

**APPENDIX B**

**Annual Report for Academic Program**

**College of Education**

## Annual Report Template for Academic Programs

*Note: Submit this report to the Provost's Office. Due date is July 1.*

**College: College of Education**

**Academic Year: 2010-2011**

### Information from Institutional Effectiveness (fall semester 11<sup>th</sup> day data)

Program Name	No. of Majors	No. of Minors	No. of Graduates	No. of FTE Faculty
Early Childhood Education	552	0	70	7
Middle Childhood Language Arts/Social Studies	63	0	7	2
Middle Childhood Math/Science	82	0	6	2
Biology with Teacher Licensure	44	0	3	1
Chemistry with Teacher Licensure	2	0	0	1
English with Teacher Licensure	101	0	8	2
History with Teacher Licensure	169	0	10	1
Mathematics with Teacher Licensure	48	0	1	1
Music with Teacher Licensure	43	0	2	1
Spanish with Teacher Licensure	22	0	1	1
Early Childhood AAS	22	0	7	1.5

### Retention Data/Graduation Data

Program Name	Retention 2 <sup>nd</sup> Year	Retention 3 <sup>rd</sup> Year	Retention 4 <sup>th</sup> Year	2- or 4-Year Graduation	3- or 6-Year Graduation
Early Childhood (AAS)	16%	NA	NA	NA	NA
Early Childhood	37%	34%	32%	10%	18%
Middle Childhood Language Arts	36%	14%	100%	50%	0%
Middle Childhood Math Science	44%	29%	33.3%	33.3%	22.2%
Biology with Teacher Licensure	50%	0%	20%	0%	0%
Chemistry with Teacher Licensure	0%	0%	0%	0%	0%
English with Teacher Licensure	31%	29%	50%	11%	18%
History with Teacher Licensure	45%	21%	4%	0%	7%
Mathematics with Teacher Licensure	60%	43%	0%	0%	0%
Music with Teacher Licensure	55%	25%	50%	0%	0%
Spanish with Teacher Licensure	0%	0%	33%	0%	0%

### Updated Faculty Information

Name of Faculty Member	Highest Academic Degree	Area of Specialization
Jane Barnhill	Doctorate	Higher Education
Sara Davis	Doctorate	Early Childhood
Jan Dickinson	Doctorate	P-12/Technology
John Doak	Doctorate	Special Education K-12
Dana Garner	Doctorate	Early Childhood
Barbara Hunt	Doctorate	Curriculum and Instruction
Deebe Milford	Masters (ABD)	Early Childhood
Linda Reid	Doctorate	Educational Studies

Name of Faculty Member	Highest Academic Degree	Area of Specialization
Ginger Osburn	Masters (NBCT)	Early Childhood
Donna Scoggins	Doctorate	Higher Education
Nancy Stockall	Doctorate	Early Childhood
Janie Weber	Doctorate	Curriculum and Instruction
Clancie Wilson	Doctorate	Educational Psychology
Lois Yocum	Doctorate (NBCT)	Middle Level Education
Phillip Russell (Assoc. Dean)	Doctorate	Secondary Education

## Major Scholarly Accomplishments of Faculty and Students

Note: Attach addition sheets if necessary. Include:

### a. Faculty papers, performances, and publications.

- Completed book chapter: Wilson, Clancie, “Black Canadians’ Perspective on Educational Opportunities”. Routledge Publishing, 2011.
- Presentation: Wilson, Clancie, “Parental Preparedness” Western Arkansas Early Childhood Conference, May, 2011.
- Presentation: Weber, Janie, “Priming the Pump: Using Children’s Literature to Promote Thinking and Writing about Equity”. National Rural Network Conference, Fall 2010.
- Presentation: Weber, Janie, ‘Writing Our Own Reader’s Theatre’. Arkansas Reading Association, Fall 2010.
- Publication of Article: Yocum, Lois and Scoggins, Donna, “*From Novice to Expert: Efficient, Effective Online Course Development*” published in the conference proceeding of the 9<sup>th</sup> Annual Hawaii International Conference on Education. (Article was submitted and published for online publication in peer review conference proceedings of same conference.)
- Presentation; Yocum, Lois and Scoggins, Donna, “*Classroom Management: Rules to Teach By*” at the University of Central Arkansas’ Collegiate Middle Level Conference (CMLA) Pre-Service Teacher Conference in Conway, Arkansas in March of 2011.
- Presentation: Dickinson, Jan and Scoggins, Donna “LiveText ePortfolios Lead to Learning and a Successful NCATE Accreditation Visit” at the 2010 LiveText conference held in Chicago.
- Presentation: Milford, Deebe, “Instructional strategies, observation and documentation pertaining to student work,” Northwest Arkansas Child Care Conference, May 2011.
- Presentation: Dickinson, Jan, “Defining and Assessing Candidates’ Dispositions”, SRATE, Nashville, TN, Oct. 29, 2010.
- Presentation: Barnhill, Jane, “Teaching Strategies for Critical Thinking: Perceptions of Liberal Arts Faculty” at the National Social Science and Technology Conference, April 17-19, 2011.
- Presentation: Barnhill, Jane, Arkansas Association of Teacher Educators (ArATE) Conference held at the University of Central Arkansas on September 24, 2010. “Teaching Critical Thinking Skills”.
- Paper co-authored by Dr. Lois Yocum and Dr. Donna Scoggins, “From Novice to Expert: Efficient, Effective Online Course Development was selected for presentation at the Hawaii International Conference on Education held in Honolulu, Hawaii, January 4-7, 2011. The paper is to be published in the peer-reviewed conference proceedings.
- Presentation: Barnhill, Jane, Western Arkansas Early Childhood Conference held on the University of Arkansas Fort Smith campus. “*Building Family and Community Relationships*”.
- Barnhill, Jane “*Teaching Strategies for Critical Thinking: Perceptions of Liberal Arts Faculty*” Las Vegas, Nevada, April 17-19, 2011.
- Presentation: Davis, Sara, and Barnhill, Jane, 2010 Arkansas Early Childhood Association Annual Conference, “*Children’s Literature and Math: Easy as 1,2,3*”.

**b. Faculty grants**

- \$7,000,000 – College Ready in Math and Physics (NSF) – 2009-2014 – This grant is a partnership with the University of Arkansas – Fayetteville. The entire grant award is \$7,000,000. UA Fort Smith will receive around \$1,500,000 of that amount. College Ready provides training to math and physics teachers in best practices in hands-on learning at challenging academic levels.
  - NSF College Ready –\$140,000.00
  - ADE Mathematics Instructional Specialist – \$86,500.00\
  - ADE Science Instructional Specialist - \$86,500.00
  - OK NBPTS Support Site - \$1,200.00
  - AR NBPTS Support Site – \$7,975.00
  - ADHE NCLB TESLA Science Grant - \$17,012.55
- \$700,900.00 – Education Renewal Zone (ERZ) – 2005-present – The ERZ creates partnerships between UA Fort Smith, the Western Arkansas Education Service Cooperative, and 32 public schools to work together to impact student achievement.
- \$251,160.55 – Developmental Training Opportunities for Early Child Care Professionals – The Early Childhood Preschool Program offers professional development classes for early childhood caregivers and educators, with the mission of improving the quality of care provided for the children throughout our seven county region.

**c. Student and faculty presentations**

Use an asterisk (\*) to indicate students listed among the authors.

- Presentation: Wilson, Clancie, and a select group of her students: \*Brittany Hahne;\* Katelin Thomas; \*Rachel Hackler; \*Deborah Christan; \*Breanna Deere; \*Teresa Murphy; \*Lauren Gann. May 14<sup>th</sup> 15<sup>th</sup> Annual Western Arkansas Early Childhood Conference. Presenting on their research on children’s play and management and how to involve and heighten parents and teachers understandings in ways that will bring about a deeper understand and more meaningful collaboration between parents and teachers.
- Presentation: Milford, Deebe, Osburn, Ginger, and Warnock, Jim along with several college of education pre-service teacher candidates, a presentation was developed, accepted and presented at the ArACTE conference at Harding University. The presentation focused on the early childhood program’s NAEYC SPA Assessment 8. (\*Students names: Courtney Sullivan, Jennifer Cahoon, Ashton Johnson, Jennifer Sexton, and David Thomas)
- Witherington, Laura: January 25, 2011, Invited Panelist to CHEA (Council for Higher Education Accreditation) 2011 Annual Conference, Washington, D.C. presentation titled, “How We Got Here.”

**d. Other faculty accomplishments.**

These should be related to the profession. Examples include award received, an officer on a professional organization board, reviewer for a journal, and volunteering one’s expertise for community improvement.

- Laura Witherington, Accepted to be Board of Examiner , NCATE
- John Jones, NCATE ELCC SPA Reviewer
- John Jones, Chair, Arkansas Deans Council
- John Jones, Member, Arkansas Professional Licensure and Standards Board
- John Jones, Member, Arkansas Leadership Coordinating Council
- John Jones, Member, Research Advisory Board, Arkansas Leadership Academy
- John Jones, NCATE Board of Examiner
- Phillip Russell, NMSA SPA Reviewer

- Deebe Milford, NAEYC SPA Reviewer
- Laura Witherington, Reviewer for *Administrative Issues Journal*.
- Dana Garner, NAEYC SPA Reviewer
- Lois Yocum, NMSA SPA Reviewer
- John Doak, CEC SPA Reviewer

### Placement Statistics (within six to nine months of graduation)

Program Name	No. of Graduates	Contacted & Responses	No. Placed	Percent Placed	Percent Licensed/Certified
Early Childhood (AAS)	5	5	5	100%	
Early Childhood	66	51	36	95%	100%
Middle Childhood	17	15	9	97%	100%
Biology w/Teacher Licensure	1	0	1	100%	100%
Chemistry w/Teacher Licensure	0	0	0	0	0
English w/Teacher Licensure	9	8	6	75%	100%
History w/Teacher Licensure	11	8	6	75%	100%
Mathematics w/Teacher Licensure	1	0	1	100%	100%
Music w/Teacher Licensure	1	1	1	100%	100%
Spanish w/Teacher Licensure	1	1	1	100%	100%

### Significant Changes or Improvements in Curriculum - 2010-2011

Identify program and briefly summarize change and purpose. List each change as a separate bullet.

- 1) Interview to Teacher Education Program Changes:
  - a) Replace current writing assignment on TEP application with a timed hand-written assignment to be administered in the testing center prior to the student's interview.
  - b) Students should meet an acceptable "cut" score on the writing assignment.
  - c) Change interview questions and DO NOT release questions before the interview.
  - d) Modify Interview Rubric.
  - e) There will be no late interviews.
  - f) Unsuccessful interviews will be delayed 1 semester.
  
- 2) Add a Yes/ No button to the Disposition form which states, "Do you recommend this student for entrance into the Teacher Education Program?" Yes or No
  - a) Send Disposition Forms to all instructors of EDUC 2753, EDUC 3002/3, ECED 3023, & ECED 3033 before interviews for TEP admittance.
  - b) Require an Action Plan for all students who receive 2 No's with a 1 semester delay on interviewing for admittance to the TEP.
  - c) Also require students with 2 No's and an Action Plan to appeal to TSCS before they can be interviewed for admittance to the TEP.

- d) All Action Plans will be recorded in SPACMNT under EPB (Professional Behavior) so they will appear on Gates 3-6 Reports.
- 3) Candidates must have a “B” or better in Practicum I & II.
- 4) Two failures of the Portfolio Defense results in failure of Practicum II.
- 5) Endorsement added to Curriculum:
- Coaching Endorsement was developed and is to be implemented into curriculum in Summer of 2012.
- 6) Accreditation and Program Redesign Task Force made recommendations for program improvement that addressed the following areas:
- Make recommendations regarding the direction for next NCATE visit (CI or TI) Why?
  - If we have to lengthen the internship to one year how would we do this without adding additional hours to degree programs? In addition, the focus of clinical preparation will more than likely place more emphasis on P-12 student learning, so with this in mind, we must make it data driven and evidence based?
  - Many gaps exist between what we teach teacher candidates and what is taught in public schools. Begin the process of assessing and realigning programs to meet public school curricular needs. Develop a plan that all programs can follow to accomplish this task. Example: 1) The early childhood program must be infused with more mathematics content. 2) The secondary mathematics program must be redesigned to make it more relevant to what is currently required of high school students.
  - What steps do we need to take to add more ELL components/content to all programs? We must do a better job of preparing teacher candidates to teach in urban environments with large numbers of culturally and linguistically challenged students.
  - Define the steps we need to take and a plan to embed 21<sup>st</sup> century skills into all programs – see revised InTASC standards for help in this area
  - Must embed more SPED components/content into all programs. What steps should we take in doing so and develop a plan for implementing more SPED into all programs?
  - Must look at the prospect of embedding more issues related to diversity into all programs. Look at what we do now, and if we need to do more in this area. (Example: working with students from different backgrounds, differentiation, etc.)
  - Review what is currently being taught in courses related to child/adolescent development and see if it needs to be modified and or improved.
  - Look at the new ‘Common Core State Standards’ just recently adopted by Arkansas and Oklahoma, and see how we can implement these new standards in program areas where they are already approved. (English, Mathematics, and English Language Learners - in all programs)
  - Need to lead the efforts in demonstrating to our teacher candidates that high performing collaborative teams are essential for the promotion of greater student learning and understanding. How can we infuse more collaborative teaming in our programs that will help our candidates become teacher leaders in this endeavor? Research supports this effort and collaborative teaming allows teachers to provide intervention rather than remediation. Collaborative teaming provides students with help as soon as they experience difficulty rather than relying on summer school, retention, and remedial courses.
  - Review admission requirements for early childhood program with emphasis being given to how to increase placement of candidates in teaching positions

### **Innovative Teaching and Learning Strategies**

Include innovations in courses that have the potential to significantly improve student learning.

- Faculty began using the co-teaching model in their courses and demonstrated concepts to teacher candidates.
- Utilization of Smartboard technology in instruction
- Maymester ECED 3023 Foundations Course. The course included two weeks of intense instruction on in Oklahoma City that included numerous field experience observations.
- On October 22, 2010, the College of Education hosted the Curricular Advisory Conference, which focused on meeting the needs of struggling learners, specifically those with learning disabilities and those whose native language is not English. Over one-hundred-fifty candidates and professors attended the conference to hear from Ms. Paulette Blacknall of Henderson State University on co-teaching strategies and from Ms. Ines Robles on teaching students who are LEP (limited English proficiency). Because of the overwhelmingly positive response, it is likely that the 2011 Curricular Advisory Conference will provide more depth on co-teaching strategies and the College of Education will continue to find ways to infuse LEP instructional strategies into the curriculum.

### **Anticipated Program Changes or Improvement**

What changes or improvements are planned in your program(s) over the next one to three years based on what has been learned from assessment activities? In formulating these items, consider carefully the items covered in the annual outcomes report and other sources of data.

Early Childhood Education Program:

Modified to embed more mathematics that is based on Common Core State Standards to be implemented during Summer of 2012.

All Education with Teacher Licensure Programs:

Clinical preparation must become the focus of our teacher preparation program; therefore, all facets related to clinical preparation must drastically improve. This will require the College of Education to

- Develop pilot program that allows the COE to expand internship
- Redesign senior-year education courses to allow team teaching of block courses by university and public school teachers at a P-12 partner school site.
- Redesign teacher education programs and place greater emphasis on 21<sup>st</sup> century skills, ELL strategies, more emphasis on working with students with special needs
- Development of professional development schools
- Emphasize more regarding high performing collaborative teams
- Implement co-teaching model for internships
- Look for potential grants that will support change
- Start the design of professional development schools
- Revisit assessment system to accommodate accreditation changes