Mary lived in Bernard Hall and joined many organizations including Delta Phi Delta, the debate team, the YWCA, and the Royal Rooters. Two of her favorite memories while at ASTC were attending the weekly dances held in the Mirror Room where women asked the men to dance with them when it was time for Women's Tag and hitchhiking rides to town to go shopping since few ASTC students had cars. With only 700-800 students on campus, Mary became well acquainted with everyone quickly.

After graduating from ASTC, Mary accepted a teaching position in Hughes, AR, for one year. However, as the United States become more embroiled in WWII, Mary moved to Memphis and starting working for American Airlines in the Flight Operations Department. As WWII ended, Mary moved to Louisville, KY, where she had been offered a position as a secretary with a large distillery. Her employment with this distillery provided her with many benefits such as allowing her to live in company housing and paying for her college classes. While riding the street car en route to a Spanish class, Mary met her future husband, Joseph Wilkerson. They were married in 1950 and Mary had to leave her job six months later as married women were not allowed to work at the distillery. Their son, Frank, was born in 1954. Sadly, Joseph died in 1960, so Mary resumed working as a secretary at an engineering firm.

However, Mary was interested in advancing her education, so she returned to college. Twenty-five years after graduating from ASTC, she earned her master of science degree in Library Science at Spalding University in Louisville, KY, and became an elementary school librarian. Then she earned her Educational Specialists degree in Supervision and Administration from the University of Louisville and became a Media Specialist coordinating services for 146 schools in the Jefferson County School District in Louisville, KY. Her schedule allowed her to participate in many of her son's school-related activities including traveling to Switzerland with her son's Jefferson County Youth Orchestra. This was a wonderful experience for both Frank and Mary. Like Mary, Frank enjoyed the marching band. Unfortunately, Frank died due to a tragic accident while he was attending college.

During the 80s and 90s, Mary traveled extensively with a group of friends who enjoyed seeing the world and playing bridge. In 1981, Mary retired from her work with the public schools and became a "professional volunteer" with many different organizations. She also started attending the UCA Homecoming celebrations. At one UCA Homecoming, Mary's friend Imogene Minton Holt, daughter of Dr. Minton for whom Mary had worked while an undergraduate student, introduced Mary to Dub Ferguson. Dub's family is well-known at UCA. Dub's father was Dr. W. C. Ferguson, Sr., second dean of the college from 1942 to 1954. Ferguson Memorial Chapel sits in the center of the UCA campus.

Being quintessential alumni, Mary and Dub were married in 2000 in Ferguson Chapel and held their wedding reception in Buffalo Hall. At that time, they also saw the plans for College Square, the UCA residential retirement community, where they moved shortly after it opened in 2002. Although Dub died later that year, Mary has kept her home at College Square and is one of the most active residents. In addition to serving on the College of Education Alumni Committee, Mary is a member of the UCA Alumni Association and attends the football games, the lectures, and many of the special events held at UCA. Additionally she participates in Conway's Shakespeare Club and the 20th Century Club; she volunteers at St. Peter's Episcopal Church, plays bridge, goes to aerobics, reads in a book club, and competes on the College Square putting green.

Happy UCA Homecoming to our special alumna and friend of the College of Education: Mary Ince Ferguson!

100 Years of Graduates in the College of Education

The University of Central Arkansas, College of Education proudly claims to be the heart of the university since the institution was founded in 1907. Beginning with the first graduating class from Arkansas State Normal School in 1907, the graduates have been teachers. When UCA opened, students were required to fulfill five conditions: be at least 16 years old, be in good health, be of good moral character, complete the state course of study, and teach in schools of Arkansas for at least two years after graduation. The only degree offered at ASNS from 1980 to 1920 was a two-year degree called the Licentiate of Instruction (LI). Graduates could hold an LI for six years; then the LI could be converted into a permanent lifelong certificate. At the start of the century, most Arkansas elementary and secondary public school teachers had no college education, so the LI was a significant first step.

ASNS, or the Normal, as it was called at that time, seemed to be in the right place at the right time. The first president of the institution, John James (J. J.) Doyne, solicited student enrollment by visiting towns across the state; plus, summer institutes for teachers were no longer funded by Peabody College so teachers needed a school to attend. Thus the enrollment increased rapidly. Students preparing to become teachers were taught in the Model School where they could observe a professional teacher in the classroom. Over time, the Model School was renamed the Practice School, the Training School, and Irby Demonstration School. This outstanding approach paved the way for today's expectations that teacher candidates should be placed in various classrooms to learn from mentors in preparation for their own internships.

By 1917, a mere ten years after opening, the Normal reached an enrollment of 441 students. With the start of WWI, enrollment at the Normal dropped. However, the need for

teachers across Arkansas rose; unmarried men had joined the services, and salaries for teachers increased. Then with the end of WWI, enrollment at the Normal grew rapidly.

In 1920, Arkansas State Normal School added the phrase: "A Standard College of Teachers" to its name. Arkansas Governor Thomas C. McRae noted in a speech in 1922 that the State Normal School was the most important institution in Arkansas as it sends teachers to educate the minds of the youth. In 1925, the institution was renamed Arkansas State Teachers' College (ASTC). And in 1926, a "Training School" with 33 rooms was built to replace the Model School. However, the building burned in 1947. By 1930, ASTC offered four-year degrees: BA in Arts, BS in Science, BA in Education, and BS in Education, in addition to the two-year LI.

During the 1930s, while the United States was suffering from the Great Depression, enrollment at ASTC declined only slightly. Yet many new buildings were added to the campus. Like other institutions across the nation, enrollment increased after the Great Depression and fell again dramatically during WWII. In the years following WWII, enrollment increased rapidly; during the 1950s, 1960s, and 1970s, the campus was opened to African-American students, faculty, Board of Trustee members. More buildings were constructed. The Irby Demonstration School, the Model School since 1907 used again after the fire of 1947, was closed. In 1967, the name of the institution changed to the State College of Arkansas (SCA). Soon, SCA developed plans to become a university by organizing the 21 departments into 4 colleges. Dr. Robert Morrow was appointed the first Dean of the College of Education. Finally, in 1974 after much discussion and negotiation, SCA became UCA.

Education courses had been taught all over this campus. Initially they were taught in the E.E. Cordrey Science Building, the first building. After Old Main was completed in early 1919, education courses were taught in it. In 1926 they began to be taught in the Training School Building until it burned down in 1947 and then they were taught in the structure that replaced that building, the Irby Training School Building. The old Irby was the primary building where education courses were taught from the time it was built around 1950. Through the years, education courses were taught in Harrin Hall, McAlister Hall, and Bernard Hall.

A building dedicated to the College of Education was erected on the south side of the campus. The Center for Teaching and Human Development opened in 1974 while Dr. Snow was the college president. A sign in the lobby reads, "This building is dedicated to the many Arkansas teachers who have recognized and developed the potential of the human mind: our greatest resource." Then, during the early 1990s, Dr. and Mrs. J. D. Mashburn established a relationship with the faculty in the College of Education. Dr. and Mrs. Mashburn, UCA graduates, wanted to create an institute to help teachers teach all students and, in particular, to reach struggling students who are challenged in their learning. The Mashburn Institute, a summer enrichment program, was begun, and in 1996, with much appreciation to the endowment of Dr. and Mrs. Mashburn, the Center for Teaching and Human Development was renamed Mashburn Hall.

Today, 100 years after the first teachers graduated from Arkansas State Normal School, the College of Education offers an array of undergraduate teacher education programs; graduate programs for teachers, administrators, media specialists, and counselors; and now a Ph.D. for

educators to pursue a variety of leadership issues and capacities. The UCA College of Education has become *The Arkansas Premier Institution of Educator Excellence.*
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Faulkner County Retired Teachers Association's (FCRTA) Work with UCA Teacher Candidates Earns "Outstanding Volunteer Service Project for Students in 2011"

Each year the Arkansas Faulkner County Retired Teachers Association (FCRTA) strives to assist in worthy educational and civic endeavors through volunteer service. Past efforts have focused on helping students in preschool, elementary school, and secondary school classrooms. However, this year, in collaboration with the UCA College of Education, FCRTA members gathered to lend their expertise to the next generation of Arkansas' teachers prepare for the interview process. The UCA College of Education's Office of Candidate Services and Field Experience under the leadership of Dr. Jamie Alea and Mrs. Sue Farris developed a plan to invite FCRTA members to interview teacher candidates completing their internships. Collaborating with Ms. Doretta Bright and Mr. Jay Fortner, members of the local FCRTA chapter, their idea come to life.

In February, 20 FCRTA members conducted mock interviews for 99 Internship II UCA teacher candidates simulating professional interviews for teaching positions in area school districts. Each teacher candidate was interviewed by a team of retired teachers and given immediate written and oral feedback. After the interviews, one candidate shared, "This was very helpful. My interviewers asked lots of good questions and made me feel better about the interview process. This was very relevant considering the fact that we will be interviewing for teaching jobs very soon!" The mock interviews were a great success thanks to the dedication of the FCRTA members.

At their fall, 2011, annual convention, the Arkansas Retired Teachers Association (ARTA) announced that the Faulkner County Retired Teachers Association (FCRTA) was the recipient of the state "Outstanding Youth Project" for 2011. The mock interviews at UCA were the first significant opportunity for the FCRTA to provide service to a large number of university teacher candidates. Due to the success of this service project, the mock interviews have been incorporated into the UCA internship and will become an ongoing collaborative project with FCRTA members each semester. This mock interview project serves as a model for other ARTA chapters throughout Arkansas.

Leaving Our Paw Prints on Education

The faculty, staff, and students in the College of Education proudly introduce our new theme: *Leaving Our Paw Prints on Education.* In this section of the newsletter, we showcase opportunities for College of Education donors, education candidates, P-16 grade learners, and faculty…all of whom are sharing the same journey. Our alumni are invited to join us through your gifts and participation. For more information about any of these opportunities, please contact the

College of Education, Dean's office, at 501.450.5401 or visit our web site at http://uca.edu/education/

College of Education Donors –
"My dream was to become a teacher, and UCA made that dream come true. Thank you, UCA!"
"I could not have attended UCA without a scholarship. What a blessing!"
"Now that my career in education is nearing retirement, I want to help future teachers fulfill their goals, the same goals someone else helped happen for me!"

Comments like these heart-felt statements from College of Education alumni capture the joy and appreciation that educators frequently express. Many high school and university students want to become teachers, just like the outstanding teacher they have known, teachers just like you! We in the College of Education are focused on making better lives…for individuals, families, communities, and Arkansas. And you are invited to join us by donating to our scholarship program, our enrichment experiences, and our faculty rewards by leaving your paw prints on education. In you are interested in discussing opportunities to give to the UCA College of Education, please contact Dean Diana Pounder at dianap@uca.edu or 501.450.3175 or go to http:uca.edu/giving/give-now.

Support for UCA Educator Candidates

More than 30 annual **College of Education Student Scholarships** are available for undergraduate and graduate education candidates. You are welcome to contribute to one of our current scholarships or perhaps you would like to initiate a scholarship in honor of a favorite educator who left a paw print on your education. For more information, please go to: http:uca.edu/education/scholarships.php

Teachers United is a university student organization open to all UCA students interested in education as a profession. Teacher United meetings provide a chance for students to plan and implement service projects to benefit schools and P-12 students, to socialize with other university students, and to listen to insightful guest speakers including teachers, principals, and other leaders in the field of education. For more information about Teachers United, please contact Mr. Steve Ward at wards@uca.edu or 501.450.5475.

Support for P-12 Student and Educator Programs

The **UCA College of Education Leadership Institute** has drawn educational leaders from Arkansas to the UCA campus for five years. In 2011, speakers highlighting the institute included Joseph F. Murphy, Ph. D., the Frank W. Mayborn Chair of Education and Associate Dean for Special Projects, and Ellen Goldring, Ph.D., the Patricia and Rodes Hart Professor of Education Policy and Leadership; Department Chair, Department of Leadership, Policy, and Organizations, both from Vanderbilt University. For more information, go to http://uca.edu/education/leadershipinstitute.php

The UCA **Mashburn Institute** creates resources and learning experiences that empower Arkansas teachers to promote a sense of purpose, hope, accomplishment, and resilience for all learners to help them overcome varies to learning. For more information, please go to:
http://www.uca.edu/ecse/mashburncenter/index.php

The **UCA Reading Success Center** provides education candidates and young learners in Central Arkansas with tutors to improve specific abilities and overall achievement in English, literacy, reading, and language arts. For more information, please go to:
http://www.uca.edu/ecse/readingcrr.php

The **UCA Child Study Center** features an integral part of the early childhood teacher education program at UCA. The Child Study Center offers a site on campus where outstanding preschool learning experiences are offered for children in the community and exemplary practices are modeled for teacher candidates. For more information, please go to:
http://www.uca.edu/ecse/childstudy.php

UCA Super Kids is a one-week science-based summer program available to students entering first, second and third grades. The summer program was introduced to Faulkner County in 1999. For more information go to http://www.uca.edu/ecse/superkids.php

The **UCA Challenge summer program** is designed to engage students an exciting curriculum not available in many schools. This program is built on the belief that students want to be challenged, and UCA i8s ready to meet such an ambitious challenge with hands-on activities guaranteed to promote curiosity and fun. For more information, go to
http://www.uca.edu/ecse/univchallenge.php

UCA Summer Enrichment provides students with enrichment in basic skills where they are experiencing challenges. Summer Enrichment serves K-8 students with mild disabilities current receiving special education services. For more information, go to
http://www.uca.edu/ecse/summerenrich.php

Support for College of Education Faculty

Three annual **College of Education Faculty Awards** are available to faculty recognizing their outstanding contributions for teaching, research, and service. Additionally, the **Ray Simon Distinguished Lecturer Fund** provides financial support for faculty who are visiting UCA for extended periods of time to offer faculty professional development to College of Education faculty or instruction to university education candidates.

Arkansas Curriculum Conference Rich with College of Education Faculty

During the first week of November each year, more than 1,000 Arkansas classroom teachers and school administrators gather at The Peabody Hotel and the Arkansas Old State House for the Arkansas Curriculum Conference (ACC), and the College of Education faculty was there to help lead the way. The theme of this year's conference, Connecting the Common Core, was actively supported by the Arkansas Council for the Social Studies (ACSS); the Arkansas Council of Teachers of English and Language Arts (ACTELA); the Arkansas Council of Teachers of

Mathematics (ACTM); the Arkansas Science Teachers Association (ASTA); the Arkansas Department of Education – English and Language Arts, Mathematics, and Science; the Arkansas Department of Higher Education; the University of Arkansas STEM Center for Mathematics and Science Education; and the University of Central Arkansas Outreach and Community Engagement, members of all eight organizations unite for two days in a format that allows educators to investigate practices they can integrate across the curriculum, instruction, and assessment in ever-changing educational contexts.

UCA faculty attending and/or presenting at the 2011 ACC featured Terri Hebert, Assistant Professor, Department of Teaching and Learning (TL): Commonalities of Science and Literacy; Tammy Benson, Associate Professor and Chair TL: Creative Stories/Creative Kids: Reading, Writing, and Telling; Marilyn Friga, Instructor TL: Robot Lesson Planning Skills; Nancy P. Gallavan, Professor, TL, and Marilyn Friga, Instructor, TL: Connecting Dr. Seuss and the Ten Themes of Social Studies; Jeff Whittingham, Associate Professor, TL: Booktalking 101: The Best Young Adult and Juvenile Books of 2011; and Gary Bunn, TL: Have Mouth, Can Teach: The Impact of Questioning.

Continuing: Nancy P. Gallavan, Professor, TL and Marilyn Friga, Instructor, TL: Geography Games that are Fun and Functional; Nancy P. Gallavan, Professor, TL and Angela Webster-Smith, Department of Leadership Studies (LS): Communicating Classroom Assessments Effectively and Transporting Parents into Partners; Steve Ward, Instructor, TL: How Many Ps are in Your Classroom Pod?; Donna Wake, Assistant Professor, TL, Jeff Whittingham, Associate Professor, TL, and Steve Ward, Instructor, TL: Reading in the Common Core; Michael Mills, Assistant Professor, TL: Diversity in Literacy: Making Common Core Work for Students; and Jeff Whittingham, Associate Professor, TL, with Donna Stephens, UCA: The Crisis Mr. Faubus Made: Arkansas Gazette and Central High School; Plus Michael Mills, Assistant Professor, TL: Emerging Opportunities in Common Core Literacy; and Donna Wake, Assistant Professor, TL and Michael Mills, Assistant Professor, TL: Teaching Expository Structures with Digital Storytelling. Jeff Whittingham, Associate Professor, TL, served as President of the Arkansas Council of Teachers of English and Language Arts (ACTELA). As President of ACTELA, Jeff helped arrange for children's author Christopher Paul Curtis to speak at the ACC and to hold multiple presentations for hundreds of Conway Public School District students on the UCA campus on Wednesday, November 2, the day before the ACC. Additionally the College of Education and UCA Academic Outreach sponsored information booths in the exhibit hall. Look for us at ACC in 2012!

Debbie Barnes Honored with SRATE Roy L. Lauter Distinguished Service Award

Debbie Barnes, Assistant Dean in the UCA College of Education, received the Southeast Regional Association of Teacher Educators (SRATE) Roy L. Lauter Distinguished Service Award for her cumulative and significant contributions to SRATE during the last ten years. Debbie was honored at the SRATE Awards Banquet held in October, 2012, in Savannah, GA. SRATE, a regional collection of 15 states active in the Association of Teacher Educators (ATE), has been meeting for 58 years. Debbie has served as Vice-President, President-Elect, Chair of the SRATE annual conference, President, member of the SRATE Board of Directors, along with member of the Audit Committee and various ad hoc committees. Her dedication to Arkansas Association of Teacher Educators (ArATE), SRATE, and ATE reflect Debbie's commitment to education and all

teachers, P-12 through higher education. Join us in congratulating Debbie Barnes for receiving this honorable award!

UCA's Mashburn Center for Learning Awarded Arkansas Department of Education Grant

The Arkansas Department of Education awarded UCA's Mashburn Center for Learning a grant worth $280,000.00 for school year 2011-2012 to fund their Arkansas Adolescent Literacy Intervention program. According to Dr. Mark Cooper, Director of the Mashburn Center for Learning, "This grant makes clear their resolve to maximize success among all learners, especially learners who struggle." Dr. Cooper and the Mashburn Center for Learning team are quite pleased to continue the partnership with the ADE. The failure of struggling learners impacts the individual learner, the learner's family, and the learner's community. Believing that every learner deserves to achieve and succeed, the Arkansas Adolescent Literacy Intervention is designed to help teachers become more effective with all students, particularly struggling learners. It is also designed to help struggling learners work smarter as they work harder. Currently, approximately 25 Arkansas educators have become Certified Professional Developers in the methodologies used to help science, math, literacy, and history teachers maximize academic success among adolescent learners. There are 19 additional teachers and instructional specialists completing their certifications within the next year. Co-investigators on the ADE grant include Dr. Patty Kohler-Evans, Associate Professor; Renee Calhoon, Director of Administration and Teacher Development for the Mashburn Institute; and Dr. Kathleen Atkins, Associate Professor and Chair of the Department of Early Childhood/Special Education.

Eight COE Faculty Present at SRATE

Eight faculty from the College of Education recently traveled to Savannah, GA, to attend the 58th annual meeting of the Southeastern Regional Association of Teacher Educators (SRATE), where approximately 200 teacher educators gathered to share research and practices. SRATE is a regional collection of 15 states active in the Association of Teacher Educators (ATE). This year's conference theme, Research and Teaching: Realities, Innovations, and the Myth of "Waiting for Superman," united the speakers. UCA faculty and presentations at SRATE included Nancy P. Gallavan, Professor in the Department of Teaching and Learning (TL) and Angela Webster-Smith, Assistant Professor in the Department of Leadership Studies (LS): Guiding Candidates with Effective Reflective Exercises; Stephanie Huffman, Associate Professor, LS, and Wendy Rickman, Assistant Professor, LS: The Use of Social Networking Tools in the P12 Classroom; Mary Ellen Oslick, Assistant Professor, Department of Early Childhood/Special Education (ECSE): Notable Books for a Global Society and More: Advancing the Social Justice Focus; Nancy Gallavan (TL) and Angela Webster-Smith (LS): Reflecting on Defining Moments; Self Assessing Efficacy and Moral Development; Additionally, Cheryl Wiedmaier, Associate Professor, TL; Debbie Barnes, Assistant Dean; and Terry James, Professor and Chair LS, attended SRATE. Debbie Barnes and Terry James are past presidents of SRATE; Nancy Gallavan is Vice President and will chair the 59th annual meeting of SRATE in Little Rock in 2012. For more information, please go to http://www.srate.org/, http://candidate.coe.uca.edu/arate/, or contact Nancy P. Gallavan at ngallavan@uca.edu.

College of Education Faculty Active in Arkansas Association of Teacher Educators (ArATE)

The Arkansas Association of Teacher Educators (ArATE) met for their annual conference the University of the Ozarks in Clarksville for two days in September. This year's conference explored the theme: "Creating a Global Community of Learners: Guiding the Future of Education"

established by Jim Alouf, president of the Association of Teacher Educators (ATE) and Professor at Sweetbrier College, VA, the luncheon guest speaker.

College of Education faculty and their ArATE presentations included Nancy P. Gallavan, Professor, Department of Teaching and Learning (TL) and Angela Webster-Smith, Assistant Professor, Department of Leadership Studies (LS): Enhancing Efficacy and Cultural Competence with Reflective Exercises; Jud Copeland, Assistant Professor, LS: The Resource Description and Access (RDA) Cataloging Code: A Brave New World of Information Retrieval for Teacher Educators; Angela Webster-Smith, Assistant Professor, LS and Nancy P. Gallavan, Professor, TL: Using Defining Moments to Create A Global Community of Learners through Family and Culture; and Jud Copeland, Assistant Professor, LS: Copyright and Intellectual Property Issues in the Global Community Learning Environment.

Other COE faculty presentations included Donna Wake, Assistant Professor, TL: The Effects of Early, Intensive Field Experiences on the Growth of Secondary Pre-Service Teacher Candidates; Cheryl Wiedmaier, Associate Professor, TL, Marilyn Friga, Instructor, TL, and Brenda Linn, Instructor, TL: Digital Resources to Support the Common Core Standards; Donna Wake, Assistant Professor, TL, Lisa Daniels, Associate Professor, TL, and Gary Bunn, Assistant Professor, TL: Early Teacher Dispositions: Self-Efficacy in Entry MAT Pre-service Teacher Candidates; René Crow, Assistant Professor, Department of Early Childhood/Special Education (ECSE), Candice Barnes, Assistant Professor, ECSE: National Association of Early Childhood Teacher Educators: The Next Step; and Mary Ellen Oslick, Assistant Professor, ECSE: 2011 Notable Books for a Global Society and More: Advancing the Social Justice Forum.

UCA College of Education faculty serving on the ArATE Board of Directors include: Cheryl Wiedmaier, Nancy P. Gallavan, Past President and Editor of the ArATE Electronic Journal; Debbie Barnes, Past President, and Terry James, Past President. For more information about ArATE, please go to http://candidate.coe.uca.edu/arate/ or contact Nancy P. Gallavan at ngallavan@uca.edu.

Faculty Conduct Professional Development for Arkansas Educators
Dr. Donna Wake and Dr. Michael Mills, Assistant Professors in the Department of Teaching and Learning, provided Common Core, Lexiles, and Close Reading Strategies for educators in the Conway Public Schools. This professional development opportunity was coordinated through the Arkansas Great Bear Writing Project with curriculum developed by Drs. Wake and Mills and other teacher consultants associated with the Arkansas Great Bear Writing Project. Two cohorts of teachers participated in the project. One cohort of 40 high school science teachers met in the morning; a different group of 30 special education, foreign language, and vocational education teachers met in the afternoon. Members of each cohort were mentored for three additional days by members of the consultant team; Drs. Mills and Wake leading the educators one day using the KWL approach in relationship to their knowledge of and affect toward the Common Core State Standards.

Dr. Mills presented educators with the challenge of examining the Common Core State Standards for their specific area of content, i.e., Literacy in History/Social Studies, Science, and Technical Subjects in grades 6-12 as found on the web site:

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf). Dr. Mills also presented the Lexile Measure used to assess text complexity and he discussed ways to review and evaluate texts for appropriateness for their students.

Dr. Wake probed the particular challenges linked to expository text and she shared research behind the "reading to learn" paradigm associated with expository text. Dr. Wake led teachers in an interactive activity to dissect selected text structures that help students in determining main ideas and defining key information found in various types of text. This activity was followed by another interactive activity focusing on the particular text access features unique to expository text. Dr. Wake also presented the concept of inquiry circles and the role of reader responsibility. Teachers enacted inquiry circles in a demonstration lesson to model how this strategy would work in their classrooms. Dr. Wake then led the teachers to discuss the role of writing in the content area. For more information related to any of these topics or strategies, please contact Dr. Donna Wake at dwake@uca.edu or Dr. Michael Mills at mmiles@uca.edu.

Dr. Donna Wake, Assistant Professor; Dr. Jeff Whittingham, Associate Professor; and Dr. Jamie Alea, Director of Field Experiences, provided professional development for 80 non-traditional licensure teachers through the Arkansas Department of Education. The workshop explored data analysis in the Teacher Work Sample (TWS) model. Drs. Wake, Whittingham, and Alea guided the teachers with student learning research projects by highlighting the purposes and practicality of data for establishing goals, planning instruction, engaging collecting evidence, tracking progress, and reflecting on outcomes.   The roles of preassessment, formative assessments, and summative assessments in relationship to formal and informal data collection and analysis were linked to decision making to assist individual students, groups of students, and pedagogical efficacy.

Mid-South Distance Learning Conference Held in Little Rock

This fall the 2011 Mid-South Distance Learning Conference was held in Little Rock with College of Education faculty making presentations and learning new technologies. Coordinated with the theme: Going the Distance: The Power of Collaboration, COE speakers and their presentations included Melinda Coleman, Oral Communications Teacher with the ADE Distance Learning Center and MAT graduate with Nancy P. Gallavan, Professor, Department of Teaching and Learning (TL): Eats, Shoots and Leaves: My Discoveries from Teaching Oral Communications Online; Haihong (Helen) Hu, Assistant Professor, Department of Leadership Studies (LS): Building Virtual Teams in Online Courses; and Nancy P. Gallavan, Professor, TL: Engaging in Self Assessments that Reveal "What Matters" in Online Instruction.

Teachers United Sends Books to South American in "Sarah's Suitcase"

Teachers United, a student organization in the UCA College of Education for teacher candidates, recently embarked upon a significant service learning project that has made a world of difference. Members of Teachers United and faculty in the College of Education learned about Sarah Graham, a recent COE graduate who is teaching elementary school students in Honduras, from Dr. Mary Mosley, retired faculty in the Department of Early Childhood/Special Education. Sarah's classroom is in desperate need of children's books, so TU members selected books from a wish list prepared by Sarah and packed a suitcase for Sarah's mother to take to Sarah.   The suitcase contained more than 50 books for Sarah and her students.

Sarah wrote: *I tried to sneak the books into my classroom while the students were at lunch, but they were climbing the walls outside to watch through the windows. I let them in and chaos ensued. "We are the richest class in the whole world! We have more books than the library! I've never seen so many books!" They were dancing in circles, hugging the books, and sneaking them out under their shirts.*

Please tell Teachers United that they have made me feel so very rich! The freedom to read aloud and know that I am not repeating the same books is incredible. I have shared the books with several other teachers and the library, and the best part is that all other teachers want a library now, too. (None of the teachers had a single children's book in their classrooms when I arrived.) Thanks again!

Dr. Mary Ellen Oslick Shares Her Love of Children's Literature

Dr. Mary Ellen Oslick, first-year Assistant Professor in the College of Education, Department of Early Childhood/Special Education, brings a wealth of knowledge about children's literature as shown in her recent array of publications and presentations. During the 2011 fall semester, Dr. Oslick authored the article "Criminal Justice in Children's Literature" in the *Florida English Journal*. Additionally, she recently learned that two manuscripts have been accepted for publication. "Experiencing Diversity through Children's Literature: Reflecting on the 2010-2011 Notable Books for a Global Society List" co-authored with R. M. Lowery, Q. Liu, P., M. Rodriguez, and L. Thibodeaux, will be published in the *Florida Reading Journal*. "'Gotta Love Technology!'" Pre-service Teachers' Transformation in a Blended Online Multicultural Literature Course," co-authored with R. M. Lowery, will be published in *Dragon Lode*.

Dr. Oslick presented "'Gotta Love Technology!'" Preservice Teachers' Transformation in a Blended Online Multicultural Literature Course with her co-authors at the annual conference of the Literacy Research Association in Jacksonville, FL; "'Good Books Please:'" Preservice Teachers' Transformation in Multicultural Literature Discussions at the annual conference of the National Council of Teachers of English in Chicago, IL; and Notable Books for a Global Society at the annual conference of the Southeastern Regional Association of Teacher Educators in Savannah, GA.

Letia Wyatt New Coordinator of Student Activities at Reinhardt University

Reinhardt University, located in Waleska, Georgia, welcomed UCA graduate Letia Wyatt as its new coordinator of students activities this month. Reinhardt University is a comprehensive university with approximately 1,200 undergraduate and graduate students, grounded in the liberal arts, founded in 1883, and located 45 minutes northwest of Atlanta, GA.

Letia earned her master of science degree in College Student Personnel Administration from the College of Education, Department of Leadership Studies. In the summer 2008, Letia earned her bachelor of science degree in Mass Communications and Print Journalism with a minor in Writing from the College of Fine Arts and Communication, Department of Mass Communication and Theatre. Not only has Letia earned two degrees from UCA, while a graduate student Letia worked as a Graduate Assistant in the College of Education, Department of Teaching and Learning. Dr. Tammy Benson, Chair of the TL is shown in the photograph with Letia. Congratulations Letia! Reinhardt University is fortunate to have you join them.

UTeach Project Planning Grant Awarded to UCA

Dr. Gary Bunn, Assistant Professor in the Department of Teaching of Learning, and Dr. Stephen R. Addison, Professor and Chair of the Department of Physics and Astronomy, recently received a planning grant to explore the replication of the UTeach Program at the University of Central Arkansas. Through the College Access Challenge Grant Program within the United States Department of Education, the Arkansas Department of Higher Education funded $26,705.00 of the award. and the Arkansas Science and Technology Authority funded an additional $12,000.

UCA hopes to join 25 other universities across the United States that are implementing the UTeach Program in the preparation of teacher candidates to teach the mathematics and sciences. The UTeach Program, which began at the University of Texas at Austin in 1997, offers students majoring in the mathematics and sciences unique opportunities to earn their teaching credentials while completing their bachelors of science degrees. The UTeach Programs in Arkansas are a part of Governor Mike Beebe's STEM (Science, Technology, Engineering, and Mathematics) Works initiative that was announced in August, 2011. To date, more than $2 million have been committed to the Arkansas program.

2012 UCA College of Education District Advisory Council Meeting

The 2012 UCA College of Education District Advisory Council Meeting was held on campus on February 24th, corresponding with the annual UCA Teacher Job Fair. Representatives from five central Arkansas public school districts plus UCA faculty were in attendance. The meeting included three presentations: (1) a presentation on service learning by Drs. Mark Cooper and Rene Crow of the Mashburn Center for Learning; (2) a presentation on *A+ Schools* (arts-infused schooling) by Mr. Paul Leopolis of the THEA Foundation; and (3) a presentation on newly designed field experience partnerships in some area schools by Dr. Jamie Alea, UCA's College of Education Director of Field Experiences, and Mr. Steve Ward, Teaching and Learning Department Middle Level Program Coordinator. Dr. Diana Pounder, Dean of UCA's College of Education, facilitated the meeting.

Drs. Mark Cooper and **Rene'Crow**, faculty in the Department of Early Childhood and Special Education, offered a presentation on Service-learning pedagogy as a strategy to enhance social-emotional learning as well as other academic learning. They described the *Chicks for Children* service learning project which has impacted learning among students throughout Faulkner County and beyond, as well as students in Kitale, Kenya. The project is in its fourth year and is growing as teachers use service learning as a teaching strategy designed to teach common core learning standards. More recently, Dr. Cooper, Director of UCA's Mashburn Center for Learning, announced the development of the Institute for Research on Social, Emotional, and Service Learning. Dr. Rene' Crow will coordinate Institute activities.

Mr. Paul Leopolis from the THEA Foundation presented the impact the *A+ Schools* program and arts-infused curriculum are having on student achievement in Arkansas. Schools that implement the *A+ Schools* model show consistent and strong improvement in student achievement across multiple disciplines including reading/language arts, math, science, and other core academic subjects. The *A+ Schools* program was recently recognized by the President's Committee on the Arts and Humanities for bringing the arts into schools and children's lives, as well as for improving overall student learning outcomes. A professional development workshop on *A+*

Schooling will be held on UCA's campus on July 15-19, 2012, in partnership with UCA's College of Fine Arts and College of Education.

Dr. Jamie Alea, Director of UCA's Field Experience program for pre-service teachers, and **Mr. Steve Ward**, faculty member in the Department of Teaching and Learning, discussed newly designed field experience initiatives in the College of Education. Teacher education candidates are working with students in Greenbrier Eastside Elementary who need assistance with literacy and math skills. They work with small groups of students to help improve student achievement. The college has also formed a partnership with Little Rock Preparatory Academy as our candidates work with students in grades 7 and 8 who are performing below grade level. Teacher candidates work one-on-one with students in their area(s) of weakness. Teacher candidates also have the opportunity to observe classroom teachers as they use various strategies to teach their students.

The District Advisory Council meets annually in conjunction with the UCA Teacher Job Fair which is held on the last Friday of February.

Brandy Swanson Receives Faulkner County Retired Teachers Association Scholarship
Brandy Swanson, an undergraduate student at the University of Central Arkansas, recently received the Faulkner County Retired Teachers Association Scholarship. Each year the Faulkner County Retired Teachers Association offers a scholarship to students enrolled in a teacher education program in Faulkner County. Recipients are selected based on their grade points, previous honors, personal essays, and recommendations. Brandy applied for the scholarship in October and received the great news in February as she began her final semester at UCA.

Brandy is completing her internship at Vilonia Middle School in math and science working with her mentor Mr. Kirk McDonald, and her supervisor on the Department of Teaching and Learning at UCA, Dr. Donna Wake. Brandy will graduate in May, 2012. Growing up in Dallas, TX, Brandy had dreams of teaching math and science to middle school students and encouraging them to pursue careers in the STEM fields of science, technology, engineering, and math.

UCA Professor Terry James Receives Award from the Association of Teacher Educators
Dr. Terry James, Professor and Chair of the Department of Leadership Studies in the University of Central Arkansas, College of Education, was honored in February as the 2012 recipient of the Association of Teacher Educators Distinguished Member. The award was the highlight of the Awards Banquet at the annual meeting of the Association of Teacher Educators held in San Antonio, TX.

Founded in 1920, the Association of Teacher Educators (ATE) is an individual membership organization devoted solely to the improvement of teacher education both for P-12 school-based and post secondary teacher educators. ATE members represent over 700 colleges and universities, over 500 major school systems, and the majority of state departments of education.

The ATE Distinguished Member exemplifies the best of teacher education in this nation, which includes outstanding contributions to the association; outstanding contributions to teacher education; and professional, academic, and ethical standards. Annually, ATE members nominate colleagues who are members of the association to be considered for the Distinguished Member

award. The ATE Honors and Awards Committee members review the nominees and determine the final selectee, then the ATE Delegate Assembly votes on the selection, reflecting the endorsement of the entire membership. This award is the only one voted upon by the Delegate Assembly.

Terry James has been a dedicated member and leader of ATE for more than 40 years. Through his many contributions, James has engaged the membership in critical conversations addressing the challenges in education and helped orchestrate vital changes that have advanced ATE. He has served on governance committees, tasks forces, and research commissions. Plus, he has served as Chair of many conference planning committees. James has served on the Board of Directors and as President of the association. Additionally, he has served as President of both the Tennessee and Arkansas ATE state units as well as the Southeastern Regional Association of Teacher Educators. Many new ATE members were recruited and/or mentored by Terry James reflected by the strong membership represented by UCA faculty.

James earned all of his degrees in higher education at the University of Missouri including a B.S.E. in social studies and American history, an M.Ed. in secondary education, and an Ed.D. in curriculum and instruction with concentrations in social studies education and school administration. He began his career in teacher education in 1969 as a doctoral student at the University of Missouri-Columbia Laboratory School as a teacher and supervisor of student teachers. He joined the faculty at Westmar College in Iowa in 1973 where he taught, directed the student teaching program, and helped redesign the teacher education program. In 1977, he joined the University of Memphis as Director of Professional Laboratory Experiences and later became the Director of the Office of Student Services. In 1991, he joined the University of Central Arkansas and has served several faculty and administrative roles in the College of Education and Academic Affairs. In 2005, he became the founding chair of the Department of Leadership Studies.

The first ATE member from Arkansas to receive the Association of Teacher Educators Distinguished Member award, Terry James noted, "I am honored and humbled to be nominated and selected for this award. The Association of Teacher Educators has been my professional association of choice. My involvement with ATE has deepened my knowledge and understanding of teacher education, given me opportunities to contribute to my chosen profession at local, state, and national levels, and allowed me to benefit from the mentoring and expertise of the nation's most outstanding teacher education practitioners and researchers. Hopefully, I have been able to pass forward some of the lessons learned to students and colleagues who will continue to advocate for strong teacher preparation as a key to our nation's future. I am deeply appreciative for the support and opportunities that the University of Central Arkansas has provided me for the past two decades. I am equally appreciative for the contributions of others who helped make this journey possible: my family, teachers, professors, and colleagues who always supported me."

Shoudong Feng Makes Two Presentations and Guides Graduate Students

Shoudong Feng, Associate Professor in the College of Education, Department of Early Childhood/Special Education, has shared his research at one regional and one UCA presentation and he guided two graduate students with their presentations during the 2011 fall semester. At the Mid-South Educational Research Association (MSERA) annual regional conference held in Oxford, TN, Feng presented a session titled, "How Do Struggling Readers Read on iPads?" His

research focused on ways struggling readers behave when they read on iPads. Feng's research revealed that struggling readers demonstrated more motivation and interest in reading, interacted more with the book, needed more monitoring in staying focused and comprehending the book.

On the UCA campus, Feng was invited to present an IDC Workshop to interested faculty titled, "Balancing Teaching, Research, and Service." His key points were based on his experiences as tenure-track faculty at UCA and are helpful as new faculty navigate their journeys toward candidacy for tenure and promotion.

At the Arkansas Reading Association's annual state conference held in Little Rock, AR, Feng guided the research methodologies and professional presentations of two graduate students. The graduate students conducted research in their classrooms based on their own research designs, literature reviews, data collections, data analyses, and findings summaries. One graduate student researched the impact of parental support on Kindergarten students' early literacy achievements; the other graduate student researched the reading behaviors of students' parents. Both graduate students have submitted their papers for possible publication.

Fourth Annual Chicken Dance Service Learning Marathon Scheduled for May

"Making a Difference in Children's Lives from Conway to Kitale" encapsulates a growing theme among the faculty and teacher candidates in the Department of Early Childhood/Special Education (ECSE) in the UCA College of Education. For four years, third- and fourth-grade students at Woodrow Cummins Elementary School, Conway School District, were introduced to children from Kipsongo Slum, Kitale, Kenya, through photographs and stories. To help the children in Kitale, the students at Cummins Elementary School began the Chicken Dance Marathon raising $7,000 to help build a chicken coop to sustain support for an orphanage, feeding center, and school.

Chicken Dance Marathons, held in Conway Schools, have raised a total of $34,000 to help the families in Kitale build chicken coops, purchase egg-laying chickens and broilers, and change lives in their community. Schools in England and Guy-Perkins have joined in this service learning educational strategy. And Chicken Dance Marathons are spreading across the U.S. The community of Vail, Colorado, has planned a community-wide marathon in the early part of May. Mr. Skip Rutherford, Dean of the Clinton Department of Public Service added, "The accomplishments of this partnership are minutes away from 60 Minutes."

Mark your calendars now; the fourth annual Chicken Dance Marathon is scheduled for May for schools in Conway, England, and Guy-Perkins. This unique partnership among the Conway School District, University of Central Arkansas, Chick-fil-A, and the Chicks for Children Foundation is making a difference on the children in Kitale along with the lives of UCA teacher ECSE candidates. According to Dr. Crow, Assistant Professor in ECSE, "Service-Learning is a form of experiential education in which candidates engage in activities that address human and community needs at the local and/or global levels together with structured opportunities for reflection, all designed to achieve desired learning outcomes." Dr. Cooper, Professor in ECSE, states that we are determined to prepare teacher candidates at UCA to use service-learning as a teaching strategy in public schools to help students not only learn the common core state standards but also to contribute to the health of local and global communities.

Annual UCA Teachers' Fair Held February 24

Teacher candidates from the College of Education had the opportunity to meet with representatives from approximately 65 public and private schools and school districts from across Arkansas as well as Missouri, Oklahoma, Tennessee, and Texas. Additionally, representatives from the Arkansas Department of Education were available to talk with candidates regarding their licensure areas and professional careers. Many thanks to Dr. Cathy Rice-Clayborn, Director of UCA Career Services Office, for organizing and announcing this professional connection; Mrs. Sue Farris, College of Education Coordinator of Internship II, and Dr. Jamie Alea, College of Education Director of Field Experiences, for encouraging candidates to attend.

In preparation for the Teachers' Fair, teacher candidates were expected to dress professionally, write their résumés, assemble their portfolios, and practice effective interview techniques. Candidates reflected upon their experiences expressing their appreciation for learning how to present themselves professionally and meeting many different school and school district representatives. School and school district representatives recommended that candidates start substitute teaching in various schools to acquaint themselves with the students and schools along with honing their teaching abilities in authentic learning environments.

A notebook containing sample information from each of the participating schools and school districts is available in the College of Education, Department of Teaching and Learning. Many thanks to Ms. Chris Hogan, Instructor in Teaching and Learning, along with Ms. Brittany Harris, Graduate Assistant in Teaching and Learning, for attending the Teachers' Fair and assembling the notebook for candidates to reference as they continue their job searches.

College of Education Well Represented at the Association of Teacher Educators Meeting

The annual meeting of the Association of Teacher Educators (ATE) was held in February in San Antonio, TX. The theme, "Creating a Global Community of Learners: Guiding the Future of Education," prompted 24 teacher educators including one teacher candidate from the College of Education to share their research through a variety of professional presentations. The sessions organized by UCA faculty included:

- Jamie Alea, Debbie Barnes, Kathleen Atkins, Lisa Daniels-"The Difference Between Being There and Being Invested"
- Debbie Barnes, et al.-"Augmenting a Global Community of Learners through the Incorporation of Teacher Reflectivity"
- Debbie Barnes, et al.-"Teacher Reflectivity: Guiding the Future of Education"
- Tammy Benson, Heather Fisher, & Michael Mills: "Making a Successful Transition to University Teaching and Administration: The Future of Teacher Education"
- Tammie Benson, Chris Hogan, Jamie Alea, Nancy P. Gallavan, & Julie Spears-"Examining Year-Long Teaching Internships: Working Collaboratively to Ensure Greater Success"
- Gary Bunn, Lisa Daniels, & Donna Wake-"Cultivating Teacher Efficacy via Reflection on Dispositions"
- Nancy P. Gallavan-"Managing Classroom Assessment at the Middle Level"
- Nancy P. Gallavan & Angela Webster-Smith-" Cultural Competence and the Recursive Nature of Conscientization"

- Nancy P. Gallavan & Angela Webster-Smith-"Enhancing Candidates' Self-Efficacy and Cultural Competence with Effective Reflective Exercises"
- Nancy P. Gallavan & Angela Webster-Smith-"Exploring Research Relating to Self-Efficacy in Teaching, Learning, and Schooling"
- Nancy P. Gallavan & Angela Webster-Smith-"Realizing the Presence and Power of Reflecting on Defining Moments"
- Nancy P. Gallavan & Angela Webster-Smith-"Recognizing the Recursive Nature of Conscientization in Cultural Competence through Self Study"
- Terri Hebert-"Effects of a Service-Learning Environment on Middle Level Educators' Social Responsibility ad Professional Success"
- Terri Hebert, Gary Bunn, Jeff Whittingham, & Donna Wake-"Motivating Factors, Interest, and Positive Affects in Traditional and Nontraditional Graduate Students in the Pursuance of Continuing Education and/or Initial Teacher Licensure"
- Stephanie Huffman, Wendy Rickman, & Shelly Albritton-"The Impact of Social Networking Tools on the K-12 Classroom"
- Michael Mills-"Effectively Implementing a Hybrid Social-Learning Environment as a Teacher Educator"
- Michael Mills-"Ensuring Pre-service Teachers' Readiness to Teach Common Core Standards"
- Donna Wake, Tammy Benson, and Dee Dee Cain-"Professional Development in Preschool Literacy that IS Making a Difference"
- Cheryl Wiedmaier, Marilyn Friga, & Brenda Linn-"Preparing for the Common Core: Digital Resources to Reinforce Learning"

In addition to their many presentations, COE faculty participated in association governance and received various awards:

- Debbie Barnes-Chair of the Awards Committee, Co-Chair of the Strategic Planning Committee, and Recipient of the 2012 Presidential Award in Appreciation of Service
- Nancy P. Gallavan-Member of the Board of Directors, President-Elect, Chair of the Commission on Teacher Self-Efficacy, Co-Editor of the ATE Annual Yearbook of Research, and program proposal reviewer
- Terri Hebert-Program Chair of the Middle Level Special Interest Group (SIG), program proposal reviewer
- Terry James-Chair of the Task Force on the ATE Conference Structure, and Recipient of the ATE Distinguished Member Award

Dr. Donna Wake Shares Research at Annual SITE Conference

Dr. Donna Wake, Assistant Professor in the UCA Department of Teaching and Learning, delivered three presentations at the annual SITE Conference held in Austin, TX. SITE is the Society for Information Technology and Teacher Education; it promotes the development and dissemination of theoretical knowledge, conceptual research, and professional practice knowledge. Founded in 1990, SITE is a society of the Association for the Advancement of Computing in Education. It is an international association of individual teacher educators and affiliated organizations of teacher educators in all disciplines who are interested in the creation and dissemination of knowledge related to the use of information technology in teacher education and faculty/staff development.

Dr. Wake's first presentation, "Using Wikis with Pre-Service Teachers to Promote Collaborative Practice and Contextual Analysis," looked at a collaborative project conducted in northern Arkansas and in Pennsylvania with a colleague from Philadelphia. The study involved elementary school teachers who implemented a digital writing project with their P-4 students. This presentation shared outcomes from the classroom where they used the wiki to compare and contrast their individual processes and experiences for teaching and learning.

The second presentation, "Digital Storytelling: Notes from the Adolescent Rural World," explored a digital writing project that Dr. Wake led at two rural school districts in Arkansas. The students created individual digital stories about being teens in their communities. Dr. Wake analyzed their stories for themes and patterns reflective of teens in general and, more specific, to teens in rural contexts revealing both unique and shared characteristics.

The third presentation "Teacher Candidates' Perceptions of Technology Used to Support K-12 Student Literacy Development" shared findings from data collected by Dr. Wake and Dr. Jeff Whittingham, Associate Professor in the UCA Department of Teaching and Learning. This study examined a project conducted in a Master of Arts in Teaching course on content literacy where participants created screen casts showcasing an assigned technology and evaluating that technology for its potential in supporting K-12 student literacy development. This session drew a large audience of elementary, middle, and secondary school teachers seeking guidance for their own P-12 classrooms.

ASTL Program Graduates Demonstrate Teacher Leadership Knowledge and Skills

On Thursday, April 19, 2012, five Advanced Studies in Teacher Leadership (ASTL) candidates presented their exit portfolios. All five teachers spoke positively about the growth they have experienced in becoming teacher leaders while pursuing their graduate program. Each teacher has fewer than five years of teaching experience. The Department of Teaching and Learning is proud of these graduates who will now make an even more positive impact in their school districts and classrooms. For more information about the program, please contact Dr. Jeff Whittingham, jeffw@uca.edu, 501-450-5445.

UCA Among Top 50 IHE's to Produce 2011 National Board Certified Teachers

UCA was ranked 28th among the top 50 Institutions of Higher Education (IHEs) to produce 2011 National Board Certified Teachers (NBCTs), producing 33 NBCTs in 2011. Three other Arkansas universities also ranked among the top 50 to produce Board Certified Teachers. National Board Certification requires classroom teachers to pass rigorous assessments and produce exemplary teaching materials and learning outcomes to earn the distinction of becoming a National Board Certified Teacher. National Board Certified Teachers are considered among the best in the teaching profession.

Arkansas has over 2000 National Board Certified Teachers out of 97,000 nationally. UCA participates in a National Board Certification training program supported by federal and state funds to prepare teachers for National Board assessment. The program also helps support candidates to defray some of their application and assessment costs. For more information, contact Dr. Carolyn Williams (carolynw@uca.edu) or go to
http://www.arkansased.org/educators/recognition/nbct.html.

Additionally, UCA's Department of Teaching and Learning offers a masters degree program whose core courses help prepare educators for National Board Certification. The Advanced Studies in Teacher Leadership (ASTL) program also offers students a variety of specialization options including coursework in specific content or teaching assignment areas and other endorsement credentials to supplement their initial teaching license. For more information, call Dr. Jeff Whittingham (jeffw@uca.edu) or go to http://uca.edu/tlt/astlprogram.php.