



**Department of
Elementary, Literacy, and Special Ed, Teaching & Learning**

**Annual Report
July 1, 2017 - June 30, 2018**

***Initial Draft to be submitted to ELSE faculty for input and modifications.**

1. Mission Statement

Developing foundations to effectively use evidence-based practices to teach all learners.

Our mission statement reflects the intent of the Department of Elementary, Literacy, and Special Education to ensure that teachers at the undergraduate and graduate levels acquire the foundational knowledge, skills, mindsets, and predispositions required to successfully implement evidence-based practices to meet the diverse academic, social, emotional, and physical needs of children and youth as they enter the profession and across their career.

Our strategy to achieve this mission include the following goals:

- (1) Recruit and retain qualified faculty and students who represent diverse backgrounds and viewpoints and who demonstrate excellence in learning and teaching,
- (2) Provide robust, productively challenging initial licensure programs for teacher candidates in the areas of elementary and special education, as well as in the graduate programs in early childhood education (B-K), reading/literacy, and special education,
- (3) Engage faculty and students in scholarly activities such as research and craftsmanship, reflective and creative teaching practices, and service to the community and profession,
- (4) Encourage outstanding candidates to complete graduate programs and pursue career pathways that will allow them to assume leadership roles in schools, agencies, and professional organizations,
- (5) Support the use of transformative technology in instruction, research and scholarly activities, and service, and
- (6) Collaborate with public schools, agencies, and fellow educators to develop and maintain outstanding programs of teacher education, clinical experiences, and professional development schools.

In addition to the mission, the faculty of the department of ELSE are collectively committed to a clear representation of the following principles across all programs of study.

Principle 1

Addressing the importance of holistic teaching for all children

Support candidates in their ability to: (1) consider the interconnection of cognitive, physical and social and emotional needs of children as relates to achievement and success in and out of the classroom, (2) develop caring citizens through supportive classroom and learning communities, and (3) consider the individual strengths and challenges of each student to inform instructional and guidance decisions.

Principle 2

Balancing pedagogy and content

Support candidates in their ability to balance appropriate pedagogy with deep content knowledge by: (1) considering higher-order thinking skills, concrete experiences, opportunities and activities; and activating a desire for learning, and (2) expanding and deepening content to address current standards, issues and trends.

Principle 3

Providing strong field experiences

Provide candidates diverse, authentic, and innovative opportunities to apply and practice evidence-based practices across educational and community environments.

Principle 4

Developing teacher candidate dispositions

Continue to develop our understanding of pedagogies related to developing professional dispositions and support teacher candidates in developing dispositions to maximize learning in the university classroom and to reflect those dispositions in their field experiences, in their classrooms as novice teachers, and in their life and careers.

Principle 5*Supporting candidates' ability to transfer knowledge*

Provide scaffolded learning opportunities for teacher candidates that will help them integrate and build upon the knowledge and skills developed from one course to another, from one discipline to another, and from one content area to another.

Principle 6*Attending to faculty expertise*

Encourage and support faculty to: (1) draw upon and collaborate with other faculty member's expertise to enhance the course content and/or delivery, and (2) stay current in understanding and using the most current science in our field, including identifying trends and issues affecting education, and leveraging evidence-based practices as they relate to identified areas of expertise.

Principle 7*Embedding diversity across all programs*

Consider the impact of diversity as it relates to individual learning needs, families, and environments and respect the foundational need to develop relationships with students, families, and colleagues.

2. Status/Achievement of 2018 Goals**2017- 2018 Proposed Goals***

With an emphasis on technology, diversity, and field experiences:

Goal 1: Increase faculty and student participation in, production of, and communication of scholarship

Goal 2: Strengthen current and develop new school and community-based partnerships

Goal 3: Strengthen curriculum related to current and new degree programs and accreditation

Goal 4: Increase faculty and student diversity, citizenship, collegiality, and collaboration within and outside the department

Goal 5: Incorporate transformational learning opportunities and innovative activities through technology, service learning, and partnerships.

*Initial Draft of goals and action plans to be submitted to ELSE faculty for input and modifications.

Goal 1: Increase faculty and student participation in, production of, and communication of scholarship.

Related UCA Strategic Planning Goals

Goal 1: UCA will support and empower students to succeed. Actions to improve retention and graduation rates to the levels already specified by the Board in the KPIs must be UCA's first order of business.

Goal 2: Each UCA student will be prepared to effectively compete in the marketplace upon graduation and demonstrate continued involvement in and contribution to the UCA community after graduation.

Action Plans

1a. Met individually with faculty regarding scholarship interests. Discussed possibility of ELSE booklet of success stories. Also, discussed opportunities to collaborate with ZUNI Learning Tree and the University of Kansas Center for Research on Learning to collaborate on grant applications. Worked to identify research opportunities, track and showcase current faculty members research studies, and increase the number of faculty submitting to publications and

presenting at conferences. Continue award of department scholarships and travel support to support scholarly activities for accepted scholarship.

Expected Results: Increase scholarship by 20% in the form of pilot studies and case studies that can serve as the basis for future research.

Actual Results: Completed. Bigelow dyslexia project generated excellent baseline data for future research. Collected data on ZIUNI tree implementation. Faculty collaborated with students to support student scholarship and joint publications. Mashburn Center for Learning received contract from ADE to conduct statewide professional development in disciplinary

Status: Ongoing. Collaborating with partners to submit grant applications based on baseline and pilot data generated over the past year.

Supporting Program Statistics

Evidence is reported in Faculty Reports and Chair Evaluations of Faculty Performance

Links to Supporting Documents

None

3a. Begin work on ELSE manuscript of success stories authored by ELSE faculty.

Expected Results: Outline and drafts of sections have been drafted. Faculty are still working on layout and distribution strategy.

Actual Results: Completed

Supporting Program Statistics

Evidence is reported in Faculty Reports and Chair Evaluations of Faculty Performance

Links to Supporting Documents

None

Goal 2: Strengthen current and develop new school and community-based partnerships conversations about increasing faculty participation in field,

Related UCA Strategic Planning Goals

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Goal 4: UCA will effectively implement the strategic plan.

Action Plans

1a. Dyslexia Project

Expected Results: Students learned Dyslexia program in Junior Block and then implement in Internship I at Bigelow (pre/post testing data collected). Three years of baseline pilot data collected.

Actual Results: Completed

Supporting Program Statistics

Evidence is reported in Faculty Reports and Chair Evaluations of Faculty Performance

Links to Supporting Documents

None

2a. Southside School District Batesville Project

Expected Results: Agreement to be created to let two K-6 internship II students complete internship as paid substitute teachers as pilot with non-partnering out-of-area experiment with agreement that they would be hired after Internship II was completed.

Actual Results: Completed

Supporting Program Statistics

*Evidence is reported in Faculty Reports and Chair Evaluations of Faculty Performance
Report of pilot can be accessed in the Dean's office.*

Links to Supporting Documents

None

3a. General dyslexia work with new and ongoing agreements with partnering districts. Schedule meetings with current school district-level administrators to determine challenges and areas for growth and support. Explore Dyslexia Interventionist emphasis and or other innovative initiatives (e.g., mobile, Zuni). Schedule meetings with potential new school partners and develop lines of communication with local underutilized school partners.

Expected Results: Develop MOU's plans with school districts
some action steps to strengthen partnerships.

Actual Results: Reached out to Batesville, Bigelow, North Little Rock

Status: Ongoing

Supporting Program Statistics

*Evidence is reported in Faculty Reports and Chair Evaluations of Faculty Performance
Submitted SEED grant with the Teaching and Learning Department formally proposing a partnership for their reading program.*

Links to Supporting Documents

None

Goal 3: Strengthen the curriculum related to current and new degree programs and maintaining accreditation (including curriculum revisions). Approval by ADE of MAT in Spec Ed; fall of 2016 revised the BSE in Spec Ed based on input from students

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Action Plans

3a. Data drive continuous improvement. Collect, analyze, and interpret data from a variety of sources, including, but not limited to, the End of the Year survey, program reports (i.e. CAEP, SPA), student evaluations, faculty focus groups, school partner surveys, mentor teacher surveys, and data from current research projects to determine strengths and opportunities for improvement.

Expected Results: Submission of SPA reports. Identification of areas of strength and areas of weakness; development of a strategic action plan supported by data analysis and interpretation. Preparation for Fall 2019 CAEP visit.

Actual Results: SPA Reports and ongoing COE CAEP area committee work. Data discussions and decisions are now reported ELSE faculty meeting minutes.

Status: Submitted reports Reading, K-6, and Special Education.

Supporting Program Statistics

Evidence is reported in Faculty Reports and Chair Evaluations of Faculty Performance

Links to Supporting Documents

Available in the Dean's Office

3b. Recruitment/Retention Plans. Develop and implement a recruitment plan for new programs, specifically undergraduate ALP, BK endorsement, and the Resource license; *Develop a program design plan for the MAT SpEd to include course rotation and field placement opportunities.*

Expected Results: Enroll students in the undergraduate SPE K-12 endorsement and resource license. Increase enrollment in the Birth-to-K program by working toward 50% increased enrollment. and develop the MAT SpEd program design by the end of fall 2016 semester.

Actual Results: Not completed.

Status: Did not develop systematic plan, participated in recruitment Fairs. Will work with committees to explore this strategy in the 2018-2019 year.

Supporting Program Statistics

Evidence is reported in Faculty Reports and Chair Evaluations of Faculty Performance

Links to Supporting Documents

None

3c. Admissions and 2+2 Agreements. Work closely with UCA admissions office in developing/revising 2+2 articulation agreements for the BSE in SpEd and elementary.

Expected Results: Working closely with UCA admissions office. Establish Special Education agreement with at least one 2+2 institution.

Actual Results: Completed

Status: Approval set for Special Education 2+2 Spring 2019 for UAMMC. Will start advising in Fall 2109

Supporting Program Statistics
See revised UAMCC 2+2 agreement.

Links to Supporting Documents
None

3d. Review and revise curriculum for reading/course rotation for both graduate and undergraduate K-6, special education programs, and graduate literacy program.

Expected Results: *Realign reading MSE curriculum to reflect broad principles related to the science of reading that ensure IDA accreditation. Given the programs will be explored in response to change of licensure tests revisions in the undergraduate, courses will need to be evaluated to determine needed revisions in content. Implement undergraduate endorsement program. Bring in consultant to support revision MSE in reading revisions.*

Actual Results: Planning in progress throughout 2017-2018.

Status: Continuing 2018-2019 course revisions in preparation of submitting revised plan to Curriculum Committee in Spring 2019

Supporting Program Statistics
Evidence is reported in Faculty Reports and Chair Evaluations of Faculty Performance

Links to Supporting Documents
None

Goal 4: Focus on diversity, citizenship, collegiality, and teaming both internally and externally.

Related UCA Strategic Planning Goals

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Goal 4: UCA will effectively implement the strategic plan.

Action Plans

4a. Attendance and participation in faculty retreats, strategic planning meetings, department socials; departmental support visuals, professional development on relationship and building rapport with colleagues; Encouragement to brainstorm solutions to potential issues and problems; mentoring new faculty members. Development of written departmental practices, procedures and protocols.

Expected Results: Increase in the productivity and collaboration among faculty team members; increase trust of faculty members regarding expertise and positive contributions to the department culture and climate.

Actual Results: While no formal retreat was held, Initial and end of year longer faculty meetings were held. Dr. Patty-Kohler-Evans hosted two social events at her home and Angela Greenland hosted the Department holiday party at her home. A "secret pal" monthly gift giving activity was planned by the Administrative Assistants. Faculty continued to work on Dispositions documents, revised admissions interview questions, and explored conditional admission policies. A "draft "How Do I" manual was created and is an ongoing project. This guidebook included, charts, and program visuals. A significant emphasis was placed on collaborating with the T&L Department to facilitate cross COE work. Several grant applications were submitted.

Status: Ongoing

Supporting Program Statistics:

Evidence is reported in Faculty Reports and Chair Evaluations of Faculty Performance

Links to Supporting Documents:

None

4b. Increase Department's diversity and ability to address cultural competencies

Expected Results: Advocate for additional faculty lines and recruit more candidates with diverse background and knowledge

Actual Results: Hired one clinical instructor for K-6 to address needed K-6 curriculum area in June 2017. Hired one tenured track position in the spring of 2018 for to cover course offerings as a result of previous faculty losses for the graduate and undergraduate program, However, faculty were not hired to expand or address critical shortage areas in Arkansas. ELSE faculty/adjuncts continued to teach EDUC 3322 emphasizing culturally relevant pedagogy

Status: Ongoing.

Supporting Program Statistics

Evidence is reported in Faculty Reports and Chair Evaluations of Faculty Performance

Links to Supporting Documents

None

4c. Increase Cultural competence and diversity in student population in ELSE

Expected Results: Examine teacher education admission requirements to facilitate more diverse populations. Improve pre-admission advising and ELSE advising to increase retention and diversity.

Actual Results: Adjusting due to ADE changes and exploring and implementing pilot conditional admission program at the undergraduate level.

Status: Currently evaluating impact on 2017-2018 data

Supporting Program Statistics

Statistics on the results of the conditional admission pilot are available in Candidate Services.

Links to Supporting Documents

None

5. Increase experiences related to transformative and innovative learning experiences

Related UCA Strategic Planning Goals

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Goal 4: UCA will effectively implement the strategic plan.

Action Plans

5a. Integrate technology in ELSE courses

Expected Results: ELSE will increase the number of ELSE faculty/courses participating in the COE mobile learning initiative

Actual Results: Achieved. After the launch of the iPad mobile learning initiative in January 2017, faculty worked on becoming comfortable with the use of iPads and how to use Apps in their teaching. The majority of ELSE attended professional development in the use of Apps throughout the 2017-2018 year. There was an increase in the use of iPads and Apps in ELSE courses. Tina McCord, owner and president of ZUNI Learning Tree worked with faculty and the Mashburn Center for Learning Adolescent Disciplinary Initiative throughout the year.

Status: Continuing to expand use of different types of mobile technologies and Apps.

Supporting Program Statistics

Evidence is reported in Faculty Reports and Chair Evaluations of Faculty Performance. The Dean's office collects data on student perceptions of technology use in courses at the end of each semester. Data from surveys are available in the Dean's office.

Links to Supporting Documents

None

5b. Increase service learning opportunities.

Expected Results: Several ELSE courses have been designated as service-learning and a system for accurately tracking service-learning in these service-learning courses will be created which will lead to resources provided by the Director of Service Learning. Courses that are currently listed are ELSE 4324 SPED PRACTICUM - ELEMENTARY; ELSE 4318 K-6 INTERNSHIP I; ELSE 4319 GUIDANCE/MANAGEMENT CHILDREN (2 sections).

Actual Results: Field experiences

Status: Evaluating impact on 2017-2018 data

Supporting Program Statistics

Evidence is reported in Faculty Reports and Chair Evaluations of Faculty Performance

Links to Supporting Documents

None

5c. Increase Innovative Field Experiences

Expected Results: Explore innovative field experiences with at least two school districts to create innovative learning experiences and address teacher shortages

Actual Results: Implemented Internship I dyslexia program in Bigelow. An innovative Internship II placement for two students was implemented with the Southside School District in Batesville, AR. Student teachers were paid and the district made a commitment to hire students after graduation. This school district was previously not a partnering school district. A new MOU was created and procedures were designed for this new type of field experience to address teacher shortages in Arkansas.

Status: Highly successful. Evaluating impact on 2017-2018 data. Examining ways to expand initiatives. The revised MOU for this initiative can be obtained in the Dean's office.

Supporting Program Statistics

Evidence is reported in Faculty Reports and Chair Evaluations of Faculty Performance

Links to Supporting Documents

None

3. 2019 Goals

Goal 1: ELSE will maintain and enhance a variety of public and private partnerships to related to ensuring the success of our students and expanding the reach of the ELSE Department.

Related UCA Strategic Planning Goals

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Goal 4: UCA will effectively implement the strategic plan.

Action Plans

1a. ELSE will develop partnerships to enhance the diversity and quality of student field experiences

Resources: Evidence-based intervention programs, school district partners, UCA-based and field-based field mentors and supervisors

Responsible Person(s): Lenz, Hunter, ELSE Faculty

Projected Completion Date: Ongoing

Expected Results: As a result of increasing enrollments, we will have to identify additional partners. Patty Hunter will be meeting with potential district and school partners.

1b. ELSE will begin working with 2+2 agreement community colleges to add a special education major component.

Resources: Brian Corbin, UACCM Meeting Notes/emails

Responsible Person(s): Lenz, Atkins, ELSE Faculty

Projected Completion Date: Ongoing; UACCM special education major 2+2 agreement in place June 2019.

Expected Results: Implementation of special education 2+2 agreement with UACCM Fall 2019.

1c. ELSE will begin working with ZUNI Learning Tree to explore the use of OERS in COE courses and partnering schools.

Resources: ZUNI Learning Tree, Tina McCord

Responsible Person(s): Lenz, ELSE Faculty

Projected Completion Date: Ongoing; Spring 2019 pilot

Expected Results: Work with ADE to develop both preservice and in-service implementation and evaluation plan.

Goal 2. ELSE will sustain a continuous improvement culture based on a data-driven approach to decision making within each program and across the department.

Related UCA Strategic Planning Goals

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Action Plans

2a. ELSE will identify more opportunities for data collection and data-driven decision making including the use of CAEP preparation data to improve programs.

Resources: Donna Wake

Responsible Person(s): Lenz, Jennifer Mason, ELSE Faculty

Projected Completion Date: Ongoing

Expected Results: Will revise course syllabi and increase documentation and tracking of data-driven decisions in meetings.

2b. ELSE will align new ADE standards and assessments with courses and submit to ADE (and for UCA curriculum committee approval, if required)

Resources: ADE documents and faculty time.

Responsible Person(s): Lenz, Program Coordinators

Projected Completion Date: January 15, 2019 for ADE.

Expected Results: Will develop tables showing ADE standards addressed in each ELSE program course.

2c. ELSE will update ELSE 3390 (previously ELSE 4330) as online option and to guide the offering of this course in 2+2 agreement institutions.

Resources: Current ELASE 4330 Blackboard documents.

Responsible Person(s): Lenz, Barnes, ELSE Faculty

Projected Completion Date: June 2019

Expected Results: Updated course to be completed by June 2019.

2d. ELSE will develop revised guidelines for early field experiences across pre admission and post-admission field experiences.

Resources: Course Syllabi elements requiring course specific field experiences prior to Internship I.

Responsible Person(s): Lenz, Hunter, ELSE Faculty.

Projected Completion Date: June 2019 and Ongoing

Expected Results: Will revise course syllabi and documents. Will submit to curriculum committee for approval for significant curriculum changes.

Goal 3. ELSE will develop a plan to increase recruitment and retention of students with more diverse characteristics.

Related UCA Strategic Planning Goals

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Goal 2: Each UCA student will be prepared to effectively compete in the marketplace upon graduation and demonstrate continued involvement in and contribution to the UCA community after graduation.

Action Plans

3a. ELSE will finalize conditional admission process allowing for admission consideration for students who are making significant progress and develop strategic performance improvement leading to meeting minimum admission requirements.

Resources: Gary Bunn

Responsible Person(s): Lenz, ELSE Faculty

Projected Completion Date: June 2019

Expected Results: ELSE has piloted a conditional process from Fall 2017 through the Fall of 2018. This pilot data will be used to finalize the conditional admissions process, develop deadlines, and communicate decisions to key stake holders.

3b. ELSE faculty will be present major COE recruiting events.

Resources: Gary Bunn

Responsible Person(s): Lenz, ELSE Faculty

Projected Completion Date: June 2019

Expected Results: ELSE faculty will coordinate with the office of Candidate Services to ensure representation at major of COE recruiting events.

3c. ELSE faculty will develop a plan to increase enrollment and retention of a more diverse group of students in ELSE graduate programs

Resources: ADE

Responsible Person(s): Filer, Thompson, Lenz, ELSE Faculty

Projected Completion Date: June 2019

Expected Results: ELSE faculty will develop a plan to present to ELSE faculty for discussion and action by the May faculty retreat.

Goal 4. ELSE will increase the use of transformative and innovative learning experiences grounded in evidence-based practices in carrying out ELSE responsibilities.

Related UCA Strategic Planning Goals

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Goal 3: UCA will use clearly defined guidelines to evaluate emerging opportunities for strategic growth.

Goal 4: UCA will effectively implement the strategic plan.

Action Plans

4a. ELSE faculty will increase the use of technology in conducting ELSE business and teaching

Resources: iPads. Apple Pencil, iPad Apps.

Responsible Person(s): Herrington, Lenz, ELSE Faculty

Projected Completion Date: June 2019

Expected Results: All faculty will implement (i.e., set an annual goal and report goal attainment in faculty report) one aspect of mobile technology in at least one course.

4b. ELSE literacy faculty will invest in and coach Internship I students to implement a structured literacy program.

Resources: Foundations of Sounds early literacy intervention program

Responsible Person(s): Cain, Lenz, ELSE Faculty, Doran

Projected Completion Date: June 2019

Expected Results: Implement at Bigelow Spring 2019.

4c. ELSE faculty will pilot the use of OERs in teaching students to align standards, resources, and outcomes in lesson planning.

Resources: ZUNI Learning Tree website

Responsible Person(s): Lenz, ELSE Faculty, McCord (ZUNI Learning Tree)

Projected Completion Date: June 2019

Expected Results: Compare implementation with and without ZUNI in at least two ELSE courses.

4d. ELSE faculty will pilot and the evaluate the use of a digital books and resources as a substitute to the purchase and use of a textbook.

Resources: Digital textbook developed

Responsible Person(s): Walthall, Lenz, ELSE faculty

Projected Completion Date: June 2019

Expected Results: Compare implementation with and without digital textbook across two sections of one ELSE course.

Goal 5. ELSE faculty maintain and enhance department diversity, citizenship, collegiality, and collaboration both internally and externally.

Related UCA Strategic Planning Goals

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Action Plans

5a. ELSE faculty will maintain and increase collaboration around scholarship.

Resources: Retreat time invested in exploring collaborative scholarship

Responsible Person(s): Lenz, ELSE faculty

Projected Completion Date: June 2019

Expected Results: At least one cross-department scholarship project will be completed.

5b. Advocate for additional faculty lines and recruit more candidates with diverse background and knowledge.

Resources: ELSE Faculty

Responsible Person(s): Lenz, ELSE faculty

Projected Completion Date: June 2019

Expected Results: Obtain line-tenure-track line and one clinical instructor line.

Goal 6. ELSE faculty will be actively involved in seeking external funds to continue and expand the use of evidence-based programs.

Related UCA Strategic Planning Goals

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Action Plans

5a. ELSE faculty will increase activities related to obtaining external funding. Faculty will work with the Research and PD committee to identify research opportunities, track and showcase current faculty members research studies, and increase the number of faculty submitting to publications, and for, conferences. Continue award of department scholarships and travel support to support scholarly activities.

Resources: Retreat time invested in exploring funding opportunities.

Responsible Person(s): Lenz, ELSE faculty

Projected Completion Date: June 2019

Expected Results: Activities will be completed with the Mashburn Center for Learning, ZUNI Learning Tree, the Child Study Center, and direct donations to the new ELSE program enhancement fund.

4. Five-year Goals

Goal 1. Recruit, retain, and support candidates of diverse backgrounds

Goal 2. Strengthen and enrich current programs innovative and authentic field experiences and current evidence-based and supported content.

Goal 3. In coordination with university salary and merit awards, recruit and retain highly-qualified faculty members through targeted and aggressive recruitment efforts to support the new and growing degree programs

Goal 4. Secure expanded funding to support the work of the Mashburn Center and innovative programs to establish a national presence of excellence in research, development, and professional development.

Goal 5. Increase creative opportunities or faculty participation in scholarship in evidence-based practices and the integration of these practices in coursework.

Goal 6. Increase the use of web-and technology related teaching across courses.

Goal 1. Increase ability to recruit, retain, and support candidates of diverse backgrounds.

Related UCA Strategic Planning Goals

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Goal 3: UCA will use clearly defined guidelines to evaluate emerging opportunities for strategic growth.

Projected Completion Date: June 2022

Goal 2. Strengthen and enrich current programs innovative and authentic field experiences and current evidence-based and supported content.

Related UCA Strategic Planning Goals

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Goal 3: UCA will use clearly defined guidelines to evaluate emerging opportunities for strategic growth.

Projected Completion Date: June 2022

Goal 3. In coordination with university salary and merit awards, recruit and retain highly-qualified faculty members through targeted and aggressive recruitment efforts to support the new and growing degree programs.

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Goal 3: UCA will use clearly defined guidelines to evaluate emerging opportunities for strategic growth.

Projected Completion Date: June 2022

Goal 4. Secure expanded funding to support the work of the Mashburn Center and innovative programs to establish a national presence of excellence in research, development, and professional development.

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Goal 3: UCA will use clearly defined guidelines to evaluate emerging opportunities for strategic growth.

Projected Completion Date: June 2022

Goal 5. Increase creative opportunities or faculty participation in scholarship in evidence-based practices and the integration of these practices in coursework.

Related UCA Strategic Planning Goals

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Goal 3: UCA will use clearly defined guidelines to evaluate emerging opportunities for strategic growth.

Projected Completion Date: June 2022

Goal 6. Increase the use of web-and technology related teaching across courses.

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Goal 3: UCA will use clearly defined guidelines to evaluate emerging opportunities for strategic growth.

Projected Completion Date: June 2022

5. Challenges

a. Lack on new tenure-track lines to increase faculty diversity **AND** respond to growing areas of need across the state in teacher shortage areas.

b. Lack of time and resources for increasing professional development in transformative learning experiences.

c) Leadership and staff at the Child Study Center changed resulting in the opportunity to explore its mission and how it serves the UCA community.

d) The new ELSE Chair has completed one year in this position. While the faculty members seem to be adjusting well, they are being asked to adhere to new and different practices, policies, and procedures in an effort to keep the department moving in a positive and productive direction, and to shore up areas where guidelines and protocols will help to eliminate errors and ensure programs and initiatives continue to be implemented with fidelity. It will take time for faculty to become comfortable with new leadership.

e) Faculty productivity related to scholarship has been challenged by state demands and mandates, and workload issue. While faculty members desire to increase their dissemination of research, the over taxation of time creates little space to focus on this much desired area. However, faculty remain as committed as ever and are working in collaboration to increase the department's scholarly productivity. Faculty must regularly shift attention from scholarship to frequently changing standards

and required course alignments

f) There is a need for more faculty resources. Our current enrollment numbers are very healthy and are steadily. The graduate courses for the fall, for example, are over the suggested number for online courses. Current enrollment numbers for those courses are between 25-30 people. Additionally, we have lost at least tenure-track lines and we do not have faculty to address emerging areas of critical shortage in the state. ELSE needs to announce the need for applications now to attract diverse and talented new faculty. We adjuncts are teaching overloads and our visiting faculty line will end at the end of 2019. If we do not increase faculty, we may lose the ability to offer courses for over 100 students.

6. Opportunities

a.) We have been able to hire one clinical instructor and one tenure-track faculty in our K-6 program. While they are teaching overload, the energy they bring to ELSE is motivating. We now have an opportunity to turn our attention the SpEd program and graduate programs,

b) In July 2018, our new hire for the Literacy area, finished her degree, and is gradually settling in to the position; she has a great vision regarding how we can become the center for literacy-centered school reform across Arkansas.

c) We have established a working relationship with ZUNI Learning Tree to explore the use of Open Education Resources at UCA and in schools as part of planning and teaching which has the potential for stimulating research, transformative learning, and scholarship, and service.

d) We have faculty interested in supporting student preparation for the ACT and Praxis as it relates to admission and licensure. This interest should significantly be factored in to our support for increased recruitment and retention.

e) Since we have developed a new online MAT SpEd program, we are now actively recruiting across Arkansas. This is in response to the state identifying special education as a shortage area. In an effort to meet the request for more special education teachers, the MAT SpEd program was designed to parallel the current MSE in SpEd with the exception of two new courses. Candidates entering this program will receive a rich experience as the program was designed to have varied field opportunities embedded within courses. Additionally, we will be working on increasing the number of students for the undergraduate endorsements and the resource license.

f. While UCA has become a leader in the area of dyslexia intervention in Arkansas, as well as across the nation, the push to supporting evidence-based reading instruction for older students will soon become a major initiative in the ADE. With the presence of the Mashburn Center, UCA is poised to once again become a leader in the state in this area.

7. Summary

The department continues to be acknowledged as one of the best teacher education programs in Arkansas and the region. As a result, faculty are ready to build on a solid foundation of service to students based on a clear mission to improve the quality of education in Arkansas through the use of evidence-based practices. This readiness is contingent on being able to grow the faculty, our resources, and our facility. The faculty seems to be more vocal about sharing their thoughts regarding their willingness to tackle innovative idea and techniques that will support overall goals and programs. As we work together to stabilize our current structures, we are also working to grow in new and different ways to better serve our students, the community, and our school partners.

APPENDIX A: FACULTY PROFILE

Distribution of Full-Time Faculty by Rank

Rank	Continuing	New	Total	%
Professor	2	0	2	9.52
Associate Professor	4	1	5	23.81
Assistant Professor	2	0	2	9.52
Senior Lecturer/Clinical Instructor/Lab Instructor	1	0	1	4.76
Lecturer/Clinical Instructor/Lab Instructor II	2	0	2	9.52
Lecturer/Clinical Instructor/Lab Instructor I	6	0	6	28.57
Instructor	0	0	0	0.00
Visiting Assistant Professor	0	0	0	0.00
Visiting Lecturer	3	0	3	14.29
Total	20	1	21	100.00

Distribution of Full-Time Faculty by Tenure Status

Tenure Status	Continuing	New	Total	%
Tenured	6	1	7	35.00
Tenure-Track	1	0	1	5.00
Non-Tenure Track	12	0	12	60.00
Total	19	1	20	100.00

Distribution of Full-Time Faculty by Graduate Faculty Status

Graduate Faculty	Continuing	New	Total	%
Affiliated	2	0	2	11.76
Associate	5	0	5	29.41
Full	5	0	5	29.41
No	4	1	5	29.41
Total	16	1	17	100.00

List of New Full-Time Faculty

Ben-Hanania Lenz, Blanchard Keith, Associate Professor, Tenured

List of Administrative Assignments

Kathleen Atkins, Program Coordinator of Undergraduate Special Education Program, January 2017 - Present

Blanchard Ben-Hanania Lenz, Chair, Elementary, Literacy, and Special Education., July 1, 2017 - Present

Janet Filer, Program Coordinator, 1996 - Present

Lisa Herrington, Director of University Challenge (UCA Challenge), July 1, 2006 - Present

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

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

Asian	0	1	1	4.76
Black or African American	1	0	1	4.76
Hispanic/Latino of Any Race	0	0	0	0.00
Native Hawaiian or Other Pacific Islander	0	0	0	0.00
Two or More Races	0	0	0	0.00
White	17	2	19	90.48
Non-Resident Alien	0	0	0	0.00
Unknown	0	0	0	0.00
Total	18	3	21	100.00
%	85.71	14.29	100.00	

APPENDIX B: INSTRUCTIONAL ACTIVITIES

SSCH by ADHE Term

Term	HS Concurrent	Undergraduate	Graduate	Total
Summer II On-Schedule 2017	0	96	354	450
Summer II Off-Schedule 2017	0	0	0	0
Fall On-Schedule 2017	21	3,429	351	3,801
Fall Off-Schedule 2017	0	0	0	0
Spring On-Schedule 2018	18	3,357	489	3,864
Spring Off-Schedule 2018	0	0	0	0
Summer I On-Schedule 2018	0	0	426	426
Summer I Off-Schedule 2018	0	0	0	0

Fiscal Year	HS Concurrent	Undergraduate	Graduate	Total
July 2017 - June 2018	39	6,882	1,620	8,541
July 2016 - June 2017	63	6,786	1,761	8,610
July 2015 - June 2016	0	5,466	1,689	7,155
July 2014 - June 2015	0	5,865	1,350	7,215
July 2013 - June 2014	0	5,979	1,077	7,056

Academic Advising Loads

Term	Undergraduate	Graduate
Fall 2017	241	113
Spring 2018	129	55

Total Undergraduate Program Enrollment

Fall On-Schedule 2017	Enrolled
BSE-Elementary Education	131
BSE-P-4 Licensure	20
BSE-Special Education K-12	35
Term Total	186

BSE-Elementary Education	Enrolled
Fall On-Schedule 2017	131
Fall On-Schedule 2016	149
Fall On-Schedule 2015	91
Fall On-Schedule 2014	1

BSE-P-4 Licensure	Enrolled
Fall On-Schedule 2017	20
Fall On-Schedule 2016	11
Fall On-Schedule 2015	84
Fall On-Schedule 2014	200
Fall On-Schedule 2013	192

BSE-Special Education K-12	Enrolled
Fall On-Schedule 2017	35
Fall On-Schedule 2016	21

BSE-Special Education, K-12	Enrolled
Fall On-Schedule 2015	9
Fall On-Schedule 2014	0

Total Graduate Program Enrollment

Fall On-Schedule 2017	Enrolled
GC-Dyslexia Interventionist	3
GC-Early Childhood Special Education	0
Instructional Specialist (P-4)	0
GC-Integrated Early Childhood Education	0
GC-Special Education Instructional Specialist	0
4-12	
GC-Special Education K-12	7
MAT-Special Education K-12	6
MSE-Reading K-12	29
MSE-Special Education K-12	34
Term Total	79

GC-Dyslexia Interventionist	Enrolled
Fall On-Schedule 2017	3
Fall On-Schedule 2016	2

GC-Early Childhood Special Education	
Instructional Specialist (P-4)	Enrolled
Fall On-Schedule 2017	0
Fall On-Schedule 2016	0
Fall On-Schedule 2015	5
Fall On-Schedule 2014	6
Fall On-Schedule 2013	2

GC-Gifted and Talented Education	Enrolled
Fall On-Schedule 2014	12
Fall On-Schedule 2013	11

GC-Instructional Facilitator	Enrolled
Fall On-Schedule 2013	1

GC-Integrated Early Childhood Education	Enrolled
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Fall On-Schedule 2017	0
Fall On-Schedule 2016	0

**GC-Special Education Instructional
Specialist 4-12**

	Enrolled
Fall On-Schedule 2017	0
Fall On-Schedule 2016	0
Fall On-Schedule 2015	3
Fall On-Schedule 2014	4
Fall On-Schedule 2013	14

GC-Special Education K-12

	Enrolled
Fall On-Schedule 2017	7
Fall On-Schedule 2016	2
Fall On-Schedule 2015	0

MAT-Special Education K-12

	Enrolled
Fall On-Schedule 2017	6

MSE-Reading K-12

	Enrolled
Fall On-Schedule 2015	28

MSE-Reading

	Enrolled
Fall On-Schedule 2014	19
Fall On-Schedule 2013	15

MSE-Reading K-12

	Enrolled
Fall On-Schedule 2017	29
Fall On-Schedule 2016	43

MSE-Special Education

	Enrolled
Fall On-Schedule 2014	16
Fall On-Schedule 2013	17

MSE-Special Education K-12

	Enrolled
Fall On-Schedule 2017	34
Fall On-Schedule 2016	33
Fall On-Schedule 2015	22

Total Undergraduate Program Degrees Awarded

August 2017

	Degrees Awarded
BSE-Elementary Education	0
BSE-P-4 Licensure	0
BSE-Special Education, K-12	0
Total	0

December 2017

	Degrees Awarded
BSE-Elementary Education	44

BSE-P-4 Licensure	0
BSE-Special Education, K-12	7
Total	51

May 2018	Degrees Awarded
BSE-Elementary Education	42
BSE-P-4 Licensure	0
BSE-Special Education, K-12	8
Total	50

BSE-Elementary Education	Degrees Awarded
July 2017 - June 2018	86
July 2016 - June 2017	71
July 2015 - June 2016	18
July 2014 - June 2015	0
Total	175

BSE-P-4 Licensure	Degrees Awarded
July 2017 - June 2018	0
July 2016 - June 2017	1
July 2015 - June 2016	54
July 2014 - June 2015	96
July 2013 - June 2014	83
Total	234

BSE-Special Education, K-12	Degrees Awarded
July 2017 - June 2018	15
July 2016 - June 2017	3
July 2015 - June 2016	0
July 2014 - June 2015	0
Total	18

Total Graduate Program Degrees Awarded

August 2017	Degrees Awarded
GC-Dyslexia Interventionist	0
GC-Integrated Early Childhood Education	0
GC-Special Education K-12	0
MAT-Special Education K-12	0
MSE-Reading K-12	6
MSE-Special Education K-12	3
Total	9

December 2017	Degrees Awarded
GC-Dyslexia Interventionist	4
GC-Integrated Early Childhood Education	0
GC-Special Education K-12	1
MAT-Special Education K-12	0
MSE-Reading K-12	10
MSE-Special Education K-12	9
Total	24

May 2018	Degrees Awarded
GC-Dyslexia Interventionist	1
GC-Integrated Early Childhood Education	2

GC-Special Education K-12	2
MAT-Special Education K-12	0
MSE-Reading K-12	8
MSE-Special Education K-12	2
Total	15

GC-Dyslexia Interventionist	Degrees Awarded
July 2017 - June 2018	5
July 2016 - June 2017	0
Total	5

GC-Early Childhood Special Ed. Instructional Spec. (P-4)	Degrees Awarded
July 2016 - June 2017	2
July 2015 - June 2016	2
July 2014 - June 2015	0
Total	4

GC-Early Childhood Special Education Instructional Specialist (P-4)	Degrees Awarded
July 2013 - June 2014	0
Total	0

GC-Gifted and Talented Education	Degrees Awarded
July 2015 - June 2016	0
July 2014 - June 2015	9
July 2013 - June 2014	5
Total	14

GC-Instructional Facilitator	Degrees Awarded
July 2013 - June 2014	0
Total	0

GC-Integrated Early Childhood Education	Degrees Awarded
July 2017 - June 2018	2
July 2016 - June 2017	0
Total	2

GC-Special Education Instructional Specialist 4-12	Degrees Awarded
July 2016 - June 2017	3
July 2015 - June 2016	2
July 2014 - June 2015	1
July 2013 - June 2014	0
Total	6

GC-Special Education K-12	Degrees Awarded
July 2017 - June 2018	3
July 2016 - June 2017	1
July 2015 - June 2016	0
Total	4

MAT-Special Education K-12	Degrees Awarded
July 2017 - June 2018	0
Total	0

MSE-Reading	Degrees Awarded
July 2015 - June 2016	9
July 2014 - June 2015	8
July 2013 - June 2014	6
Total	23

MSE-Reading K-12	Degrees Awarded
July 2017 - June 2018	24
July 2016 - June 2017	16
Total	40

MSE-Special Education	Degrees Awarded
July 2015 - June 2016	8
July 2014 - June 2015	5
July 2013 - June 2014	5
Total	18

MSE-Special Education K-12	Degrees Awarded
July 2017 - June 2018	14
July 2016 - June 2017	12
Total	26

Number of Directed Individual Student Learning Activities

Involvement Type	No.
Dissertation Committee Member	2
Honors Thesis Advisor	2
Honors Tutorial Advisor	1
Independent Study Advisor	1
Master's Thesis Committee Member	1
Total	7

List of Directed Individual Student Learning Activities

Master's Thesis Committee Member, Johnson, Relius. *Experiences of African-American Makes in their Pursuit to Graduate from UCA*. 2017 - Present. Status: In-Process.
Outcomes:

Honors Thesis Advisor, Adams, Abby. *Twice Exceptional*. April 2017 - Present. Status: In-Process.
Outcomes: Presentation

Honors Thesis Advisor, Gifford, Kortni. *Recognizing the Importance of Teaching Life Skills and Implementing them Into a Self-Contained Classroom*. August 2017 - Present. Status: In-Process.
Outcomes:

Dissertation Committee Member, Baker, Theresa. *Retention of Early Childhood Teachers*. September 2015 - Present. Status: Proposal.
Outcomes:

Honors Tutorial Advisor, Johnson, Samantha. *A Collection of Stories about Failing Well*. October 2017 - Present. Status: In-Process.
Outcomes: Presentation

Dissertation Committee Member, Nelson, Petra. . August 2017 - Present. Status: Proposal.
Outcomes: Publication

Independent Study Advisor, Baker, Theresa. *Adult Learning: A Review of the Literature*. January 12, 2015 - Present. Status: In-Process.
Outcomes: Publication

Number of Directed Group Student Learning Activities

Involvement Type	No.
Field Experience	4
Service Learning	3
Other	2
Total	9

List of Directed Group Student Learning Activities

Field Experience for ELSE 4325, January 12, 2016 - Present. Field placement for 100 hours in the special education in both the self-contained and resource placement at the secondary level.
Outcomes:

Service Learning for ELSE 4308, August 2016 - Present. Students will provide 1:1 intervention with struggling readers. This includes pre and post assessment, collaboration with peers and teachers and wil culminate into a written report. 46 students will participate Each student will log in 25 hours per semester.
Outcomes: Presentation

Field Experience for ELSE, January 2017 - January 2018. Students provide intervention with public school students struggling in reading, the asses, provide intervention, post assess and write a report.
Outcomes: Presentation

Group Presentation for ELSE 4319, December 5, 2016 - Present. Senior students culminate their College of Ed/ELSE course findings, by presenting to the ELSE department and Dean's office. It is entitled, "Dear Future Teacher (Me)."
Outcomes:

Service Learning for ELSE 4319, August 2016 - Present. In relation to our study of Children in Crisis, my students attend Little Rock's OUR HOUSE and engage with children at the "Little Learners" pre-k school each semester. We volunteer to read to the children and donate a book to each one of them. Our students also have time to visit/engage with individual children to do simple activities together, such as puzzles, games, and/or drawings. This facility houses and teaches homeless to near- homeless families.
Outcomes:

Coordinated Field Experience for, January 1, 2016 - Present. I coordinate field experience at the Child Study Center. There are a variety of department/courses that use the CSC for field experience: KPED, FACS, Psychology, ELSE, etc.
Outcomes:

Service Learning for ELSE 4320, September 2017 - Present.
Outcomes:

Field Experience for ELSE 4305, August 15, 2017 - Present. Students in Literacy Assessment and Intervention work in a separate field site at Bigelow Elementary. I work closely with

the director of that site in preparing my students to assess, analyze, and plan interventions as well as post-assessment and writing of a case-study for each child's parents and teacher.

Outcomes: Presentation

Field Experience for MAT 6314, August 15, 2014 - August 15, 2017. MAT students have transitioned to working in ELSE's Reading Center to a BearsRead camp experience for field experience in diagnosing and correcting reading difficulties.

Outcomes: Presentations and Publications forthcoming

APPENDIX C: SCHOLARSHIP

Total Contracts and Grants

Organization	Under Review		Funded	
	No.	Total Funds	No.	Total Funds
State	0	\$0	3	\$145,000
Total External	0	\$0	3	\$145,000
University of Central Arkansas	0	\$0	1	\$400

List of Grants and Contracts

Funded

Kohler, P. A. (Former Student), "Faculty Incentive Award," Sponsored by ECSE Department Chair, University of Central Arkansas, \$400.00.

Kohler, P. A., "AALI Professional Learning for State Content Specialists," Sponsored by AR Department of Education, State, \$35,000.00. (June 2017 - 2018).

Kohler, P. A., "AALI Professional Learning for State Content Specialists," Sponsored by AR Department of Education, State, \$35,000.00. (May 2016 - 2017).

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

Number of Accepted or Published Publications by Type

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Book	0	2	2	0
Chapter	0	1	1	0
Journal Article	5	1	6	4
Other	0	1	1	0
Total	5	5	10	4

Number of Submitted Publications by Type

Total	0	0	0	0
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List of Publications

A. Peer Reviewed

1. Accepted or Published

Barnes, C. D., Bullard, M.*, Kohler, P. A. (2017). Essential Coaching Skills for Affective Development. *Journal of Education and Cultural Studies*.

Barnes, C., Kohler, P. A. (2017). Essential coaching skills for affective development. *Journal of Education and Culture Studies*, 1(2), 176-185. scholink.org/ojs/index.php/jecs

Bullard, M.*, Kohler, P. A. (2017). Using the Stages of Concern Questionnaire to ensure professional development with teachers and teacher candidates. *International Research in Higher Education*, 2(4), 50-57. irhe.sciencedupress.com

Filer, J. D., Barnes, C. D., Cooper, M. J. Developing Dispositions for Success: Faculty Members Working in Partnership with Students. *US-China Education Review*, 4(1), 1-12.

Mankey, T., Filer, J., McGee, M. (2018). Students Learning Together Using a Solution-Focused Approach. *SIS Quarterly Practice Connections (Education)*.
<http://www.aota.org/Publications-News/SISQuarterly.aspx>

2. Submitted

No data available

B. Non-Peer Reviewed

1. Accepted or Published

Barnes, C. D. (2018). In Tj Hendrix & Victoria Groves_Scott (Ed.), *Civility: Beyond Please and Thank You!.*: UCA Education.

Barnes, C. D. (in press). *Civility: Beyond Please and Thank You!.* Winnepeg, Manitoba Canada:.

Dailey, D. D., Kohler, P. A. (2017). In Debbie Dailey & Patty Kohler-Evans (Ed.), *Coaching Innovations: Providing Instructional Support Anywhere, Anytime*. Lanham, MD: Rowman and Littlefield.

Dailey, D. D., Kohler, P. A. (2017). Introduction: Improving Instruction Through Coaching. *Coaching Innovations: Providing Instructional Support Anywhere, Anytime*. Lanham, MD: Rowman and Littlefield.

Kohler, P. A. (2017). Big return on investment in former student. *Center for Research on Learning.*, 2. www.kucrl.org

2. Submitted

No data available

Number of Presentations by Scope

Scope	Total	Invited		Accepted		Student Author
		Peer Reviewed	Non-Peer Reviewed	Peer Reviewed	Non-Peer Reviewed	
Local	8	0	7	0	1	0
State	11	3	3	4	1	4
Regional	2	0	0	2	0	0
National	4	0	0	3	1	0
International	5	0	0	5	0	0
Unknown	5	0	0	1	4	0
Total	35	3	10	15	7	4

List of Presentations

A. Peer Reviewed

- Barnes, C. D., Parker, T. S. (Nov. 2017). *Lead with Civility: Avoid Conflicts, Confrontation, and Collisions*. Workshop presented at Arkansas Home Visiting Network, Hot Springs, AR.
- Barnes, C. D., Kohler, P. A. (2017). *Cultivate Civility Now!* Workshop presented at Tennessee Alternative Education Association, Murfreesboro, TN.
- Benson, T. R., Styles-Foster, S. L., Thompson, A. D., Voegelé, C. M., Whittingham, J. L., Wake, D. G., Alea, J. D., (Feb. 2018). *Power of Professional Partnerships: Taking The Show On the Road!* Paper Session presented at Association of Teacher Educators, Association of Teacher Educators, Las Vegas, NV.
- Benson, T. R., Styles-Foster, S. L., Thompson, A. D., Whittingham, J. L., Voegelé, C. M., (Oct. 2017). *BearsRead Literacy Camp: Learning Lessons from Community-based Partnerships*. Paper Session presented at Southeastern Regional Association of Teacher Educators, Southeastern Regional Association of Teacher Educators, Rogers, Arkansas.
- Atkins, K. R. (Discussant). (Oct. 2017). *The Science of Teaching Reading*. Poster Session presented at AR Council for Exceptional Children, AR CEC, Little Rock.
- Feng, S. (Nov. 2017). *Coaching Other Teachers to Succeed in Literacy Instruction*. Paper Session presented at Arkansas Reading Association's Annual Conference, Arkansas Reading Association, Little Rock, AR.
- Herrington, L. L., Thompson, A. D. (Nov. 2017). *Book Creator, BooksNaps, SeeSaw, Oh My!* Workshop presented at Arkansas Reading Association Fall Conference, Arkansas Reading Association, Little Rock, Arkansas.
- Hogan, C. A., Thompson, A., Voegelé, C. (Feb. 2018). *Leave Your Attitude at the Door: Dispositions in Field Experience*. Roundtable presented at Association of Teacher Educators Annual Conference, Las Vegas, NV.
- Kohler, P. A. (Mar. 2018). *Strategic Instruction Model Overview*. Seminar presented at ADE Science of Reading Conference, AR Department of Education, Hot Springs, AR.
- Kohler, P. A., Calhoon, R. (2017). *AALI: Building Capacity and Sustainability*. Other presented at KUCRL 2017 Learning Conference, KU, Lawrence, KS.
- Thompson, A. D. (Nov. 2017). *"MAT Teacher Candidates' Perceptions of Balanced Literacy and Student Learning: Influences of Transformative Experience"*. Paper Session presented at Arkansas Reading Association Fall Conference, Arkansas Literacy Teacher Educators SIG, Little Rock, Arkansas.
- Thompson, A. D., Benson, T. R. (Nov. 2017). *Appy hour! Apps for struggling readers*. Workshop presented at Arkansas Reading Association Fall Conference, Arkansas Reading Association, Little Rock, Arkansas.
- Thompson, A. D., Wake, D. G., Benson, T. R. (2017). *We're all in this together: Supporting struggling readers in a community-based reading camp*. Panel presented at International Literacy Association 2017 Conference, International Literacy Association, Orlando, Florida.
- Traywick, L., Saviers, B. N., Graybeal, L. M., Atkins, K. R., Brown, A. A., Cain, D. D. (Apr. 2018). *Bears for CARE: A Service-Learning Respite Program to Benefit Caregivers and Students*. Panel presented at Gulf South Summit, Birmingham, Alabama.

Trumble, J. F., Atkins, K. R. (Mar. 2018). *Students with Disabilities Making: The Beginning of An Ongoing Multiple Case Study*. Paper Session presented at Society for Information Technology in Teacher Education, Washington, DC.

Wake, D. G., Groves-Scott, V., Green, C. R. (Mar. 2018). *Supporting Graduates in Induction Through a Unified Professional Community*. Paper Session presented at American Association of Colleges for Teacher Education (AACTE), American Association of Colleges for Teacher Education (AACTE), Baltimore, MD.

Wake, D. G., Mills, M. S., Groves-Scott, V. (Jan. 2018). *Teacher Education Candidates' Responses to the First Year of a 1:1 Mobile Learning Initiative*. Paper Session presented at Mobile Technology in Teacher Education (MiTE), National University of Ireland (NUI), Galway, Galway, Ireland.

Wake, D. G., Mills, M. S., Groves-Scott, V. (Jan. 2018). *Teacher Education Candidates' Responses to the First Year of a 1:1 Mobile Learning Initiative*. Paper Session presented at Mobile Learning in Teacher Education (MiTE), Mobile Learning in Teacher Education (MiTE), Galway, Ireland.

B. Non-Peer Reviewed

Barnes, C. D. (Sept. 2017). *Beyond Please and Thank You: Conveying Civility and Respect in the Workplace*. Workshop presented at Faculty and Staff Senate, UCA.

Barnes, C. D. (Aug. 2017). *Teaching Civility*. Workshop presented at Conway Conversation: Civility, Community Outreach and Engagement, UCA Downtown.

Barnes, C. D., Kohler, P. A., Parker, T. S. *Civility NOW Summer Training*. Seminar presented at Cultivate Civility NOW!, Community Outreach and Engagement, Conway, AR.

Cain, D. D. d. (Oct. 2017). *Reading strategies*. Workshop presented at UCA SCEC, UCA SCEC, UCA Mashburn.

Feng, S., Garimella, U. I., Pinchback, C. L. (2017). *Impact of a three-year PD on STEM teachers' beliefs and practices regarding literacy integration*. (July, 2017). presented at International Literacy Association Annual Conference, ILA, Orlando.

Filer, J., Dallas, J. (Sept. 2017). *Children with Autism in My Room?* presented at 20 Years and Still Playing!, Child Care Aware Of Northcentral Arkansas, UACCB Batesville, AR.

Filer, J. D., Mankey, T. A., McGee, M. C. (Oct. 2017). *LEND: Interdisciplinary Training for Future Leaders in the Lives of Our Children*. presented at Early Childhood's 33rd Annual International Conference on Young Children with Special Needs and Their Families, Portland OR.

Herrington, L. L. (Mar. 2018). *Using Book Creator and SeeSaw to Enhance Instruction*. presented at Science of Reading Conference: Starting a New Chapter, Arkansas Department of Education, Hot Springs.

Herrington, L. L. (Nov. 2017). *Book Creator, BookSnaps, SeeSaw, Oh My!* Seminar presented at Arkansas Reading Association Annual Literacy Conference, Little Rock, AR.

Herrington, L. L. (Jan. 2018). *Using Nearpod in the Classroom*. Symposium presented at COE Professional Development Day, UCA.

Herrington, L. L. (Oct. 2017). *Learn SeeSaw, the Digital Portfolio App*. presented at Tech Mex, UCA.

Hunter, P. G. *UCA/UACCM P-4 Partnership Program*. presented at UACCM, Morrilton campus.

Kohler, P. A., Barnes, C. D. (Jan. 2018). *Universal Design for Learning*. Workshop presented at Faculty Professional Development, UACCM, Morrilton, AR.

Kohler, P. A., Barnes, C. D. (Nov. 2017). *Cultivating Healthy Communication in the Workplace*. Workshop presented at CTE Professional Learning, UCA CTE, UCA.

Kohler, P. A. (Jan. 2018). *Mindfulness/Wellness*. Workshop presented at COE PD Day, UCA COE, Mashburn Building.

Wake, D. G., Groves-Scott, V., Mills, M. S. (Mar. 2018). *Going Mobile: Educator Preparation Through 1:1 Mobile Initiative*. Paper Session presented at American Association of Colleges for Teacher Education (AACTE), American Association of Colleges for Teacher Education (AACTE), Baltimore, MD.

Whittingham, J. L., Herrington, L. L., Hendrix, T. J., Hawkins, A., Graybeal, L. M. (Jan. 2018). *Service-Learning Panel*. Panel presented at College of Education Professional Development Day, UCA College of Education, UCA.

APPENDIX D: PROFESSIONAL DEVELOPMENT AND RECOGNITION

Number of Faculty Development Activities Attended

Type of Activity	No.
Conference	14
Continuing Education Program	6
Self-Study Program	2
Seminar	27
Tutorial	2
Workshop	29
Other	14
Unknown	2
Total	96

List of Faculty Development Activities Attended

A. Professional Meetings/Conferences Attended

Higher Education Self-Study Workshop. National Association for the Education of Young Children. Los Angeles, California. Credit Hours. November 2017.

Arkansas Curriculum Conference. Little Rock, Arkansas. Credit Hours. November 2017 - Present.

Arkansas Council for Exceptional Children Conference. Little Rock, Arkansas. Credit Hours. October 2017 - Present.

Arkansas Curriculum Conference. ACTM. Little Rock, Arkansas. Credit Hours. November 10, 2013 - Present.

Arkansas IPSE Summit: University of Memphis Institute on Disability, UCA Outreach and UCA College of Education. University of Memphis Institute on Disability. Conway, Arkansas. Credit Hours: 12. November 2, 2017 - November 3, 2017.

Dyslexia and Level 2 Screening. AR CEC. Little Rock, Arkansas. Credit Hours: 2. June 6, 2016 - Present.

Arkansas Council for Exceptional Children. AR CEC. Hot Springs, Arkansas. Credit Hours: 9. November 2014 - Present.

AR Council for Exceptional children. AR CEC. Hot Springs, Arkansas. Credit Hours: 10. November 2013 - Present.

A Winning Trifecta: Knowledge, Implementation, Evaluation of DEC Recommended Practices. CEC; Division of Early Childhood. Portland, Oregon. Credit Hours. October 4, 2017 - October 6, 2017.

Arkansas Reading Association Conference. Little Rock, Arkansas. Credit Hours. November 17, 2017.

2017 APSRC Fall Conference. APSRC. Hot Springs, Arkansas. Credit Hours. October 17, 2017.

Arkansas Reading Association Fall Conference. Arkansas Reading Association. Little Rock, Arkansas. Credit Hours: 10. November 16, 2017 - November 17, 2017.

International Literacy Association Conference. International Literacy Association. Orlando, Florida. Credit Hours: 12. July 15, 2017 - July 17, 2017.

Science of Reading. ADE. Hot Springs, Arkansas. Credit Hours. March 5, 2018 - March 6, 2018.

B. Formal Study (coursework, continuing education, seminars, workshops, etc.)

Workshop. COE EEP Professional Development Day. COE, UCA. Conway, Arkansas. Credit Hours. January 9, 2018 - Present

Workshop. COE Data Day. COE, UCA. Conway, Arkansas. Credit Hours. October 24, 2017 - Present

Workshop. ADE TESS Training. Arkansas Department of Education. Conway, Arkansas. Credit Hours. September 22, 2017 - Present

Seminar. IPAD Interactivity Lectures. UCA. Conway, Arkansas. Credit Hours. May 11, 2016 - Present

Workshop. Degree Works Training Graduate. Graduate School, UCA. Credit Hours. May 2014 - Present

Workshop. Electronic Hiring Training. HR, UCA. Credit Hours. April 2014 - Present

Workshop. Degree Works Training Undergraduate. Registrar UCA. Credit Hours. March 2014 - Present

Workshop. AIMM and TESS Training. ADE/UCA. Credit Hours. February 2014 - Present

Seminar. Harassment Training. UCA. Credit Hours. January 2014 - Present

Workshop. Blackboard Training. IDC, UCA. Credit Hours. January 2014 - Present

Seminar. Diversity Training. UCA. Credit Hours. November 2013 - Present

Seminar. ICBM Seminar. College of Education Seminar. Conway, Arkansas. Credit Hours. September 29, 2017 - Present

Workshop. TESS Calibration. Arkansas Department of Education. Conway, Arkansas. Credit Hours. September 22, 2017 - Present

Seminar. Navigating Diversity. UCA-Human Resources. Conway, Arkansas. Credit Hours. September 7, 2017 - Present

Tutorial. Degree Works. UCA. Conway, Arkansas. Credit Hours. April 10, 2013 - Present

Continuing Education Program. Intern II Supervisor Workshop. University of Central Arkansas. Conway, Arkansas. Credit Hours: 2. January 8, 2018

Continuing Education Program. 2017 AR-CEC Annual Conference. AR-CEC. Little Rock, Arkansas. Credit Hours: 15. October 25, 2017 - October 27, 2017

Continuing Education Program. Effective Inclusive Schools through Differentiation. Arkansas Co-Teaching Project. Little Rock, Arkansas. Credit Hours: 6. September 28, 2017

Seminar. Amplifying Learning and Promoting Digital Curiosity. University of Central Arkansas. Conway, Arkansas. Credit Hours: 2. September 21, 2017

Continuing Education Program. Intern II Supervision Workshop. University of Central Arkansas. Conway, Arkansas. Credit Hours. August 7, 2017

Workshop. IPAD Accessibility. UCA. Conway, Arkansas. Credit Hours. May 11, 2017 - Present

Workshop. Google on the IPAD. UCA. Conway, Arkansas. Credit Hours. May 11, 2016 - Present

Workshop. IPAD Basics. UCA. Conway, Arkansas. Credit Hours. May 5, 2016 - Present

Workshop. UDL & Accessibility with Luis Perez. UCA. Conway, Arkansas. Credit Hours. April 27, 2016 - Present

Seminar. Assessment in Dyslexia. Apple Group for Dyslexia. Jonesboro, Arkansas. Credit Hours: 8. April 2015 - Present

Workshop. Teaching comprehension in 3D. Apple Group for Dyslexia. Jonesboro, Arkansas. Credit Hours: 16. May 2014 - Present

webinar. Social Climate: Classroom Mngmnt Improved One Component at a Time: Credit Hours. January 12, 2018 - Present

Lunch & Learn Development. Using Service-Learning Pedagogy to Advance Students' Understanding of Diversity. Univ of Central AR. Conway, Arkansas. Credit Hours. January 31, 2017 - Present

Webinar. Improving Classroom Management, One Component at a Time. The Framework for Teaching. online. Credit Hours. January 30, 2017 - Present

Seminar. Compass Professional Health Services. Univ of Central AR. Conway, Arkansas. Credit Hours. October 6, 2016 - Present

Seminar. Nutrition News You Can Use. Univ of Central AR. Conway, Arkansas. Credit Hours. September 22, 2016 - Present

Seminar. Child Abuse Awareness and Prevention for Higher Education Employees. Univ of Central AR. Credit Hours. August 24, 2016 - Present

Seminar. Discrimination and Harassment Prevention for Higher Education. Univ of Central AR. Credit Hours. August 24, 2016 - Present

Seminar. Preventing Discrimination and Sexual Violence Refresher: Title IX, VAWA & Clery Act for Faculty & Staff. Univ of Central AR. Credit Hours. August 24, 2016 - Present

Seminar. University of Central Arkansas - Harassment Completion Marker Course for in-house training. Univ of Central AR. Credit Hours. August 24, 2016 - Present

Webinar. Preschool Children with Challenging Behaviors. Credit Hours: 1. January 29, 2018

Webinar. Big Questions for Little Minds. Credit Hours: 1. January 23, 2018

Webinar. Writers Workshop Webinar. Credit Hours: 1. November 11, 2017

Workshop. NAEYC. Credit Hours: 6. October 27, 2017

Webinar. The Power of Family Partnerships. Credit Hours: 1. October 18, 2017

Webinar. Growth Mindset: Not Just For Kids. Credit Hours: 1. September 27, 2017

Webinar. Text, Twitter, Email, Call: What do Parents Say About Communication? Credit Hours: 1. September 11, 2017

Webinar. Positive Behavior Supports. Credit Hours: 1. July 11, 2017

Tutorial. UCA Online. UCA CTE. Conway, Arkansas. Credit Hours. September 2017 - December 2017

Workshop. UCA Required Training. UCA HR. Conway, Arkansas. Credit Hours. January 2017 - December 2017

Workshop. Open Educational Resources. UCA CTE. Conway. Credit Hours. October 2017

Workshop. COE Data Day. College of Ed. Conway, Arkansas. Credit Hours. October 24, 2017

Workshop. Reading Faculty Workshop with External Consultant. ELSE, COE, UCA. Conway, Arkansas. Credit Hours. September 29, 2017 - September 30, 2017

Continuing Education Program. Kaleidoscope II Arkansas SIM Professional Development. UCA Mashburn Center for Learning. Credit Hours: 6. June 4, 2018

Workshop. Ambassador Academy. Arkansas Department of Education. Little Rock, Arkansas. Credit Hours. July 17, 2017 - July 18, 2017

Workshop. SIM Strategies. Mashburn Institute. Conway, United States. Credit Hours. July 10, 2017

Credit Hours.

TESS Recalibration Training. UCA. Credit Hours. September 22, 2017

Workshop. Child Abuse Awareness and Prevention. UCA. Credit Hours. September 13, 2017

Workshop. Online Bullying Prevention for Higher Ed Faculty. UCA. Credit Hours. September 13, 2017

Workshop. Preventing Discrimination and Sexual Violence Refresher. UCA. Credit Hours. September 13, 2017

Workshop. Respect and Inclusion Series: Transition to Respect. UCA. Credit Hours. September 13, 2017

Seminar. Mentor Teacher Seminar. UCA. Credit Hours. August 23, 2017

Webinar. Elementary Spotlight: Using Book Creator in K-4 Classrooms. Book Creator Team. Credit Hours. June 13, 2018

Webinar. Checking for Understanding with Book Creator. Book Creator Team. Credit Hours. May 30, 2018

Workshop. Seesaw Ambassador Professional Development Course. Credit Hours: 3. May 2, 2018 - May 16, 2018

Partnership Cafe. UCA. Conway, Arkansas. Credit Hours: 2. April 24, 2018

Seminar. Moving from Sound Walls to Word Walls. Credit Hours. April 6, 2018

Workshop. Tech-Mex Tuesday. UCA. Conway, Arkansas. Credit Hours: 1. March 13, 2018

Seminar. Creating Effective Inclusive Schools and Classrooms. Arkansas Department of Education. Little Rock, Arkansas. Credit Hours: 6. September 28, 2017

Seminar. Creating Effective Inclusive Schools and Classrooms through Differentiation. Arkansas Department of Education. Little Rock, Arkansas. Credit Hours: 7. September 28, 2017

Workshop. Amplifying Learning & Promoting Digital Curiosity. UCA. Conway, Arkansas. Credit Hours: 1.5. September 21, 2017

Workshop. Using the Nearpod App. UCA. Credit Hours: 1. September 12, 2017

Seminar. Bullying Prevention for Higher Education Faculty. UCA. Credit Hours. September 8, 2017

Seminar. Child Abuse Awareness and Prevention. UCA. Credit Hours. September 8, 2017

Seminar. Preventing Discrimination & Sexual Violence Refresher: Title IX, VAWA Clery Act for Faculty and Staff. UCA. Credit Hours. September 8, 2017

Seminar. Respect and Inclusion Series: Transition to Respect. UCA. Credit Hours. September 8, 2017

Seminar. Annotation as an Interactive Reading Strategy - Sanford Inspire Module. Credit Hours. August 30, 2017

Seminar. Teaching Close Reading - Sanford Inspire Module. Credit Hours. August 30, 2017

Seminar. Bullying Prevention for Higher Education. Credit Hours. January 2, 2018

Seminar. Child Abuse Awareness and Prevention for Higher Education Employees. Credit Hours. January 2, 2018

Seminar. Preventing Discrimination and Sexual Violence Refresher. Credit Hours. January 2, 2018

Seminar. Respect and Inclusion Series: Transition to Respect. Credit Hours. January 2, 2018

Book Study. Start Here. UCA. Arkansas. Credit Hours. September 2016 - Present

Continuing Education Program. R.I.S.E. Arkansas. Arkansas Department of Education - Held at Arch Ford Co-Op. Plummerville, Arkansas. Credit Hours: 36. July 24, 2017 - November 7, 2017

Self-Study Program. Respect and Inclusion Series: The Power of Respectful Language. UCA. Conway, Arkansas. Credit Hours. December 4, 2017

Self-Study Program. Child Abuse Awareness and Prevention. UCA. Conway, Arkansas. Credit Hours. November 3, 2017

List of Awards and Honors

Thompson, Amy Danielle Mid-South Educational Research Association Commitment and Service Award, Mid-South Educational Research Association, Regional. (November 9, 2017).

Herrington, Lisa L Seesaw Ambassador, Seesaw, National. (May 30, 2018).

APPENDIX E: SERVICE AND COMMUNITY ENGAGEMENT

Number of Activities with External Partners

Type of Activity	No.
Field Trip	1
Fundraising	1
Service Learning	2
Speaker	1
Other	3
Unknown	1
Total	9

List of Activities with External Partners

Fundraising, Chicks for Children, Inc., August 15, 2009 - Present

Chicks for Children is an organization that support children and families in Kitale, Kenya support and maintain a safe and secure living condition.

Research Associate, The University of Kansas SIM International Professional Developers Network, January 1985 - Present

Provide national professional development as requested in interventions developed by the KUCRL

Field Trip, Conway Marguerite Vann Elementary, January 20, 2018 - May 20, 2018

My 4309 course takes a field trip (sometimes virtual) to observe morning meetings taking place, as part of our curriculum. I also ask my students to support and/or volunteer at this partner school.

Service Learning, "Our House" Shelter for the Working Homeless: Little Learners Child Center, January 10, 2018 - May 10, 2018

As part of our Children in Crisis study, ELSE's Internship I students will collaborate in a Crisis Learning project/field trip with Little Rock's "Our House" shelter for the working homeless. This facility houses a Little Learners Children Center. Internship I students will have the opportunity to read one-on-one with 4 and 5 year old children, donate a book to each child, and engage in an activity together.

Service Learning, Conway's City of Hope Outreach, February 1, 2018 - May 1, 2018

My Teachers of Tomorrow students volunteer their time tutoring at-risk children after school.

Training Consultant, Wilson Language Training, October 2016 - Present

We believe that the ability to read opens up a world of possibilities to the individual. Reading is a door to personal, spiritual, and intellectual growth as well as a necessity for a secure future in an evolving global economy. We also believe that literacy is a cornerstone of freedom and democracy. Our mission is to provide quality professional learning and ongoing support so that educators have the skills and tools they need to help their students become fluent, independent readers, who are ready to explore the endless possibilities the world of reading has to offer.

Advocacy, Arkansas Dyslexia Support Group, April 2015 - Present

Speaker, DuBard School for Language Disorders at the University of Southern Mississippi, June 2014 - Present

The DuBard School for Language Disorders was established in 1962 and is a clinical division of The University of Southern Mississippi's Department of Speech and Hearing Sciences.

The school was designed to serve children with severe language-speech disorders, including developmental aphasia and childhood apraxia of speech, deafness and hearing impairments, as well as those with the written language disorder of dyslexia.

Number of University Service Activities

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Department	20	80	100
College	4	48	52
University	1	18	19
Total	42	146	188

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

List of University Service Activities

A. University

Member, Undergraduate Council, September 1, 2016 - Present

Member, University Foundations, August 2002 - Present

Member, Faculty Senate, August 2017 - Present

Member, Service-Learning Advisory Committee, December 2015 - Present

Member, Student Evaluation Committee, 2015 - Present

Committee Chair, Campus Childcare Feasibility Committee, December 9, 2014 - Present
Lead a committee of 14 members to determine the feasibility of a campus child care center. This committee has had one meeting so far. Accomplishments will be reported next January.

Member, Child Care Access Means Parents in School (CCAMPIS) Grant Task Force, December 2013 - Present
The purpose of the grant is to provide child care to low income students who otherwise would not be able to attend an institution of higher education.

Member, Honors Council, August 15, 2014 - Present
Advise the honor in major program. Attend meeting, relay information regarding program policy to college/department.

Member, Faculty Senate, September 2017 - May 2018
One of the three representatives from the College of Ed.

Member, Student Grievance Committee, September 2017 - May 2018

Review student grievance cases, police report, housing report, lawyer's letters, etc. and attend meetings.

Member, Traffic and Parking Committee, August 2015 - Present

Member, Academic Adjustments and Appeals Committee, August 2011 - Present

Member, Graduate Council, August 2011 - Present

Faculty Advisor, Student Center Board, August 15, 2015 - Present

Member, Honor's College Committee, August 2017 - Present

Facilitate New Faculty Learning Community and Lead Teaching Portfolio Workshop, Center for Teaching Excellence, September 2017 - Present

New Faculty Learning Community-I facilitate 12 meetings with new faculty to assist them in being a part of the UCA community

Teaching Portfolio Workshop-I meet with participating faculty to assist them in preparing their teaching portfolio for promotion/tenure.

Member, Faculty Emeritus/Emerita Committee, September 2013 - Present

Member, UCA Core Council, September 1, 2017 - Present

Faculty Advisor, Faculty Advisor for Phi Gamma Delta, January 12, 2017 - Present

B. College

Member, ELSE Tenure Track Faculty Search Committee, December 1, 2017 - Present

Review job description of position, review applications, select short list, conduct Skype interviews, conduct reference check, participate in campus interviews, make recommendations to department chair.

Member, Leadership Studies Department Chair Search Committee, December 1, 2017 - Present

Review job description of position, review applications, select short list, conduct Skype interviews, conduct reference check, participate in campus interviews, make recommendations to COE Dean.

Member, COE ELSE Chair Search Committee, January 10, 2017 - Present

Member of college wide search committee to hire chairman for the Department of Elementary, Literacy, and Special Education. Dr. Keith Lenz joined the department July 1, 2017.

Member, COE Tenure & Promotion Committee, August 18, 2016 - Present

Member, COE Diversity Committee, August 15, 2016 - Present

Member, COE Dean's Search Committee, January 1, 2015 - Present

Member, Graduate Program Coordinator, August 2008 - Present

Member, PEU Undergraduate Coordinator, August 2008 - Present

Member, Professional Education Council, July 2000 - Present

Member, COE Curriculum & Assessment Committee, August 2017 - Present

Member, Professional Education Council, August 2013 - Present

Member, Standard Two Committee, August 30, 2016 - Present
Review and provide recommendations for field related model assessments.

Member, COE Scholarship Committee - Undergraduate, September 1, 2015 - Present
Using given criteria, select award scholarships to eligible COE teacher candidates.

Member, Dean Search Committee, November 2014 - Present
The committee's role is to post, review, rank, and interview candidates for the position of COE Dean.

Member, We Care, April 2017 - Present
We Care is a UCA service learning respite care program for parents of children with disabilities. First successful respite day.

Member, CAEP Diversity Committee, August 2016 - Present
CAEP accreditation diversify committee.

Member, Professional Education Council (PEC), August 2016 - Present
Review College of Education action/information items on a monthly basis.

Member, COE Curriculum & Assessment Committee, May 2014 - Present
review and approve curriculum proposals and assessment plans. reviewed many curriculum proposals.

Member, College Curriculum Committee, August 15, 2009 - Present
reviewing curriculum proposals. helped in the curriculum changes in many program areas.

Member, COE Curriculum & Assessment Committee, August 2017 - 2018
Review Proposals.

Member, January 2017 - Present

Member, COE Research Committee, September 2014 - Present

Member, PEU Standard 1: Candidate Knowledge, Skills and Dispositions, August 2010 - Present

Member of UCA NCATE Unit Team to review teaching programs for candidate knowledge skills and dispositions.

Member, PEU Standard 3: Field Experience and Clinical Practice, June 2010 - Present
Responsible for reviewing all teacher programs in relationship to their field and clinical experiences.

Member, COE Hospitality Committee
Help plan and implement College of Ed luncheons/events.

Member, Conceptual Framework Committee
Worked on modifying/updating the current Conceptual Framework.

Member, Scholarship Committee
Task of choosing recipients of College of Ed scholarship offerings.

Member, CAEP Standard 4, January 10, 2016 - Present

Member, Undergraduate Committee, August 15, 2014 - Present

January 1, 2017 - December 31, 2017

Mentor, First Year Teachers' Project, August 15, 2016 - Present
This is a program designed to support first year teachers. This is a voluntary program and I have one teacher that I serve as a mentor for.

Member, COE Technology & Distance Education Committee, August 2016 - Present

Member, CAEP Clinical Partnerships and Practice - Standard 2, August 2015 - Present
This committee is charged with analyzing current CAEP standards and aligning evidence of UCA's current practice in meeting/exceeding these standards.

Secretary, K-6 Advisory Panel, August 2005 - Present
This panel meets once a semester to get feedback from partner schools about field related experience.

Committee Chair, CAEP Clinical Partnerships and Practice - Standard 2, August 2017 - July 2018
This committee is charged with analyzing current CAEP standards and aligning evidence of UCA's current practice in meeting/exceeding these standards.

Beacon Bites, Beacon Bites, April 26, 2018

Beacon Bites, Beacon Bites, April 25, 2018

Member, Impacting Tomorrow Conference, Arkansas Department of Education, February 2, 2018

Beacon Bites, Beacon Bites, January 11, 2018

Member, COE PD Day, January 9, 2018
Served on a panel to discuss how to include Service Learning in courses.

Beacon Bites, Beacon Bites, December 5, 2017

Member, CAEP Clinical Partnerships and Practice - Standard 2, August 2015 - August 2017
This committee is charged with analyzing current CAEP standards and aligning evidence of UCA's current practice in meeting/exceeding these standards.

Beacon Bites, Beacon Bites, August 24, 2017

Member, COE Research Committee, August 2016 - Present

Member, COE Tenure & Promotion Committee, August 2012 - Present

EPP Representative, Representative to ADE for our EPP - R.I.S.E. Initiative, April 1, 2017 - Present

Member, COE CAEP Program Impact (Standard 4) Committee, August 2017 - May 2020

Committee Chair, COE Recruitment - Arkansas Reading Association Fall Conference, November 16, 2017 - November 17, 2017
Coordinated with ARA, set up, and ran a recruitment booth for UCA programs at their annual conference.

Committee Chair, COE Recruitment - Hannah School Fall Festival, October 7, 2017
Coordinated with Hannah School PTA, set up, and ran a recruitment booth for UCA programs at their fall festival.

Faculty Advisor, BearsRead Camp, April 1, 2016 - August 2017
Assist in coordination of BearsRead Field Experience Literacy Camp.

Member, Partnership for Transition to Teaching Grant Team Member, June 2013 - August 2017

Member, Impacting Tomorrow Teachers Cadet Conference Committee, October 2017 - Present
Helped make plans for the events of the conference, make plans for competitions for next year, and prepared the photo booth for the conference. Provided a photo booth for

students to use props and take pictures to post to social media. Created a Snapchat filter for the day's event.

C. Department

Committee Chair, Graduate Faculty Committee, January 2017 - Present
Review and make recommendations on graduate faculty status applications and graduate programs curriculum, faculty, scheduling, etc.

Member, Curriculum Committee, August 15, 2016 - Present
Participate in the review and recommendation of curriculum changes related to programs housed in ELSE.

Program Director/Coordinator, SPECIAL EDUCATION ADVISORY BOARD, January 15, 2016 - Present
Dr. Filer and myself coordinate SPE Advisor Board including membership composition, planning, implementing, and reporting annual meetings.

Member, Tenure and Promotion, 2015 - Present

Member, Graduate Faculty, August 2009 - Present

Member, Technology Committee, August 2017 - May 2018

Member, Partnership and Collaboration, September 2017 - Present

Member, Field and School Partnership Committee, January 1, 2017 - Present

Program Director/Coordinator, CAEP Accreditation for K-6 Program, August 30, 2016 - Present

Member, Professional Growth Plan Committee, August 30, 2016 - Present

Member, Disposition Committee, March 2016 - Present

Member, ELSE Scholarship Committee, August 30, 2015 - Present

Member, Faculty Search Committee, November 2014 - Present
Post, review, rank, and interview candidates for faculty position with the emphasis of math, science, and curriculum.

Member, Curriculum Development, February 13, 2013 - Present
Develop course curriculae for new programs. Designed 3 Syllabi for K-6 Elementary Program and K-12 Special Education Program.

Committee Chair, Elementary and Special Education Undergraduate Advisory Board, May 1, 2004 - Present

Oversee review of annual board meetings for mentor teachers, UCA faculty, and public school administrators; review field initiatives and performance as related to the P-4 undergraduate program. Developed a survey to access information from mentor teachers regarding the program's performance and effectiveness in regards to field components. A report of the survey was given at the April meeting.

Member, Standard One and Standard Three Committee, January 1, 2000 - Present

As a committee member, collaborate and create policies related to program issues and field requirements,

Faculty Advisor, UCA Bears for Care, February 2017 - Present

UCA Bears for CARE is a respite program for parents who have children with disabilities. This semester two Saturdays have been designated for this program.

Member, ELSE Scholarship Committee, August 2016 - Present

Works as a member of the committee reviewing scholarship applications for students who academically or financially qualify through various endowments.

Member, Students to the Profession, July 2017 - Present

. New committee.

Member, Graduate faculty, September 2016 - Present

Look at graduate faculty applications for inclusion in the r=graduate faculty.

Member, Partnership and Collaboration, September 2016 - Present

Work together to come up with guidelines.

Member, Advancement, August 2016 - Present

Preview advancement packets for the department.

Committee Chair, Disposition, August 2016 - Present

We are revising the disposition document used with our graduates.

Member, Masters in SPED, August 2016 - Present

We are looking at data in the sped masters program.

Member, Research and PD, 2016 - Present

Member, Curriculum, August 2014 - Present

We work with the department to help with curriculum issues. Helped pass new K-6 program as well as special education program through ranks at UCA.

Member, Reading Position Committee, August 2014 - Present

We were selected to help narrow down the applicants for the reading position and aid the department in choosing a new faculty member in reading.

Member, Non tenure track position in T & L search committee, July 2014 - Present

I will serve as the ELSE representative to help the T & L Department in selecting a new faculty member.

Member, Research and Professional development, September 2017 - September 2018

Meetings to organize research and PD within the ELSE Dept. Help to streamline the process.

Member, SPED Outreach Committee, September 2015 - September 2018

We meet with sped stake holders in the area in order to collaborate on the current issues and trends in sped to make sure our program reflects these. Collaboration and buy in from our stake holders.

Committee Chair, Junior Block organizer, August 2012 - September 2018

Organized the initial meeting with the junior block faculty. Organize the initial meeting of the junior block students. Divided the students in to PD groups. Gather the initial meeting handouts. Schedule the initial meeting time and place and inform all parties. Schedule the meeting date for the end of the year Jr block meeting to discuss dispositions. The process has been streamlined.

Member, Advancement, August 2017 - August 2018

Evaluate faculty members applying for advancement.

Faculty Advisor, Disposition leader Junior Block, August 2010 - August 2018

Hold 3 meetings with PD group each semester. Two of the meetings are with the small group and the last meeting to discuss the individual students progress on dispositions in 1:1. Helps us head of possible issues before Internship I.

Committee Chair, Disposition, September 2016 - 2017

Revise and refine the disposition process for students in our rogram.

Member, Sped committee, January 2017 - July 2017

work together to add ALP and semester for add on sped.

Member, Field Committee, November 2016 - July 2017

Work to streamline and update field.

Event Coordinator, UCA Major Fair Committee, October 1, 2017 - Present

I help to coordinate an interactive exhibit display to present at the UCA Major Fair (Student Center). We provide pamphlets, interactive games, and career "major" advising on- site. We claimed the first place ribbon for outreach, presentation, and creativity status. We had the help of 5 Junior level student volunteers during the exhibit, as well.

Faculty Advisor, Teachers of Tomorrow (TOT) Program, August 1, 2017 - Present

Advisor for TOT members to oversee the following:

- Active, growing organization for Elementary & Special Education teacher candidates with focus on student led engagement that reflects inclusion
 - Recognized Student Organization (RSO) that meets monthly on UCA campus
 - Monthly professional development opportunities
 - Service project at least once per year
 - Professional leadership opportunities through officer positions and committee memberships.
- Service learning tutoring opportunities at City of Hope Outreach within our community.
Key note speakers such as principals from all over Arkansas participate.

Member, UCA Major Fair Committee, October 6, 2016 - Present

I help to coordinate an interactive exhibit display to present at the UCA Major Fair (Student Center). We provide pamphlets, interactive games, and career "major" advising on- site. We claimed the second place ribbon for outreach, presentation, and creativity status. We had the help of 8 Junior level student volunteers during the exhibit, as well.

Member, Research and Professional Development Committee, December 1, 2016 - Present

Review research topics and PD opotunities for the department.

Member, Awards/Scholarship Committee, August 2015 - Present
Review scholarship application for ELSE students.

Member, Disposition Committee, October 2014 - Present
Continue to develop the ELSE disposition plan for pre-admission through graduation.

Program Director/Coordinator, UCA Child Study Center, August 2011 - Present
. Maintained Child Study Center national accreditation through the National Association of the Education of Young Children after an unannounced site visit in December 2012 and again after the annual report review in March 2013.

Committee Chair, Hospitality Committee, August 15, 2012 - August 15, 2017
Organize hospitality efforts for the ECSE department.

Member, Dept Tenure and Promotion Committee, August 2015 - Present
review tenure and promotion applications. reviewed one promotion application in 2015.

Committee Chair, Dept Curriculum and Assessment Committee, August 2014 - Present
review and approve curriculum proposals. reviewed new and revised programs in the depart in the past several years.

Member, Technology Committee, August 15, 2012 - Present
working with the committee on various technology issues in the department, e.g., training, problems related to classroom equipment. helped solve various technology issues in the department.

Committee Chair, Department Curriculum Committee, August 15, 2011 - Present
writing/reviewing curriculum proposals. helped in multiple curriculum changes in the department, e.g., online conversion of the Reading and Special Ed programs, new GT program, etc.

Member, Promotion and Advancement Committee, August 15, 2008 - Present
Reviewing applications and making recommendations. Responding to the call of the chair when there is an application.

Member, Dept Graduate Faculty Committee, August 2008 - Present
review graduate faculty application.

Member, Department Curriculum and Assessment Committee, August 2017 - 2018
Review Proposals.

Committee Chair, Depart Scholarships Committee, August 2017 - May 2018

Member, Department Tenure and Promotion Committee, August 2017 - May 2018

Research and Professional Development, August 17, 2017 - Present

Committee Chair, Advancement, August 2016 - Present

Member, Research and Professional Development, August 2016 - Present

Member, Graduate Faculty, August 2011 - Present

Member, Promotion and Tenure, August 2011 - Present

Member, Disposition Committee, January 2010 - Present

Program Director/Coordinator, Special Education Program Coordinator, 1996 - Present
Write the annual CAEP/CEC portfolio, maintain graduate data base, collaborate with special education faculty on course improvements.

Member, Curriculum Committee, July 2011 - August 2017

Member, Block Scheduling Committee
Developed block scheduling model.

Member, K-6 Undergraduate On-line Component

Faculty Advisor, Teachers of Tomorrow, August 15, 2016 - Present

Committee Chair, Awards/Scholarship Committee, January 10, 2016 - Present

Major's Fair, January 10, 2016 - Present

Students to the Profession Committee, August 15, 2017 - December 31, 2017

Committee Chair, Awards/Scholarship /Recognition Committee, January 1, 2017 - December 31, 2017

Major's Fair Committee, January 1, 2017 - December 31, 2017

Member, Advancement Committee, August 2015 - Present

Member, Curriculum Committee, August 2015 - Present

Teacher Candidate Meeting, August 2013 - Present
I organize the new teacher candidate meetings each semester. There are two meetings a year that are coordinated with department faculty.

Committee Chair, Technology Committee, August 2017 - August 2018

Member, ELSE Tenure Track Position Search Committee, September 2017 - May 2018

Teacher Admission Interviewer, October 23, 2017

Member, CAEP Standard 2 Committee, August 2017 - May 2018

Committee Chair, ELSE- Students to the Profession Committee, August 2017 - May 2018
Recruitment of students through various opportunities including the Major's Fair.
Participation in the Major's Fair is designed to showcase ELSE and allows students to gather information, talk with faculty and staff and explore their academic options with games and refreshments.

Retention of teacher candidates through two student led organizations, Teachers of Tomorrow (TOT) and Student Council for Exceptional Children (SCEC). Major's Fair winner October 3, 2017.

Member, Graduate Faculty, August 2016 - Present

Member, Partnership and Collaboration, August 2016 - Present

Committee Chair, Research and Professional Development, August 2016 - Present

Member, Disposition Committee, September 2014 - Present

Make recommendations re: disposition process for undergraduate candidates.

Committee Chair, Special Education Program Revision (graduate and ALP), January 2014 - Present

Make recommendations re: revision of programs to meet ADE licensure requirements.

Member, Graduate Programs Advisory Committee, August 2012 - Present

Member, Promotion/Tenure Committee, August 2012 - Present

Faculty Advisor, ELSE Department, December 2017 - Present

Presented about the MSE in Reading program and DT endorsement to Intern II students graduating from the program.

Member, ELSE Search Committee, September 1, 2017 - Present

Review files and assist in choosing those to be interviewed for 1 tenure-track faculty position in the ELSE department.

Program Director/Coordinator, ELSE - MSE Reading Program Director, August 2017 - Present

Member, ELSE Curriculum Committee, August 2017 - Present

Member, ELSE Department Technology Committee, August 2017 - Present

Faculty Advisor, ELSE Department, August 2017 - Present

Presented about the MSE in Reading program and DT endorsement to new students admitted into teacher education.

Member, ELSE Research and Professional Development Committee, August 2017 - Present

Event Coordinator, Barb Ehren Mini-Retreat, September 29, 2017 - October 1, 2017

Coordinated with consultant Barb Ehren to come and present to faculty regarding CBAM at the request of Dr. Lenz. Also scheduled and worked with Dr. Ehren to outline major revisions to our MSE in Reading program.

Member, T & L - Graduate Faculty Committee, August 15, 2016 - August 2017

Event Coordinator, MAT New Student Orientation, June 1, 2015 - July 2017

Program Director/Coordinator, T and L - MAT Program Coordinator, August 1, 2014 - July 2017

Committee Chair, MAT Advisory Board Chair, July 1, 2014 - July 2017

Member, Advancement Committee, August 2017 - Present
Member.

Member, Disposition Committee, August 2017 - Present

Member, Partnership and Collaboration Committee, August 2017 - Present

Member, Technology Committee, August 2017 - Present

Number of Student Activities in which Faculty Participated

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Unknown	0	100	100
Total	0	100	100

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

List of Student Activities in which Faculty Participated

Assist Ms Cain in advisor to organization, Student Council for Exceptional Children, August 15, 2017 - Present

Advisor, Teachers of Tomorrow, August 2016 - August 2017

Advisor, Honors College Student Thesis, January 30, 2017 - Present

Advisor, UCA Student Council for Exceptional Children, August 24, 2017 - Present

Along with Mrs. Cain, I am responsible for supervising student led meetings, conventions, and any other activity that SCEC is required to attend/complete. Currently, our chapter has the state president and vice president who will represent the state of Arkansas at the national convention in February.

Advisor, Student Council for Exceptional Children, May 2017 - Present

We will raise money for 20 plus UCA students to attend the AR CEC state conference in Little Rock, AR (October 2017), service projects and service learning. This student organization has been active for over 20 years at UCA and 2 years ago we decided to combine UCA ELED students and UCASPED students into one group and we have decided to go back to separate organizations due to the unique needs of each major.

Co-Chair, TOT, August 2016 - December 2017

ELSE Student group. Organized Soup luncheon and silent auction with Compass Learning academy to raise money for students PD. Organized Angel Tree as service project. Organized service activities for CoHo.

Advisor, UCA SCEC, October 2017

Escorted 18 students to the annual AR CEC conference in Little Rock, AR. The students facilitated sessions, attended PD, participated in socials for 2 days. Students were successful in participating in their first professional conference. They were able to network with future employers.

Advisor, Teachers of Tomorrow (TOT), August 31, 2017 - Present

Attend business meetings and actively participate in the organization.

Advisor, Teachers of Tomorrow, August 15, 2016 - May 15, 2018

Leader, Professional Growth Team Leader, August 15, 2014 - Present

Each semester Internship I teacher candidates are divided among the Internship I faculty. We then teach the teacher candidates how to develop and write a growth plan. We meet with these students at least three times a semester and have a one-on-one meeting with them at the end. These groups allow the teacher candidates to develop a relationship with an instructor outside of class responsibilities. We serve as an added resource to the teacher candidates.

Coordinator/Organizer, Scholastic Book Clubs, August 2005 - Present

Monthly Scholastic Book Orders. Provide Scholastic Book Order each month for pre and post admission students.

Coordinator/Organizer, Lighthouse Beacons, September 2011 - Present

Provide student support services to candidates from the College of Education.

Number of Professional Activities by Scope of Organization

Position/Role	Local	State	Regional	National	International	Total
Member	1	13	0	0	0	14
Officer (Not President)	0	2	0	0	0	2

President	0	0	0	0	0	0
Other	1	1	1	0	1	4
Total	2	16	1	0	1	20

List of Professional Activities by Scope of Organization

Member, ADE SPE Academy 101 Taskforce, ADE, Little Rock, Arkansas, June 2015 - Present.

Creation of curriculum for ADE 101 Taskforce.

Member, Special Education K-12 ALP Task Force, Arkansas Department of Education, January 2014 - Present.

Participate in development of Additional Licensure Program competencies for special education teachers K-12. Work completed and competencies completed. Group remains active for revision and updates.

Member, AR Special Education Licensure Task Force, Arkansas Department of Education, Little Rock, Arkansas, August 2013 - Present.

Member, AR B-K Licensure Task Force, Arkansas Department of Education, Little Rock, Arkansas, August 2013 - Present.

Member, Instructional Facilitator Praxis Standing Committee, Arkansas Department of Education, Little Rock, Arkansas, July 2011 - Present.

Member, Special Education Advisory Board, Arkansas Department of Education, Little Rock, Arkansas, July 2009 - Present.

Member, Independent Living Services Executive Board, Independent Living Services, Conway, Arkansas, July 2008 - Present.

Treasurer, Arkansas Literacy Educators, Arkansas Reading Association, Little Rock, Arkansas, November 15, 2012 - Present.

guiding graduate students' research; assisting them in presentation at Arkansas Reading Association's Annual Meeting;collecting membership fees. guiding graduate students in their classroom research each year; taking several graduate students to the sate conference where they present.

Member, Arkansas Diamond Book Committee, Arkansas Reading Association, Little Rock, Arkansas, September 1, 2003 - Present.

reading 300-400 children's books per year to recommend about 10 to Arkansas K-3rd Grade students to read and vote for a diamond book award; meeting on one Saturday per month from September to February. have served 10 years on the committee representing UCA.

Member, Arkansas Diamond Book Committee, Arkansas Reading Association, Arkansas Library Systems, Little Rock, Arkansas, August 2002 - Present.

Review 300-400 books annually to recommend best books for Arkansas K-3rd grade students. Annually we review hundreds of books to select 10-15 best picture books to recommend to Arkansas schools.

Moderator, Intellectual Freedom Panelist, UCA Library, Conway, Arkansas, September 19, 2017.

Served as one of the four panelists from various disciplines on-campus on intellectual freedom.

President, Free Wynne Community Dyslexia Screening, HERE 4 Kids, North Little Rock, United States, May 2016 - Present.

One of the community programs sponsored by HERE 4 Kids is a free dyslexia screening for children in that community. Melissa, along with other professionals will administer norm-referenced tests in order to identify characteristics of Dyslexia.

Scholastic Advisory Board, Scholastic Advisory Board, Scholastic Advisory Board, August 1, 2015 - Present.

I provide feedback, help other classrooms get started with Scholastic, and participate in special teacher projects.

Member, Arkansas CEC Convention Program Committee, AR CEC, Hot Springs, Arkansas, June 2012 - Present.

Annual state conference organization and preparation.

Mentor, CEC Pioneers Division Mentoring Program, CEC, USA, September 2011 - Present.

Serve as mentor to candidate in special education from within the organization.

Secretary, AR CEC, AR CEC, July 2007 - Present.

Provide secretarial duties to state organization.

Member, Arkansas Diamond Committee, Arkansas State Library, Little Rock, Arkansas, September 2017 - Present.

I was provided with a list of all books published in the most recent year. The committee met together to read and vote on if we felt the book should be considered for a Diamond award. A list of books is finalized and sent to all Arkansas schools for voting.

Arkansas Director, Mid-South Educational Research Association Board, MSERA, November 4, 2016 - Present.

Member, National Board Legislative Group, ADE, Little Rock, Arkansas, July 20, 2016 - Present.

Member, NBPTS Advisory Committee, Arkansas Department of Education, Little Rock, Arkansas, September 9, 2014 - Present.

Serve on an advisory committee as it relates to issues with NBPTS in Arkansas.

Member, ADE ELA K-6 Competency Revision Committee, Arkansas Department of Education, Little Rock, Arkansas, June 29, 2017 - October 2017.

Based on the new science of reading test, the committee worked together to revise the competencies for ELA in grads K-6 to push out to all universities so programs can be revised.

Member, ADE Foundations of Reading Test Selection Committee, Arkansas Department of Education, Little Rock, Arkansas, July 2017 - August 2017.

Worked with Pearson and ETS representatives to take and analyze possible test options. At the conclusion, provided recommendations to ADE regarding the test to choose.

Member, National Board Scoring Committee, Arkansas Department of Education, Little Rock, Arkansas, July 27, 2017 - July 28, 2017.

Worked with a group of select NBCTs in the state to score National Board scholarship applications. Applicants who met the cut score would be funded to work on their National Board Certification through a scholarship with ADE.

Number of Non-Credit Instruction Activities

Instruction Type	No.
Other	1
Total	1

List of Non-Credit Instruction Activities

Special Education Faculty on LEND/UAMS Grant, US Dept Maternal and Child Health and UAMS, August 15, 2011 - Present.

Number of Public Service Activities by Scope of Organization

Position/Role	Local	State	Regional	National	International	Total
Board Member/Trustee	1	0	0	0	0	1
Coordinator/Organizer	0	0	0	0	0	0
Guest Speaker	2	0	0	0	0	2
Member	1	1	0	0	0	2
President	0	1	0	0	0	1
Other	2	1	0	0	0	3
Total	2	16	1	0	1	20

List of Public Service Activities by Scope of Organization

US Dept Maternal and Child Health and UAMS, August 15, 2011 - Present.

I am the Special Education Coordinator on the Leadership & Education in Neurodevelopmental Disabilities Grant housed at UAMS. Meet weekly with a variety of graduate students and faculty across several disciplines (about 11).