College of Education
2020-2021
Annual Report

Submitted by Dean Victoria Groves-Scott
October 2021

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.

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 a: 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. Seventy-four 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, university supervisors, 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 Assessment Director met with the staff from Arch Ford and discussed collaboration on new teacher mentoring and data sharing. The Director sits on Arch Ford's advisory board. Arch Ford faculty sit on our Executive Advisory Board.
- 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.
- 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,).
- 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 Educator Rising program to network with local schools, teachers, and students studying education as a profession.
- The COE co-hosted the Region 2 Virtual Educators Rising Conference in collaboration with the Arkansas Department of Education, Arkansas Team Digital, Lyon College, University of Arkansas at Batesville, Northcentral Arkansas Education Cooperative, and Ozarks Unlimited Resource Education Cooperative on April 7, 2021. Approximately seven high schools with 64 high school students were in attendance.
- The COE continued the Educator Rising concurrent enrollment partnerships (2020) with Conway, Quitman, Springdale, Conway Christian, and Fayetteville.
- Due to COVID restrictions, we were unable to host any high schools on campus.
- There was a collaboration with Apple, Inc. to address professional development sessions that were completed to support the mobile learning initiative.
- The Dean was reelected to the Professional Licensure Standards Board for another three year term.
- The Dean was elected to chair the Arkansas Education Deans Council.

Technology Learning Center
- Worked closely with Department Chairs from Teaching & Learning, Leadership Studies, and Elementary, Literacy, and Special Education to update department websites and add more user-friendly graphics and links.
- Collaborated with Program Coordinators from School Counseling, College Student Personnel Administration, and Reading to update program websites to make it easier for current and future students to locate information.
- Have increased usage of social media (Facebook, Instagram, and Twitter) for the COE, including advertising for UCA Day of Giving, which increased our donations.
- Worked with UCA IT to secure various tech tools to support distance learning. Tech tools included but not limited to: Qball throwable mics, PA speakers,

microphones with stands, lapel mics, webcams, earbuds, green screen backgrounds, and document cameras.
- Worked with Dr. Michael Mills and Dr. Uma Garamella to organize and facilitate COE Summer 2020 Professional Development. The COE presented six unique professional development sessions virtually. The sessions were offered free of charge and were aimed towards educators. While many educators that attended were from Arkansas, the sessions also saw participants from several other states and countries. Altogether, there were over 980 participants.
- Collaborated with the directors of the Mashburn Center to update their newsletter format.
- Organized and facilitated professional development in January 2021 for COE faculty and staff. This included: Zoom, Google for the Admin. Assistants, Google Classroom, and a 2 hour round table session in which multiple presenters shared information.
- Organized Summer 2021 professional development. This included over 18 presentations.
- Secured a dedicated Zoom account so that professional learning sessions can run more smoothly without creating multiple session logins.
- Planned and prepared Grab and Go maker packs for K-6 students in lieu of in person summer camps. Packs included an activity, literacy aspect, and UCA swag.

Candidate Services:
- Inspire Teaching resources were shared with novice teachers through an induction program and at meetings with Arch Ford Educational Coop.

Elementary, Literacy, and Special Education:
- The UCA Mashburn Center for Learning provided professional development to the following:
  - Little Rock School District Implementation Grant for Services to SWHS Awarded: $77,760 from August 1, 2020- June 30, 2021.
  - Great Rivers ESC and UCA Mashburn Center for Learning Learning Strategies, Awarded: $115,000 from May 1, 2020-May 31, 2021.
- 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.
- Due to Covid-19 restrictions within K-12 partner schools, ELSE reached out beyond their normal placement sites and connected with seven additional schools.

- ELSE department has partnered with Pediatrics Plus for service learning surrounding literacy and social/emotional learning.
- ELSE's M.S.E. in Literacy with Dyslexia Endorsement increased their reach and currently has students in 19 states. In addition, the program coordinator is in contact with possible students in Spain, Paris, China, and the Philippines.
- Several ELSE faculty members served as EPP Representatives to ADE to work on:
  - Reading and Dyslexia Arkansas Competencies
  - EPP - R.I.S.E. Initiative
  - Selecting the New K-6 and K-12 SPED Reading Exam
- Several faculty are involved in Educators Rising, CEC/ARCEC/SCEC holding board positions in ARCEC
- All ELSE programs (undergraduate special education, undergraduate K-6, MSE/MAT/ GC special education, MSE Literacy and Dyslexia GC) met and shared data with community partners and requested feedback on programmatic issues.

Leadership Studies:
- The College Student Personnel Services and Administration program faculty members continued to work collaboratively with the Department of Housing to recruit resident assistants/coordinators.
- The CSPA program faculty continued to recruit and attract a diversity of students into the program.
- Faculty members 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.
- A Leadership Studies faculty member and her students served on the Community Development Institute Advisory Board.
- Faculty members collaborated on multiple research projects focused on educational equity.
- The CSPA program responded to student and evaluator feedback to increase faculty member diversity by modifying their adjunct faculty hiring priorities to emphasize diversity.
- The restructured Leadership PhD program has been renamed to "Change Leadership for Equity and Inclusion" in recognition of the emphasis on DBIE throughout the program.
- The CLEI program is now recognized as a college level program rather than department level with representation from each department to enhance equity and inclusion in the teaching and support of the program.

Teaching and Learning:
- KDP hosted a Social Emotional Night/Teaching Online COVID- School partner panel
- MSIT 3310 provided virtual one on one ZOOM tutoring experience for service learning

- MSIT 4312 and 4328 provided ZOOM tutoring with students from Ellen Smith Elementary
- MSIT 4311 (Internship I) Supervisors hosted virtual teacher, counselor, and administrator panels in the Fall 2020 semester. Interns asked key questions.
- MSIT 4311 (Internship I) (Spring 2021) formed a new partnership between the UCA Middle Level Education program and LISA Academy. The six Spring 2021 Internship I students were placed virtually for weekly, full day online internship activities, including teaching lessons virtually (from UCA or their homes) for both 100% virtual and in-person students on site at LISA Academy.
- EDUC 1300 students conducted teacher interviews and attended live-streamed school board meetings to gain early field experiences.
- MSIT 4325 students taught students via Zoom at Courtway Middle School
- MAT program sent out a Google Form to advisory board members in order to gain feedback on the past school year and how to move forward after COVID.
- EDUC 3322 enacted panels with K12 educators to expand voice in the class and increase connections between class content and K12 educators and school spaces. Eight panels were offered and included 20 K12 partners from six partner districts.
- STEM1100 & STEM1101 developed long-term partnerships with Quitman and Greenbrier after school programs. This allowed candidates to interact virtually to gain early field experience in lieu of standard class time instruction and to provide materials and activities to the after school programs of our partner schools.

Goal 2: The College will develop and implement a Strategic Equity Plan that will include processes, practices, and polices that anchor equity.

Related UCA Strategic Planning Goals
CV a: 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 1: 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 Dean's Office continues to work with the Disruptive Educational Equity Project (DEEP/ DBIE) to offer intensive professional development related to race, religion, sexual orientation, inclusion, and equity.
- The Dean, Associate Dean, and COE Distinguished Equity Fellow have developed and delivered a series of workshops for all undergraduate teacher education candidates.   The workshops are based on the DEEP training. The workshops span the beginning of their programs through Internship II.
- 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 experiences 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.
- The Dean's Office works closely with the Distinguished Equity Fellow, Dr. Candice Maxwell to plan and implement the following activities:
    - Established town halls with students, faculty, and staff to discuss concerns and issues.
    - Participated in the #scholarstrike. Activities were offered for faculty to implement in class and a town hall was held during that time.
    - Provided recommendations to the COE leadership team regarding admission requirements [COE Diversity Committee collaborated on this task.]
    - Planned and held the Centering Equity Conference.
    - Developed an Equity Audit question protocol.
    - Conducting and developing research on educational equity issues.
    - Provided multiple professional learning opportunities for schools, COE faculty/staff/students, and within the larger UCA community
    - Launched the Equity Clearinghouse. This includes the EdEquity libguide. The Clearinghouse is live, but also under construction to make it more visible and accessible.
    - Created a Social Justice Group for Students.
- The Dean's Office and Distinguished Equity Fellow, Dr. Candice Maxwell, offered these professional learning opportunities:

- o "From Black@UCA to Antiracist Pedagogies"
- o Creating Community with your Students"
- o Black Fatigue" book discussion
- o "Imitation of Life" film series discussion
- o "Understanding the Importance of Racial Equity in Education"
- o "The Psychology of Oppression"
- o "Restorative Justice"
- o "Diagnosing Issues of Equity"
- o "Asian Racism: What We Should Know"
- o "Religious Acceptance in K-12 Schools"

Technology Learning Center (TLC):
- Provided tech support for Admitted Students Days in which high school seniors visit the campus and tour their program of choice.
- Attended COE Diversity, Belonging, Inclusion, and Equity (DBIE) training.
- Attended ISTE virtual conference.
- Collaborated with the Distinguished Equity Fellow to create/update the Education Equity webpage.

Elementary Literacy and Special Education:
- ELSE made a curriculum change requiring future teacher candidates to take EDUC 2330 Topics in Social Justice in Teaching and Learning OR SOC 2325 Social Problems to fulfill the Undergraduate Core Responsible Living requirement.
- Between 2019 to 2021, all faculty participated in DEEP/DBIE training.
- In acknowledging the Praxis Core Assessment 1) did not adequately predict program success; and 2) was preventing some students from entering teacher education (it was cost prohibitive for some, while others may not have adequate/equal access to learning prior to applying) programs removed the Praxis Core testing requirement for program admissions. This change affected undergraduate programs in elementary K-6 and special education K-12. In addition, this change affected our special education MAT program.
- Our undergraduate programs and MAT SPED program have also substituted an overall teacher observation during student teaching for the PLT test to reduce the burden of testing cost for our students.
- An ELSE faculty member is serving as the COE Equity fellow.
- Several faculty have embedded information pertaining to diversity and equity into their conversations with students in their classes.

Leadership Studies:
- First-year CSPA students continued to explore a diversity of college environments with different missions, philosophical orientations, and student bodies to increase understanding and support for equity.

- CSPA, SLMA, LIBM, EDLP, and SCCN students completed practicum and/or internship experiences in multiple settings with a focus on exploring issues of diversity and equity.
- The courses developed for the Leadership PhD program curriculum were created with an emphasis on equity, inclusion, and change anchoring equity as the focus of the program.
- Over 10 Leadership Studies students were co-authors on published research reports, increasing opportunities for students to be engaged in authentic learning experiences.
- Multiple theses and dissertations from the Leadership PhD program and the CSPA program focused on issues of equity and inclusion reflecting the emphasis of issues on equity in the programs.
- Leadership Studies programs continue to explore ways to recruit and support a diversity of students in the degree programs.
- The curriculum in all the Leadership Studies programs have formalized content and study of equity and inclusion.

Teaching and Learning:

- DEEP/DBIE professional development for all faculty and COOP partners
- Supervisor and program coordinators attended DEEP/DBIE support training for working with candidates in the field.
- Culture and Belonging Survey formally embedded in Internship 2 to provide more consistent administration and data collection.
- Reaching out individually to students via email for mid-term check-ins to gain feedback about course structure/effectiveness and sense of belonging
- MAT attended/presented an online recruiting event held by Arch Ford Education Cooperative
- MAT 5310 - Cornelius Minor book discussions focused on equity
- Continued revision of EDUC 3322 to focus on diversity, inclusion, and equity
- Creation of student led social justice advocacy group (supported by Donna Wake and Nykela Jackson) (spring 2021).
- Faculty attend town halls facilitated by Distinguished Equity Fellow
- EDUC 3322 enacted panels with K12 educators to expand voices in the classroom and increase connections between class content, K12 educators, and school spaces. Eight panels were offered and included 20 K12 partners from six partner districts. Panels were on the following student populations: Students of Color, ELL, Poverty, LGBTQ, Special Education, Trauma, Struggling Readers, and Content Equity Roundtable (content faculty)
- EDUC 1300 Mini Teach presentations incorporated a choice list of Western, Eastern, and Continental African philosophies. This included the five different ethnicities & gender representations/influences in the American education system.

- STEM 2301 and 3300 interacted with Teacher and administrator panels to expand the discussion regarding communication and equity in the classroom and in the school community.

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 support the work of accreditation and quality assurance through multiple CAEP-based initiatives (e.g., advanced program assessment reviews, program annual reports). The EPP successfully passed CAEP review in AY 2020-2021 with no Areas for Improvement or Stipulations.
- CAEP Committees worked to evaluate existing key assessments against CAEP revised expectations (initial programs, advanced programs)
- 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 and depth in their experiences. Field coordinators also worked with Dean's office on the 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). Sidenote: The Dean's Office recommended consolidating field websites into one website/space.
  - Data was collected and analyzed 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
- 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:
- 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.
- 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.
- Implemented the Stacker platform for undergraduate candidates to view individual admission and licensure records.   Candidates can access their record at any time.   Data is updated in real-time as it is entered into Airtable.

Elementary Literacy and Special Education:
- All programs (UG K-6; UG SPED K-12; MSE Reading – Dyslexia Endorsement; Graduate Special Education/MSE/GC) within the ELSE department successfully submitted annual SPA reports in October. All reports were shared with their respective Advisory Boards as well as with the ELSE faculty. Through this process constituents' feedback on ways to enhance respective programs were shared.
- The MSE Reading program successfully changed their name to MSE, Literacy with Dyslexia Endorsement, to better align itself with the broader implications of Literacy. In addition to this name change, the MSE in Literacy with Dyslexia Endorsement, was updated to meet the new standards of IDA accreditation. The new program review was successfully submitted to its accreditors. We expect to hear the review of our Literacy program this September.
- The reorganization of the graduate literacy program impacted the special education graduate program. One of the literacy courses had been used by both our MSE and MAT programs in special education. This course underwent a significant revision to meet new standards. The literacy program coordinator believed this course was no longer appropriate for our special education majors. Curriculum changes in our MSE program allowed us to remove this class, which was an extra reading class, and replace it with ELSE 6384 Research in Best Practices in Special Education. For our MAT program in special education, we

were able to delete ELSE 6347 from the program of study, reducing the required hours from 39 to 36, aligning us with other MAT programs in the state.
- The undergraduate and graduate programs began the work of aligning these programs with the CEEDAR Center's High Leverage Practices (HLPs) standards supported by CEC. This will be ongoing into 2021-2022.
- Four faculty members provided/offered study sessions for various Praxis assessments.

Leadership Studies:
- Based on their external review, the faculty members in the CSPA program continue to redesign and incorporate feedback from the review process to assure a high-quality professional program.
- The restructured SLMA began implementation with a new curriculum focused on evidence-based practice and alignment with PSEL and NELP standards.
- The revised PhD in Leadership program was approved by the Arkansas Higher Education Coordinating Board.
- The Online Teaching concentration of the ITEC program successfully prepared five students for the ADE Online Teaching Endorsement, the first five of the state.
- All programs in Leadership Studies received Graduate School recruitment grants and collaborated to increase enrollment in the degree programs.
- ITEC launched the Online Teaching Academy, the grant supported program to prepare teachers to be eligible for the Online Teaching Endorsement, with 34 students selected from over 100 applications.

Teaching and Learning:
- Program coordinators review data annually and submit a formal report to the dean's office for review by the assessment and accreditation coordinator (due Oct 15; returned Jan 15). Data includes key assessment and survey feedback.
- Data calibration sessions for all supervisors held in fall 2020 (technology enhanced rubric) and spring 2021 (disposition rubric)
- Advanced programs reworking CAEP plan for A.1.1 to provide quality assurance in meeting CAEP expectations (formerly the "shared values" rubric)
- Advanced programs working with plan submitted to CAEP in alignment with expectation for CAEP A.1.2
- Initial program coordinators contributed to guiding COE/EPP discussion around revised admission standards resulting in COE/EPP dropping requirements for tests for admission to programs (e.g., Praxis, ACT).
- Many MAT classes moved from Blackboard to Google Classroom based on feedback received from students and school partners.
- Triple E technology-enhanced lesson plan key assessment added to Internship II for undergraduate and MAT programs.
- Early teaching of the integrated unit assessment emphasized in coursework to prepare students for internship (MAT 6302 and MAT 6338)

- MAT data was shared with faculty members at the beginning of the school year; faculty were asked to add their own analysis of the data to help strengthen the annual report.
- Middle Level Program data shared with faculty members at the beginning of the school year; faculty were asked to add their own analysis of the data to help strengthen the annual report.
- Middle Level Program data shared with advisory board (made up of partner teachers, administrators, and current students)
- ASTL data shared with advisory board (made up of partner teachers, administrators, and current students)
- EDDL is working on an Assessment plan for submission to the university with four checkpoints aligned to classes.
- EDUC 1300 working group meets regularly to review course survey data and make adjustments designed to support recruitment and retainment efforts.
- STEMteach Program data shared with faculty members at the beginning of the school year; Math, Science, and STEMteach Faculty were asked to add their own analysis of the data to help strengthen the annual report.
- STEMteach Program data shared with the advisory board each year (made up of partner teachers, administrators, and current students).
- Disposition rubric was revised and calibrated.

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 finalized 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 "Educators Rising" conference 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 Educator Rising program to network with local schools, teachers, and students, which aided students in their studies of education as a profession.
- 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
- Worked with UCA IT to secure various tech tools to support distance learning. Tech tools included but not limited to: Qball throwable mics, PA speakers, microphones with stands, lapel mics, webcams, earbuds, green screen backgrounds, and document cameras.
- Worked with Dr. Michael Mills and Dr. Uma Garamella to organize and facilitate COE Summer 2020 Professional Development. The COE presented six unique professional development sessions virtually. The sessions were offered free of charge and were aimed towards educators. While many educators that attended were from Arkansas, the sessions also saw participants from several other states and countries. Altogether, there were over 980 participants.

- Organized and facilitated professional development in January for COE faculty and staff. This included: Zoom, Google for the Admin. Assistants, Google Classroom, and a 2 hour round table session in which multiple presenters shared information.
- Organized Summer 2021 professional development. This will include over 18 presentations.
- Planned and prepared Grab and Go maker packs for K-6 students in lieu of in person summer camps. Packs include an activity, literacy aspect, and UCA swag.

Candidate Services:
- Continued to use the new EDUC 1300 survey to directly ask EDUC 1300 students about their plans to enter the education field (or not).
- Coordinated virtual recruiting events with the UCA Office of Admissions and COE leadership.

Elementary Literacy and Special Education:
- The ELSE faculty in the Mashburn Center for Learning offered tutoring in evidence-based writing strategies to students who did not pass the writing portion of the Praxis.
- News-2-You (curriculum developed to support students with significant disabilities) was incorporated into ELSE 4308 and ELSE 6367;
- Bears Read – Students in ELSE 3305 and ELSE 4319 provided online literacy reading and activities to K-6 students;
- Bears Read – Students in ELSE 3305 and ELSE 4319 provided online literacy story time and activities to preschoolers with disabilities through Pediatrics Plus;
- Students in ELSE 4305 participated in field training in administering assessments, planning and executing explicit, systematic lessons, delivery of structured literacy lessons incorporating multisensory learning to K-6 students in Bigelow.
- Faculty served as committee members on six dissertations and four Honors Thesis, one research advisor and one independent study advisor.

Leadership Studies:
- Faculty members spent time examining the research on adult learners and discussed ways to structure course format and instruction to align with the needs of the adult learners who are the students in all of the department programs.
- In a process of continuous improvement. the Leadership Studies faculty members continued to explore the content and format of the courses offered through the department to assure they contained current relevant information and were effectively structured.
- Faculty members continued to explore innovative and creative uses of technology (e.g. Using Loom to provide oral feedback when grading assignments in Blackboard) to enhance student engagement and learning.

- In the LEAD 6321 Research Methods classes, the students engaged in authentic research projects, designing the projects, gathering data, and working toward publishing, which provided the students with authentic learning experiences in research.
- Program assessments and reviews were conducted for all programs with curricular changes to Ph.D., LIBM, EDLP, and SCCN.
- LS continued to refine the assessment and annual reporting processes for Ph.D., ITEC, and CSPA programs.

Teaching and Learning:
- Hybrid classes were implemented with zoom
- More online classes were offered at the undergraduate level
- Virtual office hours perfected with many different creative approaches
- Intern observations were conducted virtually and followed up with feedback conferences
- Group zoom meetings were provided for interns to discuss and clarify assignments and experiences in a virtual/F2F teaching environment
- MSIT 4325 utilized Zoom meetings, Kaltura, as well as other recorded class sessions to help enhance and improve student understanding.
- MSIT 4325 teaches candidates how to set up a Zoom meeting, adjust settings, share their screens, as well as how to use other online platforms to engage their students in their online teaching.
- In MSIT 4305 students set up, conducted, and recorded their own Zoom teacher interviews focused on classroom management strategies.
- MSIT 3320 students interviewed a teacher, a counselor, and a middle school administrator through Zoom.
- Faculty utilized digital engagement applications in courses, including Nearpod, Pear Deck, and Padlet. These enhanced virtual delivery in COE courses, as well as modeling uses of these applications for candidates.
- MSIT 3320 students practiced pandemic teaching through peer Zoom mini-teach lessons (utilizing Zoom, Nearpod, Pear Deck, Jamboard, Padlet, and other digital tools).
- EDDL program is fully online and using multiple platforms as well as various pedagogical models and tools including PBL, Podcasting, and Collaborative writing.
- EDUC 4210 students complete modules in which they create their own learning modules in Google Classroom and create digital content for K-12 learners aligned to UDL principles.
- STEM 2301 and 3300 interacted with Teacher and administrator panels to expand the discussion regarding communication and equity in the classroom and in the school community.
- ASTL field consists of annotated videos. In the Models of Teaching course, students teach a lesson using one of the course models, annotate and share with classmates. The classmates make feedback annotations

followed by instructor feedback. In the Teacher Leadership course, the same model is filled with a school improvement plan. Finally, the capstone for the ASTL program includes a video of the student teaching a lesson and annotating connections to the seven Teacher Leader Standards.

Goal 5: The College will recruit, retain, and support highly 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 b: 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 c: 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 Dean's Office worked with Departments to remove the Praxis Core assessment as a requirement to enter the teacher preparation program. Standardized tests often present a barrier to first generation students and students from low socio economic backgrounds.
- 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 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.
- The COE continued to work on reliability around key assessments. Studies that used Fleiss Kappa statistics indicated that the COE continued successful work to establish reliability on key assessments.
- 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 (e.g., 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:
- Revised internal systems (such as program applications) to better track student progress.

- 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:

- ELSE Graduate Program coordinators received $4000.00 for recruitment activities to recruit high quality students.
- Programs shared annual reports with faculty and community partners, who reviewed data including all model assessment data, making recommendations to overall success of our programs.
- Dispositions tracking discussions continued this year to make sure it is a seamless system with the goal of supporting struggling students.

Leadership Studies:

- Due to COVID-19 mitigation efforts, in person recruiting has been challenging, thus Leadership Studies faculty members have relied on other approaches such as online information sessions.
- Multiple faculty members engaged in the free summer seminars which have been fruitful for attracting students to our programs.
- Leadership Studies was awarded over $15,000 in recruitment grants from the Graduate College, which was used to recruit high quality students while recognizing diversity as critical for excellence.
- We have continued to seek and hire high quality adjunct faculty members to assure our programs are achieving the goals of also being of high quality.
- The Leadership Studies faculty members have continued to discuss the need for changes or additions to assure we are recruiting, retaining, and supporting high quality students, faculty, and staff while recognizing diversity as critical for excellence, including our hiring process and priorities.
- Faculty members continue to lobby for a graduate program recruiter to support efforts to recruit students who are high quality and diverse.

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).
- Whittingham directed program recruitment efforts for COE graduate programs.
- T&L faculty participate in the Teacher Cadet Partnerships
- 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 used 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.

Elementary, Literacy, and Special Ed

	Under Review		Funded	
Organization	No.	Total Funds	No.	Total Funds
Federal	0	$0	1	$200,000
Local	0	$0	2	$144,000
Private	1	$59,984	0	$0
State	0	$0	2	$265,000
Total External	1	$59,984	5	$609,000
University of Central Arkansas	0	$0	4	$5,950

Leadership Studies

	Under Review		Funded	
Organization	No.	Total Funds	No.	Total Funds
Federal	0	$0	1	$38,000,000
State	0	$0	2	$325,000
Other	0	$0	1	$3,000
Total External	0	$0	4	$38,328,000
University of Central Arkansas	1	$2,011	5	$8,300

Teaching & Learning

	Under Review		Funded	
Organization	No.	Total Funds	No.	Total Funds
Federal	1	$1,449,965	1	$650,000
Private	1	$59,984	0	$0
State	0	$0	1	$133,236
Total External	2	$1,509,949	2	$783,236
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	0	3	0
Chapter	4	0	4	0
Conference Proceeding	1	0	1	0
Journal Article	34	2	36	9
Nonfiction in an Anthology or Journal (CFAC, CLA & HC only)	1	0	1	0
Short Fiction in an Anthology or Journal (CFAC, CLA & HC only)	1	0	1	0
Other	6	4	10	3
Total	50	6	56	12

Number of Presentations by Scope

Scope	Total	Invited Peer Reviewed	Invited Non-Peer Reviewed	Accepted Peer Reviewed	Accepted Non-Peer Reviewed	Student Author
Local	10	0	7	1	2	0
State	22	2	6	13	1	0
Regional	17	0	3	13	1	1
National	14	1	8	5	0	2
International	29	7	2	18	2	1
Unknown	8	1	1	2	4	1
Total	100	11	27	52	10	5

2. 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.

3. **Challenges**

The response to COVID-19 is a challenge for us all.   Although we continue to weather this storm exceedingly well, the continual stress has taken a toll on faculty, staff, and students. The ability to build community between faculty, staff, and students has suffered. We are seeing students come with more social emotional needs. This has led to compassion fatigue for many faculty.

External challenges are significant. The changes in state law that allows individuals without teacher preparation to serve as the teacher of record is problematic. Arkansas employs thousands of 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 (e.g. 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 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 the Arkansas Department of Education (ADE) and ForwARd Arkansas on a plan to address the need for waivers.

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.   The Division of Elementary and Secondary Education (DESE) recently announced that there are proposed rules in the legislature that eliminate the need for CAEP accreditation and require a state review.   This would be a huge change to our systems. We are waiting on the rules to be released for public comment to determine the extent of change this legislation will require.

4. **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.   We passed our CAEP accreditation visit in October of 2020 with no stipulations or weaknesses and were just awarded the Frank

Murray Continuous Improvement Leadership award. Our commitment to excellence brings recognition and opportunity for external funding.

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 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. Nine UCA faculty members (six from COE) completed the DEEP trainer program. These trainers are implementing equity PD for internship supervisors, teacher candidates, and mentor teachers. We held a virtual Centering Equity Conference this summer with high praise from the participants. COE has developed a one page document that lays out our desire to build a UCA COE Equity Center. We are working with our Director of Development to find external funds for this center.

We are seeing increases in our graduate programs. Our newly redesigned ITEC program with a computer science track and a K-12 on-line teaching endorsement track, is seeing tremendous growth. Likewise, the redesigned PhD program has 38 new students in the fall 2021 cohort. 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 Ph.D. is phased out. We are working with several of their students to enter our program in Interdisciplinary Leadership. We were able to secure two grants from ADE to support summer institutes for graduate students to gain endorsement in English to Speakers of Other Languages and K-12 online Teaching. These two grants can be renewed for two more years. This allows us to build and expand our outreach.

The Dean has been working with an external funding agency on a proposal to build a blended/on-line degree completion program for people with associate degrees. We were just awarded a ForwARd Arkansas grant to spend a year planning this program. There is a huge market for 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. We believe this grant will allow us to build a new online track that is highly desirable. This program could be transformational with a year-long paid residency for our teacher candidates.

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.

Appendix A: Faculty Profile

Distribution of Full-Time Faculty by Rank

Rank	Continuing	New	Total	%
Professor	7	0	7	12.96
Associate Professor	16	0	16	29.63
Assistant Professor	14	0	14	25.93
Senior Lecturer/Clinical Instructor/Lab Instructor	2	0	2	3.70
Lecturer/Clinical Instructor/Lab Instructor II	4	0	4	7.41
Lecturer/Clinical Instructor/Lab Instructor I	9	0	9	16.67
Instructor	0	0	0	0.00
Visiting Assistant Professor	0	0	0	0.00
Visiting Lecturer	2	0	2	3.70
Total	**54**	**0**	**54**	**100.00**

Distribution of Full-Time Faculty by Tenure Status

Tenure Status	Continuing	New	Total	%
Tenured	23	0	23	42.59
Tenure-Track	14	0	14	25.93
Non-Tenure Track	17	0	17	31.48
Total	**54**	**0**	**54**	**100.00**

Appendix B: Instructional Activities

SSCH by ADHE Term and Department

College of Education				
Fiscal Year	HS Concurrent	Undergraduate	Graduate	Total
July 2020 - June 2021	0	147	0	147

Elementary, Literacy, and Special Ed				
Fiscal Year	HS Concurrent	Undergraduate	Graduate	Total
July 2020 - June 2021	0	5,790	1,698	7,488

Leadership Studies				
Fiscal Year	HS Concurrent	Undergraduate	Graduate	Total
July 2020 - June 2021	0	0	4,385	4,385

Teaching & Learning				
Fiscal Year	HS Concurrent	Undergraduate	Graduate	Total
July 2020 - June 2021	78	2,506	3,690	6,274

Majors by Program.

ADHE_Term	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Total by ROWS
	Students	Students	Students	Students	Students	Students
Program	Value	Value	Value	Value	Value	Value
BSE-Elementary Education	149	131	367	354	323	1,324
BSE-Middle Level	55	46	74	65	66	306
BSE-P-4 Licensure	11	20	5	0	0	36
BSE-Special Education K-12	21	35	79	67	48	250
EDS-Digital Age Teaching and Learning	0	0	0	0	4	4
EDS-Educational Leadership	64	58	53	48	28	251
GC-Dyslexia Interventionist	2	3	3	5	7	20
GC-Gifted and Talented Education	14	6	5	5	1	31
GC-Instructional Technology-Distance Education	0	0	2	0	0	2
GC-Instructional Technology-Media Design & Development	0	0	1	0	1	2
GC-Online Teaching and Learning	0	0	0	0	7	7
GC-Special Education K-12	2	7	4	11	6	30
MAT-Special Education K-12	0	6	17	24	24	71
MAT-Teaching	271	224	171	189	198	1,053
MS-College Student Personnel Administration	0	0	0	34	33	67
MS-College Student Personnel Services	30	30	32	0	0	92
MS-Instructional Technology	9	11	9	7	19	55
MS-Library Media and Information Technologies	116	90	58	50	57	371
MS-School Counseling K-12	138	152	130	86	72	578
MS-School Leadership, Management, and Administration	28	27	24	22	17	118
MSE-Advanced Studies in Teacher Leadership	23	18	16	16	12	85
MSE-Reading K-12	43	29	45	45	45	207
MSE-Special Education K-12	33	34	28	22	18	135
PHD-Leadership Studies	47	48	48	41	37	221
PMC-District Level Administration	3	3	2	6	6	20
PMC-School-Based Leadership-Building Administration	3	6	6	8	9	32
PMC-School-Based Leadership-Curriculum Administration	2	1	1	0	2	6
PMC-School-Based Leadership-Special Education Program Administration	4	2	2	3	1	12
Total by COLUMNS	1,068	987	1,182	1,108	1,041	5,386