

College of Education 2019-20 Annual Report



Submitted by Dean Victoria Groves-Scott
September 2020

1. Mission Statement

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

2. Status/Achievement of 2019-2020 Goals

Goal 1: The College will develop, sustain, and enhance partnerships that ensure program quality and maximize opportunity for all.

Related UCA Strategic Planning Goals

CV b: Community: We value and respect as our greatest asset the people who make up our community – students, faculty, and staff, as well as the people connected to us through ties to our local community and region, the state of Arkansas, our nation, and the world. That is, we believe people are the focus of our institution. (Collegiality, Partnerships, Safe and Healthy Environment, Service)

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.

Completed Activities

Dean's Office:

- The MOUs were coordinated with local partners - see [link](#) here
- In lieu of a face to face 2020 Partnership Cafe (due to the COVID-19 response), the field team distributed a survey to UCA faculty, K-12 teachers and administrators, as well as community partners and parents from across central Arkansas. 74 participants responded to the survey. The purpose of the survey was to gain feedback on how to improve some of the stagnate points in our data. The survey questions focused on communication with COE and university

supervisors, communication with interns, recommendations for teaching classroom management, and feedback on teacher candidates' dispositions.

- The programs continued to host Advisory Board meetings to connect with stakeholders. Additionally, the college has an Executive Advisory Board. All program and college advisory boards maintain minutes/agenda and post these online - <https://uca.edu/education/advisory-boards/>
- The partnership with Arch Ford continued to evolve. The Associate Dean met with the staff from Arch Ford and discussed collaboration on new teacher mentoring and data sharing. The Associate Dean sits on their advisory board, and those faculty sit on our Executive Advisory Board. In addition, COE faculty help with events when we are able (e.g., Arch Ford Ed Camp).
- The UCA CAEP Coordinator organized Arkansas CAEP Coordinators in the state into a unified group. Faculty across Arkansas met at least twice a semester either virtually or F2F and discussed efforts to meet CAEP expectations. Minutes and agenda are available in an open folder for public record.
- EDU 3322 - new partnership with Community Connections. Cultural Proficiency Field trips were organized and implemented for the Fall 2019 and Spring 2020 terms. There have been seven trips to four schools in three districts. These field trips allowed College of Education Candidates to visit schools outside of our placement range for field experiences. The schools were selected for their diversity and exceptional educational practices.
- Faculty in the COE served key roles within professional organization boards in the state and at the national level (e.g., ACTELA, AGATE, ArAACTE, PLSB, ArCEC, ArATE, MSERA, CEC-TAG).
- The COE negotiated to assume leadership of the National Writing Project site. The site hosted summer institutes and PD events for local ELA teachers and students throughout the state.
- COE hosted four ad hoc working groups involving K-12 partners in revising course curriculum and key assessments. These groups focused on: assessment coursework curriculum, classroom management coursework curriculum, technology enhanced rubric, and the COE disposition rubric. The COE continued involvement in the ADE Teacher Cadet program to network with local schools, teachers, and students studying education as a profession.
- The COE co-hosted the Impacting Tomorrow Summit with the Arkansas Department of Education on Feb. 21, 2020, to host high school students interested in pursuing teaching as a profession. Approximately 30 high schools with 350 high school students were in attendance. Students had the choice to participate in 3 Educators Rising competitions and general sessions. The

competitions included: Lesson Planning, Educators Rising Moment, and Inside Our Schools. The winners of the competitions will be sponsored by DESE to attend the national Educators Rising conference in Washington, DC this summer. The general sessions were presented by UCA professors, 2 UCA student panels, the 2019 Arkansas Teacher of the Year, Arch Ford Education Cooperative, Wilbur Mills Education Cooperative, Arkansas River Education Cooperative, and Northwest Arkansas Cooperative. Students engaged in sessions that focused on passion for teaching; escape room; student engagement; trauma informed care; robotics; using apps to increase student engagement; engineering design; teacher dispositions; experiential learning; and using riddles, jokes, and poems to teach inferring.

- The COE continued the concurrent enrollment/Teacher Cadet partnerships (2020) with Conway, Quitman, Mayflower, and Fayetteville.
- Hosted high schools on campus - Lakeside, Fayetteville, Mayflower, Quitman (plus their field trip to see Temple Grandin), Conway (plus their visit to learn how to use the UCA library).
- The COE hosted the Induction (aka Coaching) program for COE graduates. This allowed the COE to continue support of graduates as they transitioned through their first-year of teaching. This allowed the COE to connect more closely with schools who have hired our graduates. As part of this initiative, COE provided recent graduates with a stipend to cover tuition/fees for a graduate level course (ASTL 6303). These graduates then worked with the course instructor to host the ADE Novice Teacher Academy on February 29, 2020. Fifty-three novice teachers attended. Four partners supported the event (Wake, Bunn, Julie Workman (Arch Ford), Dena Rooks (Wilbur Mills)). We offered 16 sessions including a keynote session offered by Alex Kajitani with Solution Tree.
- There was a collaboration with Apple, Inc. to address professional development sessions that were completed to support the mobile learning initiative.
- The COE Dean was elected to the presidency of ArACTE and served on the Professional Licensure Standards Board. The Dean was also an active member of the Arkansas Education Deans Council.
- The Dean was invited to give public comment to Arkansas Legislative Committees (Rules and Regulations - changes to licensure rules, House Education Committee - Teacher Cadet program, individual meetings with legislators regarding teacher education issues).

Technology Learning Center

- TLC staff worked closely with the COE Field Team to transition the early field tracking database to AirTable. TLC Staff continues to generate early field tracking spreadsheets (completed by faculty each semester) and updates early field and internship data in AirTable.
- TLC staff developed a new Field website to streamline processes for students.
- TLC staff supported the College's existing partnerships with Conway and East End School Districts by hosting a professional development opportunity for Conway School District and participating in East End School District's STEAM Night.

Candidate Services:

- Sanford Inspire resources were shared with novice teachers through an induction program and at meetings with Arch Ford Educational Coop.
- The College of Education hosted its annual 2+2 Partner Symposium in November. The focus of the Symposium, for two-year college faculty, was on strengthening collaboration and building seamless transitions for students from two-year colleges into the UCA teacher education program.

Elementary, Literacy, and Special Education:

- The UCA Mashburn Center for Learning worked in LRSD High Schools JA Fair (\$46,980 grant) and McClellan (\$45,360 grant) to improve delivery of co-taught instruction.
- The UCA Mashburn Center for Learning worked with the Instructional Resource Center in LRSD to provide teachers from area schools instruction in Cue-Do-Review. (\$3,000 grant)
- The UCA Mashburn Center for Learning provided Professional Development to teachers in Watson Chapel Middle School beginning summer, 2019 (\$10,800 grant).
- The UCA Mashburn Center for Learning provided Professional Development to teachers in Washington Middle School beginning summer, 2019. (\$10,000 contract)
- The UCA Mashburn Center for Learning provided Potential Professional Developers' Institute for educators in El Dorado School District, beginning February, 2020. (\$10,800 contract)
- The UCA Mashburn Center for Learning collaborated with Educational Service Cooperatives and school districts to provide over 40 different professional development activities/sessions to Arkansas teachers, UCA faculty, and other Arkansas educators during 2019-2020

- The UCA Mashburn Center for Learning collaborated with the University of Kansas on badging and micro-credentialing.
- The UCA Mashburn Center for Learning partnered with the University of Kansas and The ADE to provide a Strategic Instruction Model Update Conference in January, 2020. (Received \$7,000 grant from ADE)
- The UCA Mashburn Center for Learning partnered with Berryville School District to provide XTreme Reading instruction to teachers. (\$10,000 contract)
- The UCA Mashburn Center for Learning participated in co-leading national work group on providing preservice teachers and faculty SIM CER and LS
- Co-Director of UCA Mashburn Center for Learning was awarded the National SIM Leadership Award.
- The special education faculty met with their advisory board for both undergraduate and graduate programs. Data was shared and feedback was collected from our constituencies.
- The Collaboration Science of Reading Literacy Companies worked with the Apple Group, Wilson Reading, and ADE to support the development of student competencies around methods related to Dyslexia Therapy.
- The UCA Mashburn Center for Learning collaborated with the University of Kansas on badging and micro-credentialing.
- The ELSE department continued their partnerships with Bigelow, Boys and Girls Club, Child Study Center, NLRSD.
- The special education program entered a partnership with Compass Academy providing interventions through ELSE 4305 and MSIT 4325.
- The Child Study Center was re-accredited by the National Association for the Education of Young Children (NAEYC) in September 2019. NAEYC is a professional organization that works to promote high-quality learning for all young children. The accreditation process is rigorous and ensures excellence in pre-school education.

Leadership Studies:

- The College Student Personnel Services and Administration program worked collaboratively with the Department of Housing to recruit resident assistants/coordinators.
- The School Leadership, Management, and Administration program along with the Educational Specialist program, sponsored review sessions for candidates that are required to successfully complete the mandated tests for licensure for building and district level licensures.

- The Interdisciplinary Ph.D. in Leadership Studies (LEAD) had faculty and students serve on advisory boards of Ecofest and Arts Fest (merged community event) and supported the planning and execution of the events.
- LEAD faculty and students continued to conduct research on well-being in the Delta with the Arkansas Tobacco Settlement Commission and various agencies/programs within the Delta.
- LEAD faculty and students served on the Community Development Institute Advisory Board and taught in the CDI Bootcamp Training for UCA students and community members.
- LIBM faculty collaborated with T&L and ELSE faculty to host a two-day conference for librarians, literacy specialists, and teachers.
- The Leadership Studies faculty members collaborated on two research projects publishing 2 reports on education equity.

Teaching and Learning:

- Both MSIT 4312 and 4328 are field-based (CSMS) and have also been deemed service learning courses. These courses are serving students through interventions in reading, writing, and advanced strategies.
- Faculty in T&L continue to serve key roles on professional organization boards in the state and at the national level (e.g., ACTELA, AGATE, ArAACTE, PLSB, ArCEC, ArATE, MSERA, AACTE, SITE, NAGC, CEC-TAG).
- COE/T&L continues its relationship with the Edge Residential College at Hughes Hall to offer academic courses tied to the Edge College theme of service, leadership, and global engagement. COE offers 2-3 courses per semester held in Hughes (Hughes was under renovation 2017-2018) and connect academic to co-curricular offerings on campus. Edge residents can take EDUC 1300 or 2330 both as a way to explore education as it intersects with the Edge theme as a means to exploring education as a profession. EDUC 2330 focused on diversity in education is offered Hughes Hall as part of COE collaboration with the Edge Residential College.
- STEM 2301 and STEM 3300 offer 3 hours of ADE approved PD to teachers serving as a mentor teacher in these early field classes.
- T&L continues partnership with Conway Junior High with MSIT 4305, STEM 2301, STEM 3300
- T&L continues partnership with NLR, LRSD, PCSSD - MSIT 4311, STEM 2301, STEM 3300

- Middle Level program is building (Spring 2019, Spring 2020) internship I placement partnership with North Little Rock Middle School 6th grade campus in effort to provide diversity in placement and experience.
- Advisory Boards consisting of faculty and community partners were formed to guide programming decisions. <https://uca.edu/education/advisory-boards/>
- T&L faculty hosted Conway School District Elementary Gifted students for Hour of Code event (November 22, 2019)
- BearsRead Clinic- serves community and school districts, providing reading and dyslexia therapy to K-12 students. Collaboration with faculty and has served as field placements for several programs.
- Greenbrier Middle School continues partnership with STEMteach (Step 1 students receive multiple placements in exchange for university-developed lesson plans and technology training.) STEMteach mentor teachers receive 3hrs professional development for STEM2301 and STEM3300.
- MAT has strengthened early field, requiring early and frequent contact with partners across the state.

Goal 2: The College will affirm the importance of a culture of professionalism, appropriate dispositions, and change.

Related UCA Strategic Planning Goals

CV: Diversity: We are dedicated to attracting and supporting a diverse student, faculty and staff population and enhanced multicultural learning opportunities. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas, including race, ethnicity, religion, spiritual beliefs, national origin, age, gender, marital status, socioeconomic background, sexual orientation, physical ability, political affiliation, and intellectual perspective. (Recruitment and Retention, Support, Knowledge)

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.

Completed Activities

Dean's Office:

- The renovation of the Mashburn Technology Learning Suite created an environment intended to be a learning commons. The suite consisted of a state of the art technology-enhanced classroom (equipped with MacBook

computers, modular furniture, and televisions), a makerspace, a digital learning commons (or Technology Learning Center), and a large meeting room. The suite was an outward expression of the College of Education's commitment to effective pedagogy. The COE moved beyond the "sage on the stage" method of teaching into the idea that teaching facilitates deep and meaningful learning. The COE used these spaces to create collaborative environments to spur innovation, creativity, and learning for transformation."

- The Mobile Initiative encouraged the facilitation of mobile devices, embedded curriculum, and instruction to increase student engagement and voice in the classroom and field experiences.
- Cultural Proficiency Field trips were planned and implemented for the Fall 2019 and Spring 2020 terms. The COE hosted seven trips to four schools in three districts. These field trips allowed College of Education Candidates to visit schools outside our placement range for field experiences. The schools were selected for their diversity and exceptional educational practices.
- The COE continued to host the Induction (aka Coaching) program for COE graduates. This allowed the continuation of graduate support as they transition through their first-year of teaching. This also allowed further connections with schools who have hired our graduates. As part of this initiative, COE provided recent graduates with a stipend to cover tuition/fees for a graduate level course (ASTL 6303). These graduates then worked with the course instructor to host the ADE Novice Teacher Academy on February 29, 2020. Fifty-three novice teachers attended. Four partners supported the event (Wake, Bunn, Julie Workman (Arch Ford), Dena Rooks (Wilbur Mills)). We offered 16 sessions including a keynote session offered by Alex Kajitani with Solution Tree.
- The COE continued its relationship with the Edge Residential College at Hughes Hall to offer academic courses tied to the Edge College theme of service, leadership, and global engagement. The COE offered 2-3 courses per semester held in Hughes (Hughes was under renovation 2017-2018) and connected academic to co-curricular offerings on campus. Edge residents could take EDUC 1300, 2330, or both as a way to explore education as it intersects with the Edge theme as a means to exploring education as a profession.
- Dean's office wrote a grant to hire a recruitment and retention specialist for students of color. This grant was not funded, but the Dean's office is hopeful that the content can be sent to other grant-funding agencies for consideration.

- Dean's office supported programs to write recruitment and retention goals based on baseline data for underrepresented candidate populations and for identified critical shortage areas.
- The EPP establishes and maintains a system that monitors candidate attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. Throughout the teacher education program, candidates are periodically reviewed for dispositional and academic readiness to advance through the program. At each of these reviews (or "gates"), candidates may be approved to continue, may be subject to remedial steps before continuing, or may be dismissed from the program. Remediation may include: (1) repeating course(s) where performance did not meet expectations; (2) following professional growth plans for identified areas of improvement; and/or (3) additional work or activities to gain the sufficient experience to continue.
- The EPP revised its developed common disposition assessment to use across programs. Recognizing a need to assess candidate dispositions consistently across the EPP, the EPP engaged in efforts to author a unified, common disposition rubric.

Technology Learning Center (TLC):

- TLC staff worked closely with the COE Field Team to transition the early field tracking database to AirTable. TLC Staff continues to generate early field tracking spreadsheets (completed by faculty each semester) and updates early field and internship data in AirTable.
- TLC staff developed a new Field website to streamline processes for students.
- TLC staff supported the College's existing partnerships with Conway and East End School Districts by hosting a professional development opportunity for Conway School District and participating in East End School District's STEAM Night.
- TLC staff worked with the COE Associate Dean and COE Field Team to create the Internship Dispositions Feedback form in Qualtrics where mentor teachers, students, and UCA supervisors can provide disposition feedback on candidates for program and field coordinators.
- The TLC assisted the COE Associate Dean with the data collection & analysis for annual program reporting for all COE initial licensure programs and field placements.
- The TLC organized and held a robotics and coding camp in July 2019 for over 30 school-aged children in the local community. Volunteers also included College of Education faculty and students. Activities included: Sphero-graph Art, Secret Code with Spheros, Lego Mindstorms, Blackout Poetry with Makey Makeys and

Scratch, Breakout EDU, Swift Coding, Ozobots, Draw Like a Robot, and a guest speaker. Plans were made to hold the camp again in May 2020 before campus events were cancelled.

- The TLC participated in the Bear Explorers Camp organized by the UCA STEM Institute and CNSM faculty. The TLC's topic was "Curious about Technology" was scheduled to be held on April 18, 2020 until campus activities were cancelled. Twenty students attended until the camp was closed.
- With EDUC 4210, the TLC hosted an Hour of Code for 90 Conway elementary students in November 2019. Third and fourth grade gifted students from all Conway elementary schools participated in a variety of hands-on coding and robotics activities. These activities included: exploring Swift Playgrounds, programming Dash robots to navigate mazes, creating art with Sphero, navigating a coding-themed escape room, and using Splats to complete a PE-integrated coding activity. All activities were designed by COE students enrolled in EDUC 4210.
- In partnership with Teaching & Learning faculty, the TLC hosted a robotics competition for elementary schools in the Conway School District. Over 60 students from eight schools attended and competed in seven different robotics coding activities. The TLC provided the space and equipment for the event, and TLC technology specialists assisted and judged the event.
- TLC staff, with College faculty and students, participated in Anne Watson Elementary's inaugural Family STEAM Night held in February 2020. Over 600 students and their families attended the STEAM Night. The TLC provided equipment for 3 innovative activities: Ozobots, Sphero Robots, and the Osmo gaming system.
- In partnership with Teaching & Learning faculty and the COE Dean, the TLC helped facilitate the COE Mobile Launch Party on August 20, 2019. Six stations were set up to give students an interactive experience with different iPad apps (Keynote, Pages, iMovie, GarageBand, and Clips) along with learning iPad tips and tricks. Students representing Elementary, Literacy, and Special Education (ELSE), Family and Consumer Sciences (FACS), and Middle Level attended the event.
- TLC staff assisted in the planning of the UCA Literacy and Media Conference held on July 9-10, 2019. TLC staff also presented tech sessions at the conference and provided tech support as needed. Over 150 participants engaged in interactive sessions which focused on current issues in literacy and the use of media to support educators. Tech sessions facilitated by the TLC were: Innovative Technology Playground and Technology and Literacy.

- The TLC acquired a number of technology items to support innovative learning opportunities for students and faculty through a \$100,000 ADE STEM Computer Science Education grant that the College of Education received. Some of the technology items purchased with the grant include: iPad cart with 20 iPads and Apple Pencils for the department of Elementary, Literacy, and Special Education, iPad cart with 20 iPads and Apple Pencils for the Technology Learning Center, iPad cart with 20 iPads and Apple Pencils for the department of Teaching and Learning, 3 Sphero Bolt Power Packs, 12 Lego Mindstorms EV3 Core Sets, 4 Cue Robots, 8 Sketch Kits for Dash and Cue Robots, Cubelets Inspired Inventors Pack, Hummingbird Bit Classroom Bundle, Lego WeDo ReadyGo 8 Student Pack, 4 Sphero RVR's, 4 Raspberry Pi Kits, 4 Raspberry Pi Touch Screens, Lego EV3 Space Challenge Sets, and several other technology tools.
- In August 2019, the TLC hosted a maker space professional development opportunity for teachers from Jim Stone Elementary. The PD focused on cross-platform technologies that encourage student creativity through technology. Thirty-five educators attended the PD which consisted of nine stations with activities that connect technology to teaching and creation. Stations included: Show what you know through screencasts, Osmo: Early Literacy building with technology, Green Screen Storytelling, Canva: Creating Digital Posters to Illustrate Learning, Adobe Spark Video: Communicating through beautiful videos, Sphero / Dash: Robots that ROCK, TinkerCAD: Creating 3D representations of knowledge, Merge Cubes: Augmented Reality, and Ozobots-Powerful Mini Robots for Learning.

Elementary Literacy and Special Education:

- The UCA Mashburn Center for Learning purchased a high-use subscription to the ZOOM online conferencing service for use and was made available across the COE and the Graduate School for faculty use.
- ELSE faculty and students participated in the diversity field trips in EDUC 3322 to Jacksonville Middle and Hall High School.
- The UCA Mashburn Center conducted a research study of teaching practices, specifically cue-do-review process, and the impact on student learning.
- The UCA Mashburn Center trained PDers working with Literacy Specialists in AR Co-ops to provide researchers with validated methodologies to teachers throughout AR.

- Conditional Admissions Policy: ELSE faculty worked on a process to allow students who were enrolled on a conditional admission apply for a permanent waiver. These students must have the recommendation of junior block faculty and at least a 3.5 GPA.
- Testing Zuni in ELSE classes: Faculty developed plans to use the ZUNI Learning Tree OERs platform in one section of a course and not use it in the other section to evaluate student learning and satisfaction.
- Interactive Syllabus: ELSE faculty with T&L faculty are creating an online, interactive textbook as the major source of content for EDUC 1300 in place of a textbook.
- BearCare: The ELSE Student Council for Exceptional Children, alongside ELSE faculty, planned and implemented respite opportunities for families with children with disabilities.

Leadership Studies:

- First-year CSPA students experienced field trips to three distinct college environments with different missions, philosophical orientations, and student bodies: Central Baptist College, College of the Ozarks, and Pulaski Tech.
- Approximately 50% of LIBM practicum students completed volunteer experiences at a professional conference.
- LIBM 6320 students completed visits to three information agencies to determine ways to integrate the work of the agency into the school library experiences and school curriculum.
- Second-year CSPA students, as part of their Leadership course, completed a culminating project that required them to present the final report.
- CSPA, SLMA, and SCCN students completed practicum and/or internship experiences in multiple settings.
- SLMA and SCCN students participated in face to face environments to complete the Change Game, a focus on a decision-making process.
- In Interdisciplinary Ph.D. in Leadership Studies (LEAD), five students advanced to the final round of the international student case study in leadership competition at the International Leadership Association annual meeting in Toronto, CA.
- One LEAD student at ILA was chosen for the Emerging Scholars Research Consortium, a one-on-one discussion between emerging scholars and established scholars about student research projects.

- LEAD students and faculty participated in “Living on the Edge: A Poverty Simulation,” hosted by the Community Development Institute.
- Over 10 Leadership Studies students were co-authors on published research reports.

Teaching and Learning:

- Monthly faculty meetings provided opportunities for faculty to build positive rapport and review initiatives underway in department, college, and university.
- T&L faculty collaborated to identify ROI initiative areas of importance.
- Faculty collaborated on research, course and program design (PhD/EDS).
- Harvard DEEP attended by 14 faculty within the department.
- Many faculty members participated in the redesign of rubrics for key assessments.
- All reading classes, both undergraduate and graduate programs, had field work embedded with supervision where candidates tutored struggling readers and applied what they had learned about reading interventions, content area strategies, child development and classroom management.
- GATE Practicum students instructed a virtual STEMulate Engineering Academy during the summer.
- Faculty collaborate on research, course and program design for Digital Age Teaching & Learning (PhD/EdS).
- T&L faculty participated in working groups for courses in classroom management, classroom assessment, and education as a profession
- T&L faculty participated in COE Faculty book club on *White Fragility: Why It's So Hard for White People to Talk about Racism*
- Middle Level and STEMteach are collaborating with other departments to incorporate Foundations of Reading within its program
- T&L added a new track (Digital Age Teaching and Learning) to the ASTL Program.

Goal 3: All College programs will sustain a data-driven quality assurance process for continuous program improvement, which ensures programs meet external review expectations.

Related UCA Strategic Planning Goals

CV a: Intellectual Excellence: We believe in lifelong intellectual development of students, faculty, and staff. We are committed to the free pursuit of knowledge and continuous growth in learning and teaching. (Educated Citizens, Scholarship, Cultural Competence, Learning Environment)

Completed Activities:

Dean's Office:

- The dean's office continued to work with the programs required to resubmit SPA envisions or new reports as necessary.
- Programs submitted annual reports to the Dean's office for peer review and feedback.
- Non-licensure programs consulted with the UCA Office of Assessment to create a new annual report for implementation in the 2017-2018 school year (e.g., CSPA, ITEC, Ph.D.).
- An updated Shared Values rubric was brought online as a shared key assessment for the Advanced Program. The rubric was based on CAEP guidance for assessment criteria. The rubric was piloted in the Fall 2017 and program coordinators' worked to establish a protocol for their programs in administering and scoring the rubric on exiting candidates. The rubric criteria were also cross-walked to programs standing key assessments as a secondary and formative data collection point. Full implementation of the rubric occurred in Spring 2018.
- The COE worked with departments to establish dispositions tracking data collection forms (google) and protocols. Additionally, undergraduate program coordinators formally approved a new dispositions rubric designed to be used across initial licensure programs as part of the new admission and retention "gates" system.
- The field coordinators worked with the Dean's office and the TLC to build systems to better track candidates' field experiences in order to provide candidates more breadth depth in their experiences. Field coordinators also worked with Dean's office on following initiatives:
- The implementation of a new online system for candidates to apply for Internship online was introduced.
- Mentor surveys were consolidated to collect data from school-based partners in the field. There were 12-14 different surveys employed by various programs to collect data from the school-based mentors across programs and at various points in the candidate's progression.
- Recommendations were made pertaining to online coaching modules for mentors. There were recommendations to create online screencasts on the field website(s). Side note: The Dean's Office recommended consolidating field websites into one website/space.

- In response to continued “flat data” on the Multicultural Efficacy Survey pre/post administrations, the diversity committee conducted curriculum audits of the various Introduction to Education courses as well as the program specific “diversity” courses to make curriculum recommendations. Recommendations included (1) revisions to Intro courses which would include content inclusive of diverse voices and perspectives, (2) revisions to program diversity classes from three hours to six hours and split content, and (3) development of a diversity “key assessment” (ideas brainstormed: case study reflections, reflections around implicit bias tests, etc.).
- Data was collected for identified key assessments in COE across all initial licensure programs. Rubric key assessments included Unit Plan, Impact Project, and TESS. Survey key assessments included End-of-Program, Technology, Field, and Multicultural Efficacy.

Technology Learning Center

- The TLC assisted the COE Associate Dean with the data collection & analysis for annual program reporting for all COE initial licensure programs and field placements.

Candidate Services:

- OCS created Airtable “views” that provide program coordinators with real-time data on candidates in their program. Through these views, program coordinators can track program applicants, admitted students, licensure exams completion in internship, and students who have graduated but are not licensed.
- The accreditation process was supported via data collection systems and data reporting.
- The OCS led program coordinators at the initial licensure level to establish new admission criteria based on changes from ADE regarding rules and regulations. The Dean’s office led corollary changes for the graduate programs given changes and guidance from the UCA graduate school to remove the use of Praxis Core and GRE as required for graduate school admission.
- The OCS office drafted the EPP recruitment and retention plan for initial programs. The dean’s office worked on a corollary RR plan for advanced programs throughout the program coordinators’ meetings.
- The OCS completed an analysis of ACT scores and revised the admission requirements to position the College to meet CAEP standards. The process included a series of four “gates” that monitor students’ progress from admission through program completion.

Elementary Literacy and Special Education:

- The K-6 program submitted their report to CAEP. It was accepted and approved.
- The programs in ELSE maintained and reviewed their data for improvement opportunities with faculty and community constituents.

Leadership Studies:

- The CSPA program completed an external review and worked to redesign and incorporate feedback from the review process.
- The SLMA program faculty completed an internal audit of the program to determine alignment with the Arkansas Department of Education standards as well as a content analysis to alleviate overlap across courses.
- The SLMA program was restructured in alignment with standards from DESE and national organizations using the PSEL and NELP standards
- The SPA reports for both School and District Leadership programs were submitted for review and approved.
- The revised School Leadership program was approved by the AR Division of Elementary and Secondary Education.
- The revised ITEC program was launched.

Teaching and Learning:

- All T&L programs (MSIT, MAT, ASTL, GATE, STEM) submitted annual reports to the Dean's office for peer review and feedback. Reports were due October 15, and all programs met this deadline. Programs received feedback from the dean's office by January 31, 2020. Data was shared to program faculty and program advisory boards which must include external, school-based partners. Agendas and minutes from these meetings are maintained by program coordinators and available by request.
- Program coordinators participate in monthly graduate and undergraduate meetings to review/analyze candidate and program data, discuss program admission and licensure revisions, contribute to decision-making related to program/COE decisions
- All faculty participate in reviewing prior year data during COE's Data Day.
- DESE regulations required an update and review of the following programs to meet legislative rules to comply with the new "Science of Reading" guidelines. T&L initial licensure areas were approved by DESE for the Science of Reading Requirement either through Proficiency (MAT K-6) or Awareness (MAT ML &

Secondary; MSIT). Dr. Benson is in the process of receiving training in the Science of Reading with the LETRS program.

- EDUC 4210 Collaboration and research shifted to Triple E model in alignment with ISTE Standards for Educators (Jason, Jessica & Tech committee).
- T&L faculty continue to play a leadership role in committees involved with analysis of data (program and college level) and to provide recommendations to the COE based on data
 - College Curriculum and Assessment Chair: Donna Wake
 - Graduate Program Coordinators' Working Group. Chair: Debbie Dailey
 - CAEP Standard 2. Chair: Nykela Jackson
 - CAEP Standard 3. Co-Chair: Jeff Whittingham
 - CAEP Standard 4. Chair: Donna Wake
 - Undergraduate and Graduate Program Coordinators. Chair: Donna Wake
- All T&L faculty review student evaluation data to reflect and make course adjustments.

Goal 4: The College will incorporate transformational and innovative learning experiences that are grounded in evidence-based practices.

Related UCA Strategic Planning Goals

CV a: Intellectual Excellence: We believe in lifelong intellectual development of students, faculty, and staff. We are committed to the free pursuit of knowledge and continuous growth in learning and teaching. (Educated Citizens, Scholarship, Cultural Competence, Learning Environment)

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.

Completed Activities:

Dean's Office:

- The COE Diversity Committee members participated in the UCA Institutional Diversity Committee and activities.
- Initial and advanced programs worked to finalize annual recruitment and retention plans to establish goals and baseline data to use for future recruitment and retention.

- The COE continued to support a wide range of recruitment and retention events which established a presence at various recruiting events: (Advanced, Initial).
- The COE hosted the “Impacting Tomorrow” summit to support high school students interested in pursuing a degree in education. High school students who attended are involved in various education initiatives (e.g., Teacher Cadet, Educators’ Rising, etc.).
- The COE continued to be involved in the ADE Teacher Cadet program to network with local schools, teachers, and students which aided students in their studies of education as a profession.
- The COE Dean’s office continues to offer EDUC 2330 which focuses on diversity and social justice in education and continues to offer this class. Beginning in fall 2018 this class will be offered in Hughes Hall as part of COE collaboration with the Edge Residential College.
- In response to continued “flat data” on the Multicultural Efficacy Survey pre/post administrations and continued numbers and indications that minority students who take the Intro classes do not persist into the major, the following initiatives are underway:
- The diversity committee conducted curriculum audits of the various Introduction to Education courses as well as the program specific “diversity” courses to make curriculum recommendations. Recommendations included revising Intro courses to include content inclusive of diverse voices and perspectives.
- The diversity committee was asked to consider student focus groups from intro classes to continue to explore student initiative and retention.
- The Dean e-mailed honors students (accepted and not accepted to Honors College) to support recruitment of high achieving students.
- New Dispositions rubrics were adopted by undergraduate program coordinators.
- The COE continued its relationship with the Edge Residential College at Hughes Hall to offer academic courses tied to the Edge College theme of service, leadership, and global engagement. The COE offered 2-3 courses per semester held in Hughes (Hughes was under renovation 2017-2018) and connected academic to co-curricular offerings on campus. Edge residents could take EDUC 1300, 2330, or both as a way to explore education as it intersects with the Edge theme as a means of exploration within education as a profession.

- The Office supported the in-house development of an online Ethics Training Program to meet the state requirement for MAT students to be trained in the standards for ethical behavior prior to gaining provisional certification.

Technology Learning Center

- The TLC organized and held a robotics and coding camp in July 2019 for over 30 school-aged children in the local community. Volunteers also included College of Education faculty and students. Activities included: Spherograph Art, Secret Code with Spheros, Lego Mindstorms, Blackout Poetry with Makey Makes and Scratch, Breakout EDU, Swift Coding, Ozobots, Draw Like a Robot, and a guest speaker. Plans were made to hold the camp again in May 2020 before campus events were cancelled.
- The TLC participated in the Bear Explorers Camp organized by the UCA STEM Institute and CNSM faculty. The TLC's topic was "Curious about Technology" was scheduled to be held on April 18, 2020 until campus activities were cancelled. Twenty students attended until the camp was closed.
- With EDUC 4210, the TLC hosted an Hour of Code for 90 Conway elementary students in November 2019. Third and fourth grade gifted students from all Conway elementary schools participated in a variety of hands-on coding and robotics activities. These activities included: exploring Swift Playgrounds, programming Dash robots to navigate mazes, creating art with Sphero, navigating a coding-themed escape room, and using Splats to complete a PE-integrated coding activity. All activities were designed by COE students enrolled in EDUC 4210.
- In partnership with Teaching & Learning faculty, the TLC hosted a robotics competition for elementary schools in the Conway School District. Over sixty students from eight schools attended and competed in seven different robotics coding activities. The TLC provided the space and equipment for the event, and TLC technology specialists assisted and judged the event.
- TLC staff with College faculty and students participated in Anne Watson Elementary's inaugural Family STEAM Night held in February 2020. Over 600 students and their families attended the STEAM Night. The TLC provided equipment for 3 innovative activities: Ozobots, Sphero Robots, and the Osmo gaming system.
- In partnership with Teaching & Learning faculty and the COE Dean, the TLC helped facilitate the COE Mobile Launch Party on August 20, 2019. Six stations were set up to give students an interactive experience with different iPad apps (Keynote, Pages, iMovie, GarageBand, and Clips) along with learning iPad tips

and tricks. Students representing Elementary, Literacy, and Special Education (ELSE), Family and Consumer Sciences (FACS), and Middle Level attended the event.

- TLC staff assisted in the planning of the UCA Literacy and Media Conference held on July 9-10, 2019. TLC staff also presented tech sessions at the conference and provided tech support as needed. Over 150 participants engaged in interactive sessions which focused on current issues in literacy and the use of media to support educators. Tech sessions facilitated by the TLC were: Innovative Technology Playground and Technology and Literacy.
- The TLC acquired a number of technology items to support innovative learning opportunities for students and faculty through a \$100,000 ADE STEM Computer Science Education grant that the College of Education received. Some of the technology items purchased with the grant include: iPad cart with 20 iPads and Apple Pencils for the department of Elementary, Literacy, and Special Education, iPad cart with 20 iPads and Apple Pencils for the Technology Learning Center, iPad cart with 20 iPads and Apple Pencils for the department of Teaching and Learning, 3 Sphero Bolt Power Packs, 12 Lego Mindstorms EV3 Core Sets, 4 Cue Robots, 8 Sketch Kits for Dash and Cue Robots, Cubelets Inspired Inventors Pack, Hummingbird Bit Classroom Bundle, Lego WeDo ReadyGo 8 Student Pack, 4 Sphero RVR's, 4 Raspberry Pi Kits, 4 Raspberry Pi Touch Screens, Lego EV3 Space Challenge Sets, and several other technology tools.
- In August 2019, the TLC hosted a maker space professional development opportunity for teachers from Jim Stone Elementary. The PD focused on cross-platform technologies that encouraged student creativity through technology. Thirty-five educators attended the PD which consisted of nine stations with activities that connect technology to teaching and creation. Stations included: Show what you know through screencasts, Osmo: Early Literacy building with technology, Green Screen Storytelling, Canva: Creating Digital Posters to Illustrate Learning, Adobe Spark Video: Communicating through beautiful videos, Sphero / Dash: Robots that ROCK, TinkerCAD: Creating 3D representations of knowledge, Merge Cubes: Augmented Reality, and Ozobots-Powerful Mini Robots for Learning.

Candidate Services:

- Candidate Services represented the COE at thirteen high school recruiting events, three 2-year college transfer days, and two 2-year college visits.
- Candidate Services represented the COE at three Bear Facts Days.

- Candidate Services provided study resources to aid candidates in completing Praxis exams.
- Candidate Services worked with UCA Creative Services to develop new, professional recruiting materials.
- CS continued to use the new EDUC 1300 survey to directly ask EDUC 1300 students about their plans to enter the education field (or not).

Elementary Literacy and Special Education:

- The SPED Graduate faculty attended recruiting events in Pine Bluff and Camden at Educational Cooperatives and School District Offices.
- The SPED MAT faculty attended recruitment fairs sponsored by the Arkansas Department of Education.
- The SPED faculty-mentored supported and volunteered within first-year teachers' classrooms.
- The Reading and T&L graduate faculty attended the Arkansas Science of Reading Conference in Hot Springs and set up a recruiting table to represent the college.
- The ELSE faculty in the Mashburn Center for Learning have offered to tutor in evidence-based writing strategies to students who did not pass the writing portion of the Praxis.

Leadership Studies:

- The College Student Personnel Services and Administration program attended 1- 2 national placement exchanges each year to collaborate with the UCA Division of Housing to recruit graduate students that could serve as Resident Assistants. Typically, 40-50% of students recruited are minority students and out of state students.
- Departmental representatives participated in the Chamber of Commerce "Welcome Back" program for Conway teachers to recruit potential graduate students and to maintain contact with graduates and friends of the University.
- The departmental representatives examined graduate program options during the end of semester session for graduating seniors from the departments of Elementary, Literacy, and Special Education, and Teaching and Learning.
- The departmental representatives attended the UAPB Career Fair to recruit potential graduate students.
- The departmental representative attended two Bear Facts Day events to support recruitment of undergraduate students.

- Program coordinators provided lists of admitted, non-enrolled students prior to the end of each registration cycle and conducted follow-up contact with students.
- Program coordinators made contact with all admitted students that had not enrolled for at least three semesters after initial admission.
- Program coordinators and/or the department chair responded almost immediately to inquiries received via UCAOnline and from individual students.

Teaching and Learning:

- Continued facilitation of mobile device—embedded curriculum and instruction to increase student engagement and voice in the classroom and field experiences.
- Initiative led by T&L Faculty to develop EDDL/EDS program and add ASTL Track in Digital Age Teaching & Learning.
- Approved Cultural Proficiency Field trips to LRSD were planned and implemented.
- COE continues its relationship with the Edge Residential College at Hughes Hall to offer academic courses tied to the Edge College theme of service, leadership, and global engagement. COE offers 2-3 courses per semester held in Hughes (Hughes was under renovation 2017-2018) and connect academic to co-curricular offerings on campus. Edge residents can take EDUC 1300 or 2330 both as a way to explore education as it intersects with the Edge theme as a means to exploring education as a profession.
- MSIT 4328 and MSIT 4312 have transitioned to service learning courses based at Carl Stuart Middle School and serving middle level students (reluctant readers and writers). Students build integrated lesson plans and units as part of their collaborative reflections under the guidance of the instructor.
- MSIT 4325 Disciplinary Literacy, also a service learning course, is offered at Courtway Middle School to allow candidates an opportunity to create and implement literacy in their own content areas.
- MSIT 3310 is a service learning course with tutoring experiences.
- EDUC 3322 involves a community connections volunteer partnership.
- EDUC4210 participates in Hour of Code integrating Computer Science and Computational thinking with real kids.

- ASTL 6380 connects MAT and ASTL teachers to local Administrators to align research to practice.
- MAT 6342 Implements classroom management strategies in field classrooms to improve student behavior and learning. STEM2301 & STEM3300 and MSIT courses are part of the one-to-one iPad initiative. STEMteach tracks classroom field experiences to ensure exposure to diverse student populations.
- Most faculty participated in the Harvard DEEP Training and UCA Poverty Simulations.

Goal 5: The College will recruit, retain, and support high quality students, faculty, and staff while recognizing diversity as critical for excellence.

Related UCA Strategic Planning Goals

CV a: Intellectual Excellence: We believe in lifelong intellectual development of students, faculty, and staff. We are committed to the free pursuit of knowledge and continuous growth in learning and teaching. (Educated Citizens, Scholarship, Cultural Competence, Learning Environment)

CV c: Diversity: We are dedicated to attracting and supporting a diverse student, faculty and staff population and enhanced multicultural learning opportunities. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas, including race, ethnicity, religion, spiritual beliefs, national origin, age, gender, marital status, socioeconomic background, sexual orientation, physical ability, political affiliation, and intellectual perspective. (Recruitment and Retention, Support, Knowledge)

CV d: Integrity: We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students, thus fostering individuals who will have the skills, knowledge, and ability to engage positively with a diverse and changing world. Our commitment extends to all levels of our campus to foster a climate of ethical conduct, respect, responsibility, and trust. (Ethics, Respect, Responsibility, Trust)

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.

Completed Activities:

Dean's Office:

- The COE maintained data collection across key assessments (rubrics and surveys) for both initial and advanced programs.
- The COE had an annual reporting system for all EPP programs. SPA and/or annual reports are due each fall and were submitted for peer review and feedback. Data was shared to program faculty and program advisory boards which included external, school-based partners. Agendas and minutes from these meetings were maintained by program coordinators and made available by request when necessary. This practice was expanded in the 2017-2018 school year in charging appropriate COE committees to form advisory groups or hold focus group events where data was shared and feedback was requested. The field committee was the only one to enact this practice, and the impact of the "Partnership Cafe" event was notable enough to recommend expansion of this model to other COE committees (e.g., technology, diversity, etc.).
- The COE planned several faculty PD events that included analysis of data with faculty. Data was shared in August at the opening workshop, in October at the EPP Data Day event, in January at the winter faculty PD, and in all program coordinator meetings as appropriate. Additionally, data was shared with the program coordinators and department chairs at the close of each semester on key assessment data.
- Four key assessments had already established validity studies, but they were several years old. The Dean's office planned to use the April Partnership Cafe audience to establish updated validity around rubric key assessments for initial programs.
- The COE continued to work on reliability around key assessments. Studies that used Fleiss Kappa statistics indicated that the COE continued work to establish reliability on key assessments. Plans for ongoing and more intensive rubric calibration was finalized in summer 2017.
- The EPP has embedded diversity as an assessed criterion in multiple key assessments, including: Disposition, Unit Plan, Impact on Student Learning, and TESS (Danielson Framework for Teaching). Candidate ability to support diverse learners is specifically addressed in the analysis documents in the evidence room (i.e., InTASC Analysis, Research Component, CCR Analysis). Additionally, ability to support diverse stakeholders is an item in multiple surveys used by the EPP, including: internship survey suite (diversity panel

presentation), candidate feedback on clinical experiences, candidate end-of-program, employer satisfaction, graduate satisfaction.

- The EPP has revised its system for tracking clinical experiences to ensure candidates have sufficient depth, breadth, diversity, coherence, and duration and to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Data had been tracked in Google Forms and Chalk and Wire. Now all data are tracked in Airtable. An example of candidates' clinical experiences audit is provided in the evidence room as well as program level sequence and structure maps.
- The EPP has recruitment and retention plans in place with articulated goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations. Goals include an admitted pool of candidates who reflect the diversity of America's P-12 students. Additionally, the EPP involvement in the Teacher Cadet initiative, the revision of the EPP Introduction to Education courses, and the addition of an Introduction class survey speak to the EPP commitment to diverse candidate recruitment. The EPP tracks candidate admission and enrollment with disaggregated data to highlight the inclusion of diverse candidates.

Candidate Services:

- Candidate Services revised internal systems (such as program applications) to better track student progress.
- Candidate Services continued to monitor retention efforts for candidates from admission through program completion.
- Candidate Services and the Associate Dean planned and held the Sanford Inspire New Teacher Academy, a daylong event that is by, for, and about new teachers. Nationally-known educator Alex Kajitani presented the keynote address.

ELSE:

- Program coordinators shared reports with faculty that reviewed data including all model assessment data.
- A dispositions tracking form was established for the identification and tracking of dispositional issues for both pre-admission and post-admission courses. Faculty made digital reports, as well as reviewed and discussed dispositions of all teacher candidates.
- In order to monitor effectiveness of the Mashburn Center for Learning professional development activities, data was collected and reviewed/analyzed through tools including: Stages of Concern Questionnaires, PD participant

evaluations, professional developer surveys, fidelity of implementation checks, review of student and teacher artifacts, individual student progress monitoring charts, and use of design-based implementation processes to shape PD activities.

Leadership Studies:

- The department had assistance from Institutional Research, to develop a Retention/Graduation Report dashboard to track admission, retention, and graduation data.
- Program assessments and reviews were conducted for all programs with curricular changes to PhD, LIBM, and SCCN. The CSPA program completed a self-study and external review.
- LS began to develop assessment and annual reporting processes for Ph.D., ITEC, CSPA.

Teaching and Learning:

- All programs track dispositions and program completers complete surveys on program effectiveness and areas of needed growth.
- MAT and middle level program faculty meet to analyze data and make recommendations relevant to the overall program, individual programs, and candidates with and without provisional licenses.
- The COE, specifically the MAT program, continues to support the in-house development of an online Ethics Training Program to meet the state requirement for MAT students to be trained in the standards for ethical behavior prior to gaining provisional certification.
- STEM instructors visit freshman-level science and math courses in August to share about the STEMteach program.
- T&L recruited for the MAT program in various regions of the state (River Valley, Northeast, North Central, Southeast).
- Graduate program coordinators (including T&L faculty) created a draft recruitment/retention plan for advanced programs based on review of previous 5 years' data on program admission and retention figures.
- MAT program faculty created a draft recruitment/retention plan for initial MAT programs based on review of previous 5 years' data on program admission and retention figures.
- T&L faculty formed a partnership with the UCA Institutional Diversity Committee and activities to investigate UCA SOC perceptions of education as a major and teaching as a career option.
- Whittingham directs program recruitment efforts for COE graduate programs.

- T&L faculty participate in the Teacher Cadet Partnerships
- Wake has fully developed RR plans on file and submitted to CAEP.
- STEMteach faculty regularly meet with candidates for retention efforts.
- Individual advising appointments for all students are tailored to monitoring academic progress and providing support as needed (academic, personal).
- MAT advertising with social and streaming radio to target the recruitment of students of color.

Goal 6: College faculty will be actively involved in research/scholarship that contributes to their discipline and to the profession.

Total Contracts and Grants

Organization	Under Review		Funded	
	No.	Total Funds	No.	Total Funds
	1	\$0	1	\$1,220
Federal	0	\$0	5	\$39,020,100
Local	0	\$0	1	\$10,000
Private	0	\$0	2	\$141,000
State	0	\$0	4	\$338,250
Other	0	\$0	3	\$23,800
Total External	1	\$0	16	\$39,534,370
University of Central Arkansas	1	\$2,011	9	\$11,957

Elementary, Literacy, and Special Ed

Organization	Under Review		Funded	
	No.	Total Funds	No.	Total Funds
Federal	0	\$0	3	\$370,100
Local	0	\$0	1	\$10,000
Private	0	\$0	1	\$4,000
State	0	\$0	1	\$150,000
Other	0	\$0	2	\$20,800
Total External	0	\$0	8	\$554,900
University of Central Arkansas	0	\$0	6	\$7,827

Leadership Studies

Organization	Under Review		Funded	
	No.	Total Funds	No.	Total Funds
Federal	0	\$0	1	\$38,000,000
Private	0	\$0	2	\$141,000
State	0	\$0	3	\$335,000
Other	0	\$0	1	\$3,000
Total External	0	\$0	7	\$38,479,000
University of Central Arkansas	1	\$2,011	3	\$4,130

Teaching & Learning

Organization	Under Review		Funded	
	No.	Total Funds	No.	Total Funds
	1	\$0	1	\$1,220
Federal	0	\$0	1	\$650,000
State	0	\$0	1	\$3,250
Total External	1	\$0	3	\$654,470
University of Central Arkansas	0	\$0	0	\$0

Number of Accepted or Published Publications by Type

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Book	3	1	4	0
Chapter	6	2	8	0
Journal Article	31	0	31	0
Other	4	8	12	0
Total	44	11	55	0

Elementary, Literacy, and Special Ed

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Book	0	1	1	0
Chapter	1	0	1	0
Journal Article	9	0	9	0
Other	1	3	4	0
Total	11	4	15	0

Leadership Studies

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Book	2	0	2	0
Chapter	3	0	3	0
Journal Article	16	0	16	0
Total	21	0	21	0

Teaching & Learning

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Book	1	0	1	0
Chapter	2	2	4	0
Journal Article	10	0	10	0
Other	3	5	8	0
Total	16	7	23	0

Number of Presentations by Scope

Scope	Total	Invited		Accepted		Student Author
		Peer Reviewed	Non-Peer Reviewed	Peer Reviewed	Non-Peer Reviewed	
Local	19	1	14	1	3	0
State	44	7	17	13	7	8
Regional	20	1	7	10	2	0
National	21	1	4	14	2	1
International	24	4	5	14	1	5
Unknown	5	0	0	4	1	0
Total	133	14	47	56	16	14

Elementary, Literacy, and Special Ed

Scope	Total	Invited		Accepted		Student Author
		Peer Reviewed	Non-Peer Reviewed	Peer Reviewed	Non-Peer Reviewed	
Local	11	1	9	1	0	0
State	17	7	6	4	0	7
Regional	5	1	1	2	1	0
National	7	1	2	3	1	1
International	7	4	0	2	1	0
Total	47	14	18	12	3	8

Honors College

Scope	Total	Invited		Accepted		Student Author
		Peer Reviewed	Non-Peer Reviewed	Peer Reviewed	Non-Peer Reviewed	
International	2	0	0	2	0	3
Total	2	0	0	2	0	3

Leadership Studies

Scope	Total	Invited		Accepted		Student Author
		Peer Reviewed	Non-Peer Reviewed	Peer Reviewed	Non-Peer Reviewed	
Local	5	0	5	0	0	0
State	11	0	4	5	2	0
Regional	10	0	2	7	1	0
National	7	0	1	5	1	0
International	11	0	1	10	0	5
Unknown	2	0	0	1	1	0
Total	46	0	13	28	5	5

Teaching & Learning

Scope	Total	Invited		Accepted		Student Author
		Peer Reviewed	Non-Peer Reviewed	Peer Reviewed	Non-Peer Reviewed	
Local	4	0	1	0	3	0
State	18	0	7	6	5	1
Regional	8	0	4	3	1	0
National	9	0	1	8	0	0
International	8	0	4	4	0	0
Unknown	4	0	0	4	0	0
Total	51	0	17	25	9	1

3. 2021 Goals

Goal 1: The College will develop, sustain, and enhance partnerships to further program quality and candidate preparation.

Related UCA Strategic Planning Goals

CV b: Community: We value and respect as our greatest asset the people who make up our community – students, faculty, and staff, as well as the people connected to us through ties to our local community and region, the state of Arkansas, our nation, and the world. That is, we believe people are the focus of our institution. (Collegiality, Partnerships, Safe and Health Environment, Service)

CV c: Diversity: We are dedicated to attracting and supporting a diverse student, faculty and staff population and enhanced multicultural learning opportunities.

We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas, including race, ethnicity, religion, spiritual beliefs, national origin, age, gender, marital status, socioeconomic background, sexual orientation, physical ability, political affiliation, and intellectual perspective. (Recruitment and Retention, Support, Knowledge)

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. COE will offer 6 days of professional development from Harvard's Disruptive Educational Equity Program (DEEP)

Resources:

Responsible Person(s): Dean and Chairs

Projected Completion Date:

Expected Results: Six UCA faculty will complete trainer-of-trainers DEEP program

30 faculty will participate in the 6 days of DEEP PD in spring of 2020

Goal 2: The College will incorporate transformational and innovative learning experiences that are grounded in evidence-based practices.

Related UCA Strategic Planning Goals

CV a: Intellectual Excellence: We believe in lifelong intellectual development of students, faculty, and staff. We are committed to the free pursuit of knowledge and continuous growth in learning and teaching. (Educated Citizens, Scholarship, Cultural Competence, Learning Environment)

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.

Action Plans

2a. COE will add microcredential in technology integration to undergraduate program

COE will develop modules on teaching children in poverty

COE will continue professional development activities

Resources:

Responsible Person(s): COE administration and faculty

Projected Completion Date:

Expected Results: Digital Learning Microcredential will be in place by fall of 2020

Modules on teaching children in poverty will be offered in summer of 2020

EdS in Digital Leading and Learning will begin in summer 2020

Goal 3: All College programs will sustain a data-driven quality assurance process for continuous program improvement.

Related UCA Strategic Planning Goals

CV a: Intellectual Excellence: We believe in lifelong intellectual development of students, faculty, and staff. We are committed to the free pursuit of knowledge and continuous growth in learning and teaching. (Educated Citizens, Scholarship, Cultural Competence, Learning Environment)

CV d: Integrity: We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students, thus fostering individuals who will have the skills, knowledge, and ability to engage positively with a diverse and changing world. Our commitment extends to all levels of our campus to foster a climate of ethical conduct, respect, responsibility, and trust. (Ethics, Respect, Responsibility, Trust)

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. The College of Education will use data to inform decisions and for program improvement.

Resources:

Responsible Person(s): Dean, Associate Dean, Chairs, Director of Candidate Services, and Program Directors

Projected Completion Date:

Expected Results: COE will complete NCATE self-study in spring of 2020
Data will be used in annual Data Day to inform practices
Programs will use data for continuous improvement efforts

Goal 3: The College will develop, sustain, and enhance partnerships to further program quality and candidate preparation.

Related UCA Strategic Planning Goals

CV b: Community: We value and respect as our greatest asset the people who make up our community – students, faculty, and staff, as well as the people connected to us through ties to our local community and region, the state of Arkansas, our nation, and the world. That is, we believe people are the focus of our institution. (Collegiality, Partnerships, Safe and Health Environment, Service)
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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. The College of Education will develop and maintain partnerships to enhance the diversity and quality of field experiences for both undergraduate and graduate students.

Resources:

Responsible Person(s): Dean, Assistant Dean, Chairs, and Program Directors

Projected Completion Date:

Expected Results: MOUs with all partnership districts
Increased diversity in partnerships
Increased number of partnerships

Goal 4: College faculty will be actively involved in scholarly activities that contributes to their discipline and to the profession.

Related UCA Strategic Planning Goals

CV a: Intellectual Excellence: We believe in lifelong intellectual development of students, faculty, and staff. We are committed to the free pursuit of knowledge and continuous growth in learning and teaching. (Educated Citizens, Scholarship, Cultural Competence, Learning Environment)

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.

Action Plans

4a. Faculty will maintain and increase research productivity

Resources:

Responsible Person(s): All

Projected Completion Date:

Expected Results: Selected faculty will participate in Research Scholars program
Faculty will participate in grant writing, data collection, scholarly writing, and professional presentations

Goal 5: The College of Education will develop and implement a Strategic Equity Plan that will include process, practices, and policies that anchor equity.

Related UCA Strategic Planning Goals

CV a: Intellectual Excellence: We believe in lifelong intellectual development of students, faculty, and staff. We are committed to the free pursuit of knowledge and continuous growth in learning and teaching. (Educated Citizens, Scholarship, Cultural Competence, Learning Environment)

CV c: Diversity: We are dedicated to attracting and supporting a diverse student, faculty and staff population and enhanced multicultural learning opportunities. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas, including race, ethnicity, religion, spiritual beliefs, national origin, age, gender, marital status, socioeconomic background, sexual orientation, physical ability, political affiliation, and intellectual perspective. (Recruitment and Retention, Support, Knowledge)

CV d: Integrity: We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students, thus fostering individuals who will have the skills, knowledge, and ability to engage positively with a diverse and changing world. Our commitment extends to all levels of our campus to foster a climate of ethical conduct, respect, responsibility, and trust. (Ethics, Respect, Responsibility, Trust)

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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

5a. COE will increase recruiting efforts for graduate programs

COE programs will apply for funding through the Graduate School for recruitment efforts

COE will actively participate in undergraduate recruiting and ADE Teacher Cadet program

Resources:

Responsible Person(s): Dean, Associate Dean, Chairs, Director of Candidate Services, Program Directors, Graduate Faculty

Projected Completion Date:

Expected Results: Increase in graduate enrollment
Maintain undergraduate enrollment

4. Five-year Goals

Goal 1: Enhance outreach efforts by transporting the use of evidence-based educational practices and services to the community.

Goal 2: Advocate for public education, teacher education, higher education, and leadership at the state and national levels.

Goal 3: Model innovation, transformational teaching, experiential learning, and life-long learning for undergraduate, graduate and post-graduate learners.

Goal 4: Meet or exceed regulatory, accountability, and accreditation requirements or guidelines.

Goal 5: The College will center equity in actions, processes, and policies.

Goal 6: Increase recognition as a leader in education through progressive teaching, curriculum, and research.

5. Challenges

The response to COVID-19 is a challenge for all. Although we have weathered this storm exceedingly well, the move to delivery of traditional face-to-face classes to on-line formats continues to place stress on faculty. Additionally, the ability to build community between faculty, staff, and students has suffered. This, with added workload, has taken a toll on faculty and staff morale.

The one internal challenge faced by the College of Education is the ability to hire appropriate faculty for vacancies and various program needs. Both the department of Elementary Literacy & Special Education and Leadership Studies rely heavily on adjunct faculty, visiting lecturers, and overloads. Unfortunately, the college was unable to replace four faculty positions this year. This has caused an incredible amount of difficulty in the College. Due to COVID and university concerns, all faculty have taken on either an extra class (teaching a 4-4 load for all) or increased class sizes. Given the level of service and research the COE faculty must maintain for accreditation, we will not be able to maintain this. We will transition back to a more appropriate teaching load in the 2021-22 academic year. Without the replacement of these 4 faculty members, we will have an unhealthy imbalance of adjunct to full time faculty in some programs that must be addressed.

External challenges are significant. The changes in state law that allows individuals without teacher preparation to serve as the teacher of record is problematic. Currently the state of Arkansas employs over 1,500 (ADE 2014-15 data) people as teachers who have not had any training in education. These individuals have a degree, but often the degree isn't in the content area where they are assigned to teach (eg. degree in agriculture teaching 2nd grade). Additionally, they have no formal training in child development, diversity, social development, teaching pedagogy, assessment, curriculum, classroom management, technology integration, etc. These "waivers" have caused a significant decrease in our Master of Arts in Teaching programs. The College of Education needs to expand its outreach efforts and find innovative ways to support schools and non-licensed teachers while maintaining the rigor of the current programs. The Dean is currently working with ADE on an innovative program called UCA's Promise.

Finally, the College has been challenged to respond to state licensure rules and regulations that have required our programs to submit or resubmit curricular changes. Many of these ADE requirements have been rolled out in a piecemeal fashion, leaving the program faculty to guess at the requirements. DESE has also added a new reporting requirement called the EPPQR. We are required to submit information on how the programs are training teacher candidates to work in Professional Learning Communities and to meet the Science of Reading standards. This is in addition to data that we provide annually to the state and

in CAEP. The process for this reporting has been frustrating. The EPPQR is now rated by the state as “does not meet, meets, and exceeds” adding an additional requirement, data collection, and more accountability.

6. Opportunities

The College of Education enjoys a wonderful reputation in the community with local school districts. Our graduates are highly valued as first year teachers, professional educators, and leaders. The College’s commitment to diversity and willingness to embrace the demographic changes in Arkansas has poised us as the leader in teacher preparation with an emphasis in the ability to work in urban, rural, low socioeconomic, high socioeconomic, and racially/ethnically diverse areas of the state.

Our Apple 1-1 Mobile Initiative gives the COE the opportunity to transform the educational opportunities that our teacher candidates have at UCA as well as the educational experiences of their future P-12 students. This program serves as a model of innovation and excellence. Our Apple Distinguished School designation and 2019 AACTE award for Innovative Use of Technology gives us national recognition for innovative use of technology. The Apple 1-1 Initiative gave us an advantage in the move to on-line and hybrid learning. Many COE faculty were comfortable using mobile learning pedagogy and therefore they blossomed in the midst of COVID.

Coupled with the Mobile 1-1 Initiative, our partnership with the Disruptive Educational Equity Program (DEEP), gives us the opportunity to reshape Arkansas school culture with a focus on educational equity and technology innovation. Six COE faculty members completed the DEEP trainer program this summer. These trainers are implementing racial equity PD for internship supervisors, teacher candidates, and mentor teachers. The DEEP trainers have an invited presentation at the Mid-South Educational Research Association conference allowing us further reach and influence.

We are seeing increases in our undergraduate teacher education programs (See enrollment data at the end of the report). These programs have grown so quickly that it is difficult to find qualified faculty to teach the courses and supervise field experiences. The number of students majoring in a field within the College of Education rose from 1,058 in 2014 to 1,103 in 2019 despite changes at the state level that allow people with a BA to teach without a license. Our newly redesigned ITEC program that has a computer science track and a K-12 on-line teaching endorsement track is seeing tremendous growth. The program just started this semester and we are getting both publicity and daily calls about the program.

We have been working for a year to redesign the PhD program. The paperwork is ready to be moved through the curriculum process and we anticipate beginning the new PhD program in summer of 2021. The program now includes three tracks: Interdisciplinary Leadership, K-12 Leadership, and Digital Age Leading and Learning. All three tracks have

significant focus on equity. The tracks share core classes in research, equity, and leadership. We have been contacted by UALR to partner with them as their Higher Education PhD is phased out. We are working with several of their students to enter our program in Interdisciplinary Leadership. We are anticipating a cohort of 15-20 in the program each year. Therefore, it's essential that we get to replace the two tenure track vacancies we have in the college.

There is also an opportunity to build a blended/on-line degree completion program for people with associate degrees. There is a huge market of people who have finished an associate's degree in education looking to complete a BSE in elementary and/or special education. Many of those people are place bound or working as para-educators in rural areas without the opportunity to move. If the college were able to fully resource the ELSE Department with a tenure track special educator and a clinical instructor, it would give us the time to build and implement a new program modeled on our MAT programs in special education and elementary education. The dean is working with an outside funding source to build this program.

7. Summary

The College of Education has exceptional faculty and leadership who work daily to expand the UCA COE sphere of influence within the state and nationally. The engaged faculty and commitment to P-12 education is remarkable. With strategic vision and planning, the College leads teacher education with a focus on diversity, equity, and inclusion in Arkansas. In addition to the quality undergraduate programs, the College offers a diverse set of graduate and professional studies that can shape the direction for leaders within the state. The PhD program and CSPA programs both allow the College to effect change in the state for higher education and leadership. The focus on experiential learning, engagement, educational equity, inclusion, and technology are hallmarks of both our undergraduate and graduate programs.

Enrollment Data:

Total Undergraduate Program Enrollment

Elementary, Literacy, and Special Ed	
BSE-Elementary Education	Enrolled
Fall On-Schedule 2019	354
Fall On-Schedule 2018	367
Fall On-Schedule 2017	131
Fall On-Schedule 2016	149
Fall On-Schedule 2015	91
BSE-P-4 Licensure	
BSE-P-4 Licensure	Enrolled
Fall On-Schedule 2018	5
Fall On-Schedule 2017	20
Fall On-Schedule 2016	11
Fall On-Schedule 2015	84
BSE-Special Education K-12	
BSE-Special Education K-12	Enrolled
Fall On-Schedule 2019	67
Fall On-Schedule 2018	79
Fall On-Schedule 2017	35
Fall On-Schedule 2016	21
BSE-Special Education, K-12	
BSE-Special Education, K-12	Enrolled
Fall On-Schedule 2015	9
Teaching & Learning	
BSE-Middle Level	Enrolled
Fall On-Schedule 2019	65
Fall On-Schedule 2018	74
Fall On-Schedule 2017	46
Fall On-Schedule 2016	55
Fall On-Schedule 2015	37

Total Graduate Program Enrollment

Elementary, Literacy, and Special Ed	
GC-Dyslexia Interventionist	Enrolled
Fall On-Schedule 2019	5
Fall On-Schedule 2018	3
Fall On-Schedule 2017	3
Fall On-Schedule 2016	2
GC-Special Education K-12	
GC-Special Education K-12	Enrolled
Fall On-Schedule 2019	11
Fall On-Schedule 2018	4
Fall On-Schedule 2017	7
Fall On-Schedule 2016	2
Fall On-Schedule 2015	0

MAT-Special Education K-12	Enrolled
Fall On-Schedule 2019	24
Fall On-Schedule 2018	17
Fall On-Schedule 2017	6
MSE-Reading K-12	Enrolled
Fall On-Schedule 2015	28
MSE-Reading K-12	Enrolled
Fall On-Schedule 2019	45
Fall On-Schedule 2018	45
Fall On-Schedule 2017	29
Fall On-Schedule 2016	43
MSE-Special Education K-12	Enrolled
Fall On-Schedule 2019	22
Fall On-Schedule 2018	28
Fall On-Schedule 2017	34
Fall On-Schedule 2016	33
Fall On-Schedule 2015	22
Leadership Studies	
EDS-Educational Leadership	Enrolled
Fall On-Schedule 2019	48
Fall On-Schedule 2018	53
Fall On-Schedule 2017	58
Fall On-Schedule 2016	64
Fall On-Schedule 2015	54
MS-College Student Personnel	
Administration	Enrolled
Fall On-Schedule 2019	34
MS-College Student Personnel Services	Enrolled
Fall On-Schedule 2018	32
Fall On-Schedule 2017	30
Fall On-Schedule 2016	30
Fall On-Schedule 2015	25
MS-Instructional Technology	Enrolled
Fall On-Schedule 2019	7
Fall On-Schedule 2018	9
Fall On-Schedule 2017	11
Fall On-Schedule 2016	9
Fall On-Schedule 2015	19
MS-Library Media and Information	
Technologies	Enrolled
Fall On-Schedule 2019	50
Fall On-Schedule 2018	58
Fall On-Schedule 2017	90
Fall On-Schedule 2016	116
Fall On-Schedule 2015	115

MS-School Counseling K-12	Enrolled
Fall On-Schedule 2019	86
Fall On-Schedule 2018	130
Fall On-Schedule 2017	152
Fall On-Schedule 2016	138
Fall On-Schedule 2015	118
MS-School Leadership, Management, and Administration	Enrolled
Fall On-Schedule 2019	22
Fall On-Schedule 2018	24
Fall On-Schedule 2017	27
Fall On-Schedule 2016	28
Fall On-Schedule 2015	28
PHD-Leadership Studies	Enrolled
Fall On-Schedule 2019	41
Fall On-Schedule 2018	48
Fall On-Schedule 2017	48
Fall On-Schedule 2016	47
Fall On-Schedule 2015	45
PMC-District Level Administration	Enrolled
Fall On-Schedule 2019	6
Fall On-Schedule 2018	2
Fall On-Schedule 2017	3
Fall On-Schedule 2016	3
Fall On-Schedule 2015	3
PMC-School-Based Leadership-Special Education Program Administration	Enrolled
Fall On-Schedule 2019	3
Fall On-Schedule 2018	2
Fall On-Schedule 2017	2
Fall On-Schedule 2016	4
Fall On-Schedule 2015	3
GC-Gifted and Talented Education	Enrolled
Fall On-Schedule 2019	5
Fall On-Schedule 2018	5
Fall On-Schedule 2017	6
Fall On-Schedule 2016	14
Fall On-Schedule 2015	8
MAT-Teaching	Enrolled
Fall On-Schedule 2019	189
Fall On-Schedule 2018	171
Fall On-Schedule 2017	224
Fall On-Schedule 2016	271
Fall On-Schedule 2015	302

**MSE-Advanced Studies in Teacher
Leadership**

Enrolled

Fall On-Schedule 2019	16
Fall On-Schedule 2018	16
Fall On-Schedule 2017	18
Fall On-Schedule 2016	23
Fall On-Schedule 2015	30