

# ***BOARD OF EXAMINERS REPORT***

## ***N C A T E***

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National Council for Accreditation of Teacher Education

### ***ACCREDITATION VISIT TO:***

University of Arkansas  
Fort Smith  
April 9-13, 2005

***NCATE Board of Examiners Team:***

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**Type of Visit**

First  X  
Continuing  \_\_\_  
Combination  \_\_\_  
Probation  \_\_\_  
Focused  
(on standard(s) not met)  \_\_\_

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**SUMMARY FOR PROFESSIONAL EDUCATION UNIT  
NCATE 2000 Standards**

**Institution:**

<b>Standards</b>		<b>Team Findings</b>	
		<b>Initial</b>	<b>Advanced</b>
1	Candidate Knowledge, Skills, and Dispositions	M	NA
2	Assessment System and Unit Evaluation	M	NA
3	Field Experiences and Clinical Practice	M	NA
4	Diversity	M	NA
5	Faculty Qualifications, Performance, and Development	M	NA
6	Unit Governance and Resources	M	NA

M = Standard Met  
NM = Standard Not Met

## INTRODUCTION

The University of Arkansas—Fort Smith is a public regional university located in the heart of the Arkansas River Valley near the Arkansas/Oklahoma border. Its 127 acre campus is in Fort Smith, the second largest city in Arkansas. The fall 2004 enrollment was 6,581. In spring 2004, the university awarded 114 bachelor degrees. It is primarily a commuter campus with approximately 10 per cent of the students living on campus.

The University of Arkansas - Fort Smith began as Fort Smith Junior College in 1928. The college operated as an extension of the Fort Smith Public Schools until 1950 when it became a private, non-profit institution. In 1952, the institution relocated to its current site with 108 students and 10 instructors. Gradually, a comprehensive community college program was developed that included both academic and vocational technical divisions. After the creation of the Sebastian County Community Junior College District, the name was changed from Fort Smith Junior College to Westark Junior College. In 1972 it was renamed Westark Community College and West Ark College in 1998

In July 17, 2001 a decision was made to merge with the University of Arkansas system. On January 1, 2002, the University of Arkansas - Fort Smith began offering four-year degrees in teacher preparation, business, technology, and the liberal arts. As of January 1, 2005, the University had 19 baccalaureate degree programs. Academic programs are organized into five colleges: Applied Science and Technology, Arts and Sciences, Business, Education, and Health Sciences. The university also serves the vocational needs of the community in a variety of para-professional programs.

The University Policy Handbook states that the mission of the University is to raise the higher education achievement level of the residents of the Western Arkansas service area to meet or exceed the national averages by the end of 2010, at a cost that is affordable and comparable to peer institutions. The University aims to strengthen the educational, cultural, and economic development of the communities in Western Arkansas. The service area consists of six western Arkansas counties; Sebastian, Crawford, Franklin, Leflore, Logan, Scott, Sequoyah with a total population of 313,548.

As of fall 2004, there were 173 full-time teaching faculty at the university. Forty nine per cent of these faculty members have been hired since 2002. Sixty-three or 36 per cent of the faculty hold terminal degrees. In the College of Education, nine out of eleven (82 per cent) full-time faculty members hold terminal degrees.

UAFS is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, the National League for Nursing Accrediting Commission, the Commission on Accreditation of Allied Health Education Programs, the American Dental Association's Commission on Dental Accreditation, and the Joint Review Committee on Education in Radiological Technology.

The University of Arkansas—Fort Smith has an endowment of approximately 30 million dollars up from five million dollars 10 years ago.

The College of Education was established in January 1, 2002. The vision of the unit is “to graduate professionals who are united to ensure continuous learning and success.” This vision reflects a focus on student success, life-long learning, and the preparation of candidates who will work with others to see that learners are successful.” To accomplish this vision, the Unit is committed to a mission of providing research-based pre-service education, while forming partnerships with local schools and/or school districts, collaborating with these educational systems, and emphasizing on-going staff development.

The unit’s goals are:

1. To provide the content knowledge necessary for effective teaching and learning.
2. To develop the skills in teaching methodology that allow for the establishment and maintenance of an environment conducive to the learning of all students.
3. To use technology as a means of transforming teaching and learning.
4. To promote a deep respect for diversity demonstrated in candidates’ beliefs that all students can learn.
5. To encourage reflective practice as a means by which professional educators continually improve the teaching and learning process.
6. To develop effective communication skills so that viable partnerships between colleagues, students, and parents can be nurtured.

The unit is led by the Dean of the College of Education who has been employed at the university for three years. The Associate Dean of the College has been employed by the university for two years. The College of Education is composed of three program areas: Early Childhood Education, Middle Childhood Education, and Secondary Education. Each program area has its own coordinator. In the secondary education fields, each content major has an individual who is responsible for teacher preparation in that area. These individuals are a part of the Teacher Preparation Unit while housed in the College of Arts and Sciences. The unit faculty is composed of 11 full-time faculty members, 8 full time faculty members (part time in unit) and 12 adjunct faculty members.

In January of 2002 the College of Education revised and offered under their auspices an Early Childhood Education program which had been previously offered on their campus through Arkansas Tech University. As of spring, 2004, the unit is offering eight baccalaureate degree programs leading to teacher licensure.

The programs offered in the unit include Early Childhood; Middle Childhood—Math Science; and Secondary Education—Biology, Chemistry, English, History, Mathematics, and a BME in Music Education. Of these programs, only one, the Early Childhood program, has been submitted and conditionally approved for national accreditation by NAEYC. The remaining program proposals have not yet been completed or submitted to the Specialty Professional Organizations for approval.

The Unit enrollment by majors is shown below.

<b>Spring Semester</b>		<b>Spring 2005</b>
Early Childhood		170
Middle Childhood	Math Science	18
Secondary Ed.	Chemistry	5
	Biology	0
	English	5
	History	12
	Mathematics	11
	Music Education	3
<b>Total Enrollment</b>		<b>224</b>

The unit does not offer any off campus or distance learning programs. This was an NCATE-only first-time visit.

The unit was especially well prepared for this visit. The IR was well written with very much useful and well-organized information. The documentation on both hard copy and electronic sources was very useful. The conceptual framework document is used as one of six exemplars on the NCATE website.

## CONCEPTUAL FRAMEWORK

### Introduction

As part of the resources that NCATE provides for institutions, the unit's conceptual framework is presented as one of six exemplars on the NCATE website. The unit's conceptual framework was developed and revised throughout 2002 and 2003 to reflect mission, philosophy, goals, and outcomes of the unit. Following submission of the Preconditions documents and review by NCATE, the conceptual framework was again revised in January of 2004.

### Brief Description of Conceptual Framework

The unit's conceptual framework has as its ultimate goal the development of candidates' knowledge, skills, and dispositions that prepare them to become *professionals united to ensure continuous learning and success*. Toward that end, the unit's philosophy, commitments, dispositions, and goals constitute the base of the framework and P-12 student learning the heart. Enabling goal achievement are the Pathwise Domains of content learning, learning environment, teaching for student learning, and teacher professionalism, interacting with ten INTASC Principles. The INTASC Principles constitute the ten outcomes that candidates demonstrate.

The conceptual framework is congruent with the university and unit mission and vision. More specifically, unit beliefs in student success, lifelong learning, and collaboration parallel the university emphasis on student learning and growth as priorities for all. The unit's philosophy emphasizes the importance of preparing dedicated, skilled professionals who are able and willing to work with the learning community to provide a variety of experiences to ensure the continuous learning and success of diverse learners.

The unit has articulated 12 core beliefs or commitments intended to: influence candidates during and after the program; direct the development of programs, research, service, and assessment; and guide organization and design. The eight dispositions are aligned with unit commitments and core beliefs as well as unit goals, the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, Pathwise Domains, and the five Arkansas Standards for Licensure of Beginning Teachers.

The INTASC Principles and the Pathwise Domains and their supporting research form the foundation for the conceptual framework. The knowledge bases are documented in the *UAFS Conceptual Framework* publication. Chief among the authors whose works are integrated into the framework are Charlotte Danielson, Benjamin Bloom, Linda Darling-Hammond, John Dewey, Howard Gardner, John Goodlad, Mark Levine, and Carl Rogers. Other examples include Banks, Deal, Driscoll, Freiberg, Kindsvatter, Peterson, Schulman, Vygotsky, and Weimer.

The assessment system is clearly integrated with the conceptual framework. Candidate performances are directly related to the INTASC Principles and Pathwise Domains. *Live Text*, the electronic portfolio system, permits candidates to correlate national and state standards with each element of their performances.

Representatives of all constituents participated in the ongoing development of the conceptual framework throughout 2001-2004. Participants included unit administrators and faculty, faculty from Arts and Sciences, and, from the various governing and advisory committees, candidates and P-12 administrators and faculty.

### **Shared Vision**

Clear understanding of the conceptual framework is evidenced by candidates, unit faculty and administrators, faculty and administrators from Arts and Science, and central administrators. Administrators and faculty from the regional P-12 schools demonstrate similar understanding. They can explain the framework, describe the rationale, and cite examples.

Setting the stage for the unit's conceptual framework are excerpts from the UAFS mission and vision statements: "To raise the higher education achievement level of the residents of the western Arkansas service area to meet or exceed the national averages by the end of 2010, at a cost that is affordable and comparable to peer institutions. The institution will raise the education achievement level by providing high quality baccalaureate . . . programs . . . for its . . . service area. . . . *Student learning and growth are the priorities for all members of the institution.* . . . The vision of the university is to be a leader in the learning enterprise, locally, statewide, and nationally. . . . to create in each life we touch the perpetual self-learning capacity to live up to one's full potential . . . and to contribute to making our community and world a better place to live.

The mission of the unit is "to provide research-based pre-service education, form partnerships with local schools and/or school districts, collaborate with these educational systems, and utilize on-going staff development. . . The related unit vision is to graduate *Professionals United to Ensure Continuous Learning and Success*. This vision is the ultimate objective of the Unit's conceptual framework." The unit mission and vision articulate unit beliefs in student success, lifelong learning, and collaboration, and parallel the university emphasis on student learning and growth as priorities for all. Of special note are the comments from several interviewees who state that the unit is positively impacting the region, thus fulfilling a major part of the university and unit missions.

### **Coherence**

Coherence in the conceptual framework is evident in the integration of the INTASC Principles and the Pathwise Domains. The INTASC Principles constitute the ten outcomes, and they are directly measured by the unit assessment system. Syllabi document coherence as course objectives are aligned with the ten outcomes and the Arkansas standards. Several alignment matrices and interviews with candidates, faculty, administrators, and P-12 personnel document the integrated nature of the conceptual framework. In addition, the conceptual framework is reflected in the focus of professional development for unit faculty.

### **Professional Commitments and Dispositions**



Unit commitment to preparing successful teachers and student success is evident in the student warranty offered. The philosophy and core beliefs reflect the unit's professional commitment as do the dispositions.

The unit's philosophy emphasizes the importance of preparing dedicated, skilled professionals who are able and willing to work with the learning community to provide a variety of experiences to ensure the continuous learning and success of diverse learners. Core beliefs that reflect the philosophy include:

1. All human beings grow, develop, and learn throughout their lifetime.
2. Student learning is the goal; the teacher's role is to maximize growth, development, and learning opportunities for each individual.
3. Active engagement of students in the learning process is central to effective teaching.
4. Educational opportunities must be developmentally appropriate.
5. Effective teachers possess a strong academic knowledge base.
6. Accountability is an essential part of the teaching/learning process.
7. The effective use of technology can greatly enhance classroom-learning opportunities.
8. Diversity must be valued within the teaching/learning process.
9. Parents and community are essential to the teaching/learning process.
10. Professional educators must be committed to high levels of moral and ethical behavior.
11. Professional educators must be committed to a lifetime of continuous learning focused on outcomes.
12. A positive attitude influences success, and attitude is a choice.

The unit articulates and aligns dispositions with core beliefs as well as goals, the Interstate New Teacher Assessment and Support Consortium (INTASC)/Intended Candidate Outcome Principles (ICO), and the five Arkansas Standards for Licensure of Beginning Teachers (AR). The eight core dispositions for effective teaching are annotated by the elements with which they are aligned in the list that follows:

1. The teacher candidate understands and values the discipline(s) he or she teaches. (INTASC/ICO 1,2,4,6,7,8, AR 1,2,3,4 Core Beliefs 5,11, Goals 1,2)
2. Because the teacher candidate believes that all children can learn and there are multiple ways children do learn, the teacher candidate is willing to utilize multiple teaching methodologies. (INTASC/ICO 1,2,3,4,5,6,7,8, AR 1,2,3,4 Core Beliefs 1,2,3,7, Goals 2,3,4)
3. The teacher candidate is committed to planning effective units of curriculum aligned with assessment strategies and utilizing appropriate technology. (INTASC/ICO 12,3,4,5,6,7,8,9,10, AR 1,2,3,4,5, Core Beliefs 3,6,7, Goals 2,3,4,5,6)
4. The teacher candidate is committed to providing a classroom environment where the diverse needs, interests, and talents of students are appreciated and utilized to create a learning climate fostering attainment of high standards. (INTASC/ICO 2,3,4,6,7, AR 2,3,4 Core Beliefs 1,2,3,4,8, Goals 3,4)

5. The teacher candidate is committed to a democratic school environment where positive attitudes, respect for all students and adults, and two-way communications are the norm. (INTASC/ICO 1,2,4,5,6,8, AR 1,2,3,4, Core Beliefs 2,8,9,10,12, Goals 2)
6. The teacher candidate values continuous educational improvement that includes research, reflection, assessment, and learning as an on-going process. (INTASC/ICO 7,8,9,10, AR 2,4,5, Core Beliefs 1,2,6,11, Goals 5,6)
7. The teacher candidate is committed to integrity, ethical behavior, and professionalism as the foundation for all that takes place in the school and classroom. (INTASC/ICO 7,8,9,10, AR 2,4,5, Core Beliefs 10,11,12, Goals 5,6)
8. The teacher candidate believes that close cooperation and collaboration with parents and the community are critical to maximum student learning for all students. (INTASC/ICO 7,9,10, AR 2,4,5, Core Beliefs 9, Goal 6)

Unit dispositions constitute one of three core measures of the unit assessment system. Dispositions are discussed and assessed in every professional education course, and are an integral part of clinical and field assessments.

### **Commitment to Diversity**

Unit commitment to diversity is apparent in the conceptual framework, in curricula, and in assessment. Three INTASC Principles, key performances on which candidates are assessed and part of the foundation of the conceptual framework, address diversity:

ICO 2 Understands how students learn and develop and can provide learning opportunities that support a student's intellectual, social, and personal development.

ICO 3 Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

ICO 7 Plans instruction based upon knowledge of subject matter, state and national standards, students, and the community. Two of the domains of Pathwise, also part of the conceptual framework foundation, address diversity--Domain A. Organizing content knowledge for student learning and Domain B, creating an environment for student learning. The unit's fourth goal emphasizes the central role of diversity: To promote a deep respect for diversity demonstrated in candidates' beliefs that all students can learn. Of the eight dispositions related to the conceptual framework on which candidates are assessed throughout their programs, two directly address diversity. In addition, candidates are required to complete ECED 3053, Children and Families in a Diverse Society, and SPED 3022, Survey of Diverse Populations. Both courses directly address diversity, and the Diversity Performance Rubric is used to assess candidate performance in both courses.

### **Commitment to Technology**

Unit commitment to technology is evident in the adoption of the electronic portfolio system, *LiveText*. Technology is interspersed throughout the conceptual framework as well. Two of the INTASC Principles, key performances on which candidates are assessed and part of the foundation of the conceptual framework, address technology. Technology is included in two of

the domains of Pathwise, which is also part of the conceptual framework foundation. The unit's third goal also emphasizes the commitment to technology.

### **Candidate Proficiencies Aligned with Professional and State Standards**

The unit clearly documents the alignment of candidate proficiencies with professional and state standards in the unit assessment system, on syllabi, and for key candidate performances. With INTASC standards serving as the basic structure of the conceptual framework as well as describing intended candidate outcomes, candidate proficiencies are directly aligned with standards.

Unit goals, characterized as an outgrowth of the vision, mission, philosophy, core beliefs, and dispositions and aligned with INTASC Principles and Pathwise, are described by the unit as the unifying element in the conceptual framework. Alignment of the goals with the INTASC Principles (Intended Candidate Outcomes-ICO) and Pathwise Domains (state performances) is indicated in parentheses in the list below:

- 1.To provide the content knowledge necessary for effective teaching and learning (ICO/INTASC 1,7; Domain A,C);
- 2.To develop the skills in teaching methodology that allow for the establishment and maintenance of an environment conducive to the learning of all students (ICO/INTASC 1,2,4,5,6,8; Domain A,B,C,D);
- 3.To use technology as a means of transforming teaching and learning, infusing it across the curricula (ICO/INTASC 2,3,6; Domain A,B,C);
- 4.To promote a deep respect for diversity demonstrated in candidates' beliefs that all students can learn (ICO/INTASC 3,4,7; Domain A,B,C,D);
- 5.To encourage reflective practice as a means by which professional educators continually improve the teaching and learning process (ICO/INTASC 8,9; Domain C,D); and
- 6.To develop effective communication skills so that viable partnerships between colleagues, students, and parents can be nurtured (ICO/INTASC 7,9,10; Domain A,C,D).

As noted earlier, both candidates and faculty members understand and can explain the intended candidate proficiencies and their alignment with INTASC standards. Alignment of INTASC standards is clearly evident in the graphic depiction of the conceptual framework.

## STANDARD 1: CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS

*Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.*

**Level (initial and/or advanced): Initial**

### A. Content knowledge for teacher candidates

At the University of Arkansas Fort Smith (UAFS), content knowledge, skills, and dispositions are developed through general education, professional education, and content coursework as well as a variety of field experiences. Faculty in both Arts and Sciences and Education play an important role in the preparation of prospective teachers.

Since its inception on July 1, 2002, UAFS has developed eight initial level teacher education programs (Early Childhood Education P-4, Middle Childhood Education Math/Science 4-8, Music Education [Vocal Music P-12 & Instrumental Music P-12], Mathematics 7-12, Biology/Life/Earth Science 7-12, Chemistry/Physical/Earth Science 7-12, English/Language Arts 7-12, and History/Social Studies 7-12). Table 1.1 provides a list of these programs/levels, number of candidates as of fall 2004, the number of program completers, and status of programs under review. Of these programs, seven programs have no graduates. Therefore, external program reviews have not been submitted or approved by SPAs for each of the respective program areas.

Early Childhood Education P-4 is the only program that has graduates. This program was redesigned in January, 2002 from a previous ECE program offered on the campus through Arkansas Tech University. Beginning January 1, 2002 the Early Childhood Education program was revised and offered under the auspices of UAFS. In September 2003, the revised program was submitted to the National Association for the Education of Young Children (NAEYC) for approval. NAEYC recognized the program with conditions through fall 2005. NAEYC has required that a report be submitted to address the two conditions on standards by fall 2005. The NAEYC Rejoinder was viewed in the documents room and is to be sent to NAEYC later in the month of April.

**Table 1.1 - Teacher Preparation Programs in the Education Unit – Fall 2004**

Table 1.1 - Teacher Preparation Programs in the Education Unit – Fall 2004				
Program Name/ Licensure	Program Level	Number of Candidates Admitted to COE	Number of Graduates	Status Program Review Submitted to SPA
Biology/ Life/Earth Science 7-12	Initial	5	0	Not Submitted
Chemistry/ Physical/Earth Science 7-12	Initial	0	0	Not Submitted

<b>Early Childhood/ Early Childhood P-4</b>	<b>Initial</b>	<b>170</b>	<b>44</b>	<b>Submitted to NAEYC Conditional Through Fall 2005</b>
<b>English/Language Arts 7-12</b>	<b>Initial</b>	<b>5</b>	<b>0</b>	<b>Not Submitted</b>
<b>History/ Social Studies 7-12</b>	<b>Initial</b>	<b>12</b>	<b>0</b>	<b>Not Submitted</b>
<b>Mathematics/ Mathematics 7-12</b>	<b>Initial</b>	<b>11</b>	<b>0</b>	<b>Not Submitted</b>
<b>Middle Childhood/ Middle Childhood Math/Science 4-8</b>	<b>Initial</b>	<b>18</b>	<b>0</b>	<b>Not Submitted</b>
<b>Music Education/ Vocal Music P-8 &amp; 7-12 Instrumental Music P-8 &amp; 7-12</b>	<b>Initial</b>	<b>3</b>	<b>0</b>	<b>Not Submitted</b>

There are multiple assessments that relate to content knowledge and are used for the purpose of state licensure. Some of these include the following: 1) All courses required for degree completed with a “C” grade or higher, 2) Minimum GPA of 2.75 in area of specialization, 3) Grade of “B” or better in Freshman English II and Public Speaking, 4) Praxis I Exam, and 5) Praxis II Content Specialty Exam.

All candidates must successfully complete the Praxis I Exam prior to formal admission to the teacher education program. Table 1.2 presents the average Praxis I scores for those admitted to the program from Fall 2003 to Fall 2004. This information indicates that candidates admitted to the teacher education program possess skills in mathematics, reading, and writing necessary for success in teaching and that the mean score by semester exceeds the state requirement.

<b>Table 1.2 – Praxis I Mean Scores for Candidates Admitted to Programs Fall 2003 to Fall 2004</b>					
	<b>Fall 2003 (N=37)</b>	<b>Spring 2004 (N=47)</b>	<b>Fall 2004 (N=53)</b>	<b>Overall Average</b>	<b>AR Required Score</b>
<b>Mathematics</b>	179.26	178.06	178.63	178.65	171
<b>Reading</b>	177.86	179.19	178.90	178.65	172
<b>Writing</b>	176.20	175.52	175.48	175.73	173

Table 1.3 outlines the area of specialization mean grade point averages demonstrating evidence of competence in content knowledge.

<b>Term</b>	<b>Mean Teaching Field GPA at Time of Admission to Internship</b>	<b>Mean Teaching Field GPA of Graduates</b>
Fall 2003	3.47 (N = 23)	3.56 (N = 23)
Spring 2004	3.39 (N = 22)	3.45 (N = 22)
Fall 2004	3.30 (N =39)	3.46 (N = 35)

Candidates must have a minimum 2.75 GPA to be formally admitted to the teacher education program (TEP) as well as to successfully exit the program. Table 1.4 shows the mean cumulative GPA of those admitted to the programs since Fall 2003. Data prior to this time is unavailable in this format.

<b>Term</b>	<b>Mean Cumulative GPA Of Those Admitted to the TEP</b>	<b>Mean Cumulative GPA of Graduates</b>
Fall 2003	3.24 (N = 50)	3.39 (N = 23)
Spring 2004	3.21 (N = 50)	3.34 (N = 22)
Fall 2004	3.38 (N = 53)	3.39 (N = 35)

Content knowledge is also assessed through content specialty exam results. Candidates must successfully complete their Praxis II Content Specialty Exam prior to entry into the Student Teaching/Internship semester. Table 1.5 outlines mean results for Praxis II Content Specialty Exams. Candidates performed well on the Early Childhood Education Specialty Exam. Their averages during each of the reported semesters easily surpassed the 530 and 164 required for licensure in Arkansas. Although the number of middle level and secondary candidates is small, all of these candidates were also successful in their respective content specialty exams.

	<b>Fall 2003</b>	<b>Spring 2004</b>	<b>Fall 2004</b>	<b>Spring 2005</b>
<b>Early Childhood Education*</b> <i>AR Required Score = 530</i>	633.04 (N=23)	648.10 (N=20)	659.21 (N=38)	
<b>Education of Young Children</b> <i>AR Required Score=164</i>				186.0 (N=39)
<b>Mathematics: Content Knowledge</b> <i>AR Required Score = 116</i>				160.0 (N=1)
<b>Mathematics: Proofs, Models, and Problems</b> <i>AR Required Score= 144</i>				161.0 (N=1)
<b>Biology: Content Knowledge</b> <i>AR Required Score = 142</i>				151.0 (N=1)
<b>Earth Science: Content Knowledge</b> <i>AR Required Score = 145</i>				163 (N=1)
<b>Middle School: Content Knowledge</b> <i>AR Required Score = 139</i>				174 (N=1)

\*The Early Childhood Education Praxis II was phased out by the Arkansas Department of Education on July 1, 2004 and replaced by the Education of Young Children Praxis II exam

Candidates are held to a standard of performance in expressing content knowledge. Candidates must earn at least a “B” in Freshman English II and Speech, indicating the importance of quality communication skills in these particular general education courses prior to formal admission to the teacher education program.

As a part of the formal process for admission to the teacher education program, candidates must submit a specified writing sample which is then assessed by a writing specialist using a Writing Competency Rubric and the Flesch-Kincaid which indicates grade level complexity. Mean scores ranged from basic to proficient. Grade level scores were on average below the optimal 12<sup>th</sup> grade level.

Data reveals that candidates must continue to develop writing skills in terms of both mechanics and complexity. Recent changes in the Introduction to Education course including pre and post testing of writing levels, an increased emphasis on writing and coaching by instructors, and summary evaluations by each faculty member on the disposition instrument, are focused on improved candidate writing in the unit.

Table 1.6 provides another example of the unit’s commitment to language and communication skills. Interview results are presented regarding the candidates’ skills in these areas from a level of unsatisfactory to that of distinguished.

<b>Table 1.6– Rubric Results of Interview for Admission to the Teacher Education Program for Section II, Item I – Language and Communication Skills Fall 2003 through Summer 2004</b>		
<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
<b>Unsatisfactory</b>	0	0
<b>Basic</b>	94	13.7
<b>Proficient</b>	336	49.0
<b>Distinguished</b>	254	37.0

UAFS submitted its first Title II report during the Spring 2004 semester. This report, which addressed 2002-2003 program completers, indicated that all UAFS program completers passed the basic skills (Praxis I) and academic content areas (Praxis II: Early Childhood Education) exams. This completion rate for program completers exceeds the acceptable rate of 80% established by NCATE.

The ECE P-4 Program has been reviewed by NAEYC and a rejoinder is being submitted later during April 2005. No other SPA Program Reviews have been submitted as data are not available at this time.

During the on-site visit poster session presented on Sunday evening, area superintendents and their representatives from at least five surrounding school districts indicated that the candidates and graduates from UA Fort Smith were “strong in their content knowledge, technologically astute, and know what it is to teach in today’s area schools.” Comments such as these were echoed by the Alma School District, Charleston School System, Fort Smith Public Schools, Mansfield School District, and Waldron School District. It was evident that the administrative

level personnel, including a human resource director and several superintendents, think highly of the candidates coming from UAFS.

Principals and cooperating teachers interviewed on school site reiterated the expectation as well as the candidate performance of using content knowledge in planning and teaching lessons. Current teacher candidates and graduates also feel well-prepared in the content and expressed that they were life-long learners and would continue to develop their content knowledge as needed. Numerous examples of content knowledge were displayed in poster session displays and through the LiveText portfolio assessments.

Candidates complete a survey when they exit the program, after one year of employment, and after three years of employment. Employers of graduates respond to a survey once the employee has completed one year of service. The survey rubric ranges from 0-3 unacceptable to Distinguished). Results from the exit survey (question 1) for new graduates, graduates with one year of experience, and employers of graduates following their induction year are summarized in Table 1.7. Scores generally are in the proficient to distinguished range, indicating that graduates and employers are satisfied with the preparation program provided by the unit.

<b>Table 1.7 – Graduate and Employer Satisfaction Surveys – Frequencies and Mean Scores for: Question 1: How well do you know the subject you were trained to teach? - Fall 2004 and Question 6: How well do you communicate both verbally and in writing? - Fall 2004 Scale = 0,1,2,3</b>										
	<b>Question 1</b>					<b>Question 6</b>				
	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>	<b>Mean</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>	<b>Mean</b>
<b>New Graduate</b>	1	0	13	23	2.57	0	1	12	24	2.62
<b>One Year of Experience</b>	0	1	4	3	2.25	0	1	5	2	2.13
<b>Employer</b>	0	1	10	3	2.14	0	0	8	6	2.43

One notable example of content knowledge demonstrated by secondary mathematics teacher candidates was during an outreach activity conducted with 20-30 tenth grade girls from an area high school in celebration of Sonya Kovalevsky Day. This national program was funded by the Association for Women in Mathematics and National Security Agency through a \$1500 grant to the UAFS. On this campus, the event was sponsored through the Mathematics Department in the College of Arts and Sciences recognizing Kovalevsky who was the first woman math professor. The teacher candidates worked with the high school girls on conservation of energy and building roller coasters.

**B. Content knowledge of other school personnel**

Not applicable as there are only initial level teacher preparation programs at UA-FS.

**C. Pedagogical content knowledge for teachers**

Central to the conceptual framework is emphasis on student learning supported by Pathwise domains and a variety of INTASC Principles. The unit is committed to providing the pedagogical content knowledge necessary for student learning to occur.



In EDUC 2753 Introduction to Education, candidates are introduced to pedagogical content knowledge through course content and a 30-hour field experience component. Course content includes an overview of effective teaching strategies, professional standards, and ethics. During field experiences, candidates keep a structured log in which they respond to questions based on their observations dealing with teaching methods and classroom management. Candidates are able to select a field experience placement based upon their particular content and grade level interest that relates to pedagogical content knowledge.

Practicum I and II courses and student teaching provide field experiences in which pedagogical content knowledge can be observed and practiced. Videotaping is also used for evaluation and growth purposes. Rubrics are used extensively in the assessment process.

Pedagogical content knowledge is assessed through Praxis II Pedagogy Exams. Candidates must successfully complete the Praxis II: Principles of Learning and Teaching exam or the content specific pedagogy exam required for their major prior to exit from the teacher education program. Table 1.8 details program completer mean scores on Praxis II. This data indicates that most candidates are performing well.

<b>Table 1.8 - Mean Scores on Praxis II Pedagogy Exams - Program Completers and All UA Fort Smith Students - Fall 2003 - Fall 2004 - AR Required Score = 164</b>						
<b>Exam</b>	<b>Number Completing Exam</b>		<b>UA Fort Smith Mean</b>		<b>UA Fort Smith Pass Rate %</b>	
	<b>Program Completers</b>	<b>All Students</b>	<b>Program Completers</b>	<b>All Students</b>	<b>Program Completers</b>	<b>All Students</b>
Principles of Learning and Teaching	79	84	175.9	175.2	100	96.4

The 2002-2003 Title II report indicates that all 30 UAFS program completers successfully completed their Praxis II professional knowledge as well as their Praxis II content knowledge exams. This result indicates that program completers possess pedagogical content knowledge

Spring 2003 Praxis III results indicate that the mean scores of the two UAFS graduates were slightly lower than the state average for Domain A and C. Fall 2003 - Spring 2004 results showed that the average for the 15 students completing the assessment was slightly higher than the state average for Domains A and C. At this time 17 graduates have completed the Praxis III.

All candidates receive multiple evaluations of their electronic portfolios with electronic *LiveText* assignments throughout the program. Table 1.9 outlines results for Practicum I candidates on INTASC/ICO Principle 6 Communication Techniques/Technology that directly addresses Pedagogical Content Knowledge for Teacher Candidates. The mean score indicates that more emphasis must be placed on technology in the teacher education curriculum. Using this information the Unit is requires that teacher education course now includes a technology component. A new policy requires candidates to successfully complete Introduction to Educational Technology prior to admission to the teacher education program. This means that candidates will be using technology earlier and more extensively in their curriculum.

<b>Table 1.9 - Portfolio Assessment Results for Practicum I - INTASC/ICO 6 - Fall 2004 Scale = 0,1,2,3</b>		
	<b>Number</b>	<b>Mean</b>
<b>INTASC/ICO 6</b>	48	1.71

Exit portfolios, university supervisor and supervising teacher evaluations also contribute to the documented results. On example is the “Two Lesson Plans” portfolio assignment involves using a variety of instructional techniques including technology in lessons. This result indicates that candidates are learning strategies for using technology in instruction by the time they complete their student teaching semester. Tables 1.10 and 1.11 provide additional data regarding candidate pedagogical content knowledge.

<b>Table 1.10 – University Supervisor/Mentor Teacher/Self Evaluations - INTASC Principles/Intended Candidate Outcomes: Mean Candidate Performance on Outcome 4 Multiple Instructional Strategies and Outcome 7 Instructional Planning Skills During Internship Scale = 0,1,2,3</b>									
	University Supervisors			Mentor Teachers			Candidate Self Evaluation		
	Fall 2003	Spring 2004	Fall 2004	Fall 2003	Spring 2004	Fall 2004	Fall 2003	Spring 2004	Fall 2004
<b>INTASC/ICO 4 Multiple Instructional Strategies</b>	3.0	3.0	2.39	2.64	2.80	2.33	3.0	2.75	2.64
<b>INTASC/ICO 7 Instructional Planning Skills</b>	3.0	3.0	2.39	2.69	2.90	2.43	3.0	2.80	2.61

<b>Table 1.11 – Cooperating Teacher Evaluations: INTASC Principles/Intended Candidate Outcomes: Mean Candidate Performance and Frequency on Outcome 4 Multiple Instructional Strategies and Outcome 7 Instructional Planning Skills during Practicum - Fall 2004 Scale = 0,1,2,3</b>					
	Unsatisfactory	Basic	Proficient	Distinguished	Mean
<b>INTASC/ICO 4 Multiple Instructional Strategies</b>	1	4	38	50	2.47
<b>INTASC/ICO 7 Instructional Planning Skills</b>	1	1	35	55	2.56

ECE candidates are also assessed using content specific instruments that measure performances related to specialized professional association standards. For example, in the early childhood program a rubric is utilized to assess a parent/family-teacher connection assignment to meet NAEYC standards. These assignments involve candidates working with parents to improve the learning of P-12 students.

The follow-up survey instrument provides information regarding pedagogical content knowledge. Table 1.12 summarizes information relating to Item 4, “Utilize multiple instructional strategies?” and Item 12 “Utilize technology to enhance student learning and professional growth?” Most scores are at the proficient or distinguished levels. The higher technology scores for new graduates over those with one year of experience is consistent with increasing Unit expectations in technology. Further interviews with graduates and surrounding school district personnel indicate that UAFS program completers are proficient in pedagogical content knowledge, skills and dispositions related to this area of the standards.

<b>Table 1.12- Graduate and Employer Satisfaction Surveys - Frequencies and Mean Scores for Question 4 – Utilize multiple instructional strategies and Question 12 - Utilize technology to enhance student learning and professional growth - Fall 2004 Scale = 0,1,2,3</b>										
	<b>Question 4</b>					<b>Question 12</b>				
	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>	<b>Mean</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>	<b>Mean</b>
<b>New Graduate</b>	0	2	10	25	2.62	0	2	18	17	2.41
<b>One Year of Experience</b>	0	1	1	6	2.63	1	0	5	2	2.00
<b>Employer</b>	0	2	7	5	2.21	0	0	9	5	2.36

#### **D. Professional and Pedagogical Knowledge and Skills for Teacher Candidates**

Multiple assessments offer evidence of teacher candidates’ professional and pedagogical knowledge and skills. Some of these include the 1) All Methods Courses Must be Completed with a “C” Grade or Higher, 2) Title II Reports, 3) Praxis II: Principles of Learning and Teaching or Content Specific Pedagogy Exam Results, 4) Pathwise Formative Observation Results, 5) Praxis III Results, 6) Internship Placement Interview Results, 7) Electronic Portfolio Assessments, 8) university Supervisor/Mentor Teacher Evaluations, and 9) Follow-up Studies for Graduates and Employers.

Praxis II: Principles of Learning and Teaching or Content Specific Pedagogy Exam Results: Table 1.8 details the mean score for UAFS program completers between Fall 2002 and Fall 2004 on the Principles of Learning and Teaching Exam. This result indicates that most candidates taking the exam were successful.

University supervisor formative assessments of interns, using the Pathwise Domains and Criteria, yield information relevant to Professional and Pedagogical Knowledge and Skills. Table 1.13 offers results from Fall 2004. Student teachers scored at acceptable levels in each of the areas.

<b>Table 1.13 – Pathwise Formative Observation Results During Student Teaching – Mean Ratings – Fall 2004 N=28</b>					
<b>A1 – Familiarity with students’ background</b>	<b>A2 – Articulating Clear and Appropriate Learning Goals</b>	<b>A3 – Understanding Connections Between Past, Present, and Future Content</b>	<b>A5 – Appropriate Evaluation Strategies</b>	<b>C1 – Clear Learning Goals and Procedures</b>	<b>C3 – Encouraging Students to Extend Thinking</b>
2.73	2.77	2.87	2.71	2.75	2.50

Note: Scale for Pathwise Formative assessment is 1 - 3 for Arkansas.

Spring 2003 mean scores on each of the four Pathwise Domains for the two UA Fort Smith graduates were slightly lower than the Arkansas average. However, both graduates did successfully complete the assessment. During 2003-2004, 15 UAFS students took the Praxis III with all completing it successfully. Mean scores for these students were slightly above the state average.

The interview rubric used during the internship placement interview directly addresses professional and pedagogical knowledge and skills. Results in Table 1.14 indicate that most candidates performed at the proficient or distinguished level in these areas.

<b>Table 1.14 – Internship Placement Interview Results - Coordinator of Field Experiences (C.F.E.) and Public School Administrator (P.S.A.) - Fall 2004 - Number of Candidates in Each Category and Mean Ratings for Items 4, 5, 6, 7, 8, 10, and 12 Scale = 0,1,2,3</b>										
	Unsatisfactory		Basic		Proficient		Distinguished		Mean	
	C.F.E.	P.S.A.	C.F.E.	P.S.A.	CFE	P.S.A.	CFE	P.S.A.	CFE	P.S.A.
<b>Item 4 – Reflection</b>	0	0	3	1	32	17	11	11	2.17	2.32
<b>Item 5 – Interpersonal Skills</b>	0	0	6	0	26	21	14	7	2.17	2.25
<b>Item 6 – Child/Adolescent Development</b>	0	0	2	1	38	23	6	4	2.09	2.10
<b>Item 7- Assessment</b>	0	0	1	0	36	21	9	7	2.17	2.25
<b>Item 8 – Professional</b>	0	0	5	0	28	18	13	10	2.17	2.35
<b>Item 10 – Diversity</b>	0	0	4	2	27	17	15	9	2.24	2.32
<b>Item 12 – Summary Rating</b>	0	0	0	0	37	16	7	11	2.16	2.32

Portfolio assessment also provides information for this element. For example, instructors in Practicum I courses evaluate candidate portfolios with results indicating performance above the Basic level but generally below the Proficient level (0-3 scale) as reflected in Table 1.15.

<b>Table 1.15 - Portfolio Assessment Results for Practicum I - Fall 2004 Scale = 0,1,2,3</b>		
	<b>Number</b>	<b>Mean</b>
<b>INTASC/ICO 2</b>	48	1.93
<b>INTASC/ICO 3</b>	48	1.97
<b>INTASC/ICO 4</b>	48	1.82
<b>INTASC/ICO 5</b>	48	2.05
<b>INTASC/ICO 7</b>	48	1.76
<b>INTASC/ICO 8</b>	48	1.96
<b>INTASC/ICO 9</b>	48	1.87
<b>INTASC/ICO 10</b>	48	1.95

Data results on these same items when admitted to student teaching are found in Table 1.15. Average ratings approximate 2 or Proficient for each of the selected principles. Overall mean scores are higher than those for Practicum I, indicating candidate growth over time in the area of professional and pedagogical knowledge and skills.

<b>Table 1.15 – Results from Portfolio Presentation for Admission to the Internship Experience – Mean Ratings – Fall 2004 Scale = 0,1,2,3</b>					
	<b>Number Presenting</b>	<b>Identification of Standard</b>	<b>Description of Standard</b>	<b>Analysis of Standard</b>	<b>Overall Mean</b>
<b>INTASC/ICO 2</b>	19	1.90	2.05	1.98	1.99
<b>INTASC/ICO 3</b>	8	2.07	2.00	1.93	2.00
<b>INTASC/ICO 4</b>	10	2.23	2.23	2.23	2.23
<b>INTASC/ICO 5</b>	20	2.15	2.17	2.15	2.15
<b>INTASC/ICO 7</b>	9	1.89	2.05	1.89	2.02

<b>INTASC/ICO 8</b>	9	2.05	2.05	2.15	2.19
<b>INTASC/ICO 9</b>	5	2.22	2.22	2.11	2.19
<b>INTASC/ICO 10</b>	27	1.95	2.02	2.02	2.03

Candidates are assessed during Practicum I, II, and the student teaching using the INTASC Principles/UAFS Intended Candidate Outcomes. Tables 1.16 and 1.17 provide a summary of candidate performance for this element.

<b>Table 1.16 – University Supervisor; Mentor; &amp; Self Evaluations - INTASC Principles/Intended Candidate Outcomes: Mean Candidate Performance on Outcomes 3 - Adapting Instruction for Individual Needs, 5-Classroom Motivation and Management Skills, 9 - Professional Dispositions, Commitment, and Responsibility, and 10 - Partnerships During Internship Scale = 0,1,2,3</b>									
	University Supervisors			Mentor Teachers			Candidate Self Evaluation		
	Fall 2003	Spring 2004	Fall 2004	Fall 2003	Spring 2004	Fall 2004	Fall 2003	Spring 2004	Fall 2004
<b>INTASC/ICO 3 Adapting Instruction</b>	2.80	3.0	2.28	2.45	2.79	2.29	3.0	2.80	2.61
<b>INTASC/ICO 5 Motivation and Management Skills</b>	2.20	3.0	2.08	2.54	2.80	2.16	2.50	2.55	2.50
<b>INTASC/ICO 9 Professional Dispositions</b>	3.0	3.0	2.50	2.70	2.95	2.52	3.0	2.75	2.64
<b>INTASC/ICO 10 Partnerships</b>	3.0	3.0	2.37	2.63	3.0	2.38	3.0	2.80	2.69

<b>Table 1.17 – Cooperating Teacher Evaluations: INTASC Principles/Intended Candidate Outcomes: Mean Candidate Performance and Frequency on Outcomes 3 - Adapting Instruction for Individual Needs, 5-Classroom Motivation and Management Skills, 9 - Professional Dispositions, Commitment, and Responsibility, and 10 - Partnerships During Practicum – Fall 2004 Scale = 0,1,2,3</b>					
	Unsatisfactory	Basic	Proficient	Distinguished	Mean
<b>INTASC/ICO 3 Adapting Instruction</b>	0	9	40	44	2.38
<b>INTASC/ICO 5 Motivation and Management Skills</b>	0	11	36	47	2.36
<b>INTASC/ICO 9 Professional Dispositions</b>	1	4	32	56	2.52
<b>INTASC/ICO 10 Partnerships</b>	1	6	41	44	2.37

While the unit has done an exemplary job of aligning pedagogical knowledge and skills to the INTASC standards and the unit dispositions, very limited evidence was provided to show the alignment and evaluation of candidate's knowledge and skills aligned with the standards of the professional speciality organizations especially in the middle and secondary programs. It was not evident to the examiners that the secondary programs had been carefully aligned to the secondary professional standards. Some, but not all, of the syllabi mentioned national professional area standards, but it was not clear how the standards were addressed across all

coursework and across all middle and secondary programs. The evidence was limited as to how the programs were designed in order to ensure that all national professional organization standards would be included in the program. While the program coordinator for the secondary programs indicated that some of this alignment has already been completed, the evidence for this alignment was not provided. The portfolios for the SPAs have not been completed for the middle school and secondary programs at this time.

Graduate and employer follow-up survey instruments have several items addressing professional and pedagogical knowledge and skills. Data summarized in Table 1.18 indicate that most graduates and employers are satisfied with the preparation provided by the unit in relation to these standards.

Table 1.18 - Graduate and Employer Satisfaction Surveys - Fall 2004 - Mean Scores Scale = 0-3 (Unacceptable to Distinguished)															
	New Graduate					End of Induction Year					Employer				
	U	B	P	D	M	U	B	P	D	M	U	B	P	D	M
2 Developmental Needs	1	1	12	23	2.54	0	1	4	3	2.25	0	0	8	6	2.43
3 Adapt Instruction	0	1	17	19	2.49	0	0	5	3	2.38	0	0	8	6	2.43
5 Discipline	0	3	17	17	2.38	0	0	5	3	2.38	0	1	7	6	2.36
7 Plan Effectively	0	0	14	23	2.62	0	0	3	5	2.63	0	1	9	4	2.21
8 Assessment	0	2	13	22	2.54	0	1	3	4	2.38	0	2	9	3	2.07
9 Work with Parents	1	1	12	23	2.54	0	1	3	4	2.38	0	0	8	6	2.43
10 Mutual Respect	0	0	10	26	2.72	0	0	6	2	2.25	0	0	9	5	2.36
11 Enthusiasm for Learning	0	1	18	17	2.70	0	0	4	4	2.50	0	0	4	10	2.71
13 Integrity and Ethics	0	0	8	29	2.78	0	0	5	3	2.38	0	0	6	8	2.57

Teacher candidates enjoy many professional development opportunities, guided by faculty in both Arts and Sciences and Education, to attend and present at local, state, and regional conferences. During April 2005, three teacher candidates and a COE faculty member presented at the Third Annual Oklahoma Higher Education Teaching and Learning Conference. “Improving Student Accountability Through Simulations” offered teacher candidates an opportunity to share their pedagogical content knowledge fostered by participation in MLED 4123: Integrating Methods in Middle Level Social Studies/Language Arts class.

In addition, university candidates including both mathematics majors and mathematics teacher education candidates attended a local Mathematical Association of America (MAA) conference and participated in student group meetings that are associated with the UAFS Math Club recently formed on campus. The UAFS Math Club now has 10 members comprised of both mathematics majors and mathematics teacher education candidates. The Math Club has conducted calculator workshops of students on campus as well as offered tutoring services since being formed.

#### **E. Professional knowledge and skills for other school personnel**

Not applicable as there are only initial level teacher preparation programs at UA-FS.

#### **F. Dispositions**

The Unit states that positive dispositions are critical for candidates to be successful. There are eight dispositions and four traits addressing professional behaviors that are encouraged during the teacher education programs and are previously described in the conceptual framework section of this report. These dispositions demonstrate the professional behavior and communication skills (professional writing in all assignments and oral communication) expected of candidates and assessed by the Disposition Rating Scale since Spring 2004.

The dispositions are first introduced to the teacher candidates during the Introduction to Education course and are reviewed throughout other courses in the programs. Dispositions are assessed in every class taught in the teacher education programs. Candidates are assessed as demonstrating dispositions that are appropriate, inappropriate, or none displayed. Instructors report whether evidence has been exhibited for each disposition and the source of the evidence using the Disposition Rating Scale.

Table 1.19 summarizes data derived from the Disposition Rating Scale in Spring and Summer 2004, as well as Fall 2004. Results indicate that in most cases, dispositions were appropriately displayed. Promptness and positive attitude had the highest scores for inappropriateness, indicating a need to emphasize these two elements of professionalism. Unit faculty and administration have developed a policy and an electronic reporting procedure to address unsatisfactory dispositions with the intention to see that candidates reflect on the relationship between satisfactory dispositions and successful teaching.

<b>Table 1.19 - Disposition Rating Scale Results</b>						
<b>Frequency for Inappropriate, Appropriate or None Displayed - Spring, Summer, and Fall 2004</b>						
	<b>Spring and Summer 2004</b>			<b>Fall 2004</b>		
	<b>Inapp.</b>	<b>Appr.</b>	<b>None</b>	<b>Inapp.</b>	<b>Appr.</b>	<b>None</b>
<b>1. Values the Disciplines</b>	16	713	55	16	811	31
<b>2. Use Multiple Methodologies</b>	7	674	95	8	834	25
<b>3. Plans Effective Units</b>	22	690	93	14	801	35
<b>4. Environment Meets Diverse Needs</b>	14	616	151	9	823	31
<b>5. Democratic with Two-way Communications</b>	10	644	168	12	825	32
<b>6. On-going Reflection, Research, &amp; Assessment</b>	17	641	122	13	793	56
<b>7. Professionalism</b>	17	628	134	13	791	51
<b>8. Collaboration</b>	9	566	193	6	767	77
<b>A. Promptness</b>	70	685	20	78	768	16
<b>B. Dress</b>	14	752	2	9	840	12
<b>C. Positive Attitude</b>	24	734	33	27	816	20
<b>D. Caring</b>	22	724	26	15	826	18

Interviews with candidates and graduates indicate that they are aware, understand and embrace the dispositions identified by the Unit. In fact, all teacher education candidates periodically complete a self-evaluation assessing how often each disposition is demonstrated as well as particular professional behaviors and communication skills. Candidates are required to reflect on their professional behaviors so that positive changes can be implemented. Table 1.20 outlines results from the self-evaluation instrument for Fall 2004. The self-rating by candidates was high in all categories.

<b>Table 1.20 – Candidates’ Self-Evaluation Results on Disposition Rating Scale Frequency Displayed and Mean - Fall 2004 Scale = 0,1,2,3</b>					
	<b>Never</b>	<b>Occasionally</b>	<b>Often</b>	<b>Always</b>	<b>Mean</b>
<b>1. Values the Disciplines</b>	0	2	51	158	2.74
<b>2. Uses Multiple Methodologies</b>	0	1	28	182	2.86
<b>3. Plans Effective Units</b>	0	3	45	163	2.76
<b>4. Environment Meets Diverse Needs</b>	0	3	27	181	2.84
<b>5. Democratic with Two-way Communications</b>	0	0	20	191	2.91
<b>6. On-going Reflection, Research, &amp; Assessment</b>	0	1	34	176	2.83
<b>7. Professionalism</b>	0	1	13	197	2.93
<b>8. Collaboration</b>	0	1	38	172	2.81
<b>A. Promptness</b>	0	5	53	146	2.69
<b>B. Dress</b>	0	0	21	183	2.90
<b>C. Positive Attitude</b>	0	1	34	169	2.82
<b>D. Caring</b>	0	0	12	190	2.94

Follow-up studies for graduates and employers also provide insight on the issue of professional behavior in terms of promptness and appearance (i.e., Question 14). These professional behaviors are related to appropriate dispositions for educators. Mean ratings are between proficient and distinguished with employers tending to rate graduates slightly lower than the graduates rate themselves (Table 1.21).

<b>Table 1.21- Graduate and Employer Satisfaction Surveys - Frequency and Mean scores for Question 14 – Exhibit Professional Behavior in terms of Promptness and Appearance - Fall 2004</b>					
	<b>Question 14 – Promptness and Appearance</b>				
	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>	<b>Mean</b>
<b>New Graduate</b>	0	0	10	27	2.73
<b>One Year of Experience</b>	0	0	3	5	2.63
<b>Employer</b>	0	0	7	7	2.50

As a part of the formal admission to the Teacher Education Program process, candidates must successfully complete an interview. In Table 1.22, two of the interview questions pertain to the importance of honesty, positive attitude, and teamwork, motivation to teach, and other dispositions important to teaching. A third question (i.e., Question 7) explores the motivation to teach, which is directly related to dispositions. Candidate responses are assessed using a rubric with a scale ranging from Distinguished to Unsatisfactory.

<b>Table 1.22 – Frequencies and Mean Ratings for Questions 2 - Importance of Honesty, Positive Attitude, and Teamwork, 3 - Other Dispositions Important to Teaching, and 7 – Motivation to Teach from Admission to the Teacher Education Program Interview Rubric Fall 2003 - Fall 2004</b>															
	<b>Question 2</b>					<b>Question 3</b>					<b>Question 7</b>				
	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>	<b>M</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>	<b>M</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>	<b>M</b>
<b>Fall 03</b>	4	46	213	17	1.87	7	44	203	26	1.89	6	53	195	26	1.86
<b>Spring 04</b>	0	27	179	194	2.42	0	30	185	185	2.39	0	43	167	190	2.37
<b>Summer04</b>	0	1	3	2	2.17	0	2	2	2	2.00	0	0	1	5	2.83
<b>Fall 04</b>	1	8	61	48	2.32	0	9	79	30	2.18	0	6	64	46	2.34



Question 1 of the Internship Placement Interview provides information regarding dispositions. Table 1.23 provides information regarding ratings of the Coordinator of Field Experiences and public school administrators of candidate attitudes and beliefs. The mean score for candidates' dispositions is in the proficient range, indicating that attitudes tend to be positive.

<b>Table 1.23 Internship Placement Interview Results - Coordinator of Field Experiences (CFE) and Public School Administrator (PSA) - Fall 2004</b>										
<b>Number of Candidates in Each Category and Mean Rating for Item 1- Dispositions Scale = 0,1,2,3</b>										
	Unsatisfactory		Basic		Proficient		Distinguished		Mean	
	CFE	PSA	CFE	PSA	CFE	PSA	CFE	PSA	CFE	PSA
<b>Item 1- Dispositions</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>23</b>	<b>20</b>	<b>13</b>	<b>8</b>	<b>2.07</b>	<b>2.28</b>

One of the tasks reviewed in the intern exit portfolio assessment is “My Beliefs about Teaching and Learning.” Here the intern writes a detailed analysis of his/her personal philosophy of teaching. It is expected that interns will emphasize the view that teaching is an important endeavor and that they are positive about their ability to facilitate student learning. Assessment results from this assignment are found in Table 1.24. Mean scores have been consistently at the proficient level indicating positive dispositions toward teaching and learning. In Spring 2004 and Fall 2004, all candidates performed at the proficient or distinguished levels.

<b>Table 1.24 – Intern Exit Portfolio – Assignment 1 - My Beliefs about Teaching and Learning</b>															
<b>Fall 2003 - Fall 2004 - Number Scoring in Each Category and Mean Scale = 0,1,2,3</b>															
	Fall 2003					Spring 2004					Fall 2004				
	U	B	P	D	M	U	B	P	D	M	U	B	P	D	M
<b>Assignment One: My Beliefs</b>	0	1	4	15	2.7	0	0	3	17	2.85	0	0	10	24	2.71

## **G. Student learning for teacher candidates**

Central to the conceptual framework is student learning fostered by teacher candidates. There are sufficient data to document an impact of P-12 student learning. All six of the Unit goals emphasize increased P-12 learning through candidate development in content knowledge, teaching methodology, technology skills, knowledge of diversity, reflective practice, and the establishment of viable partnerships. The UAFS Intended Candidate Outcomes (ICO) are directly linked to student learning for teacher candidates.

Evidence of teacher candidates' ability to facilitate student learning is found in the 1) university supervisor/mentor teacher evaluations, 2) Pathwise formative observation results, 3) electronic portfolio assessments, 4) follow-up studies of graduates and employers, and 5) interview comments from candidates, graduates and school district personnel in the service region.

Candidates are assessed according to the INTASC Principles/UAFS Intended Candidate Outcomes during Practicum I, Practicum II, and the student teaching/internship semester. For example, reference to student learning is found in Outcomes 2 and 8. See Tables 1.25 and 1.26 for results that are reported by university supervisors and clinical faculty. Mean scores are in the

proficient to distinguished range in every case. Candidates scoring unsatisfactory receive assistance.

<b>Table 1.25 – University Supervisor/Mentor Teacher Evaluations - INTASC Principles/Intended Candidate Outcomes: Mean Candidate Performance on Outcome 2 - Knowledge of Human Development and Outcome 8 – Assessment of Student Learning – Internship Scale = 0,1,2,3</b>									
	University Supervisors			Mentor Teachers			Candidate Self Evaluation		
	Fall 2003	Spring 2004	Fall 2004	Fall 2003	Spring 2004	Fall 2004	Fall 2003	Spring 2004	Fall 2004
<b>INTASC/ICO 2 Human Development</b>	2.80	3.0	2.25	2.45	2.89	2.27	3.0	2.79	2.64
<b>INTASC/ICO 8 Assessment</b>	2.20	3.0	2.28	2.43	2.95	2.25	3.0	2.58	2.36

<b>Table 1.26 – Cooperating Teacher Evaluations: Intended Candidate Outcomes/INTASC Principles: Mean Candidate Performance and Frequency on Outcome 2 - Knowledge of Human Development and Outcome 8 – Assessment of Student Learning During Practicum - Fall 2004 Scale = 0,1,2,3</b>					
	Unsatisfactory	Basic	Proficient	Distinguished	Mean
<b>INTASC/ICO 2 Human Development</b>	0	4	43	47	2.46
<b>INTASC/ICO 8 Assessment</b>	1	5	50	37	2.32

University supervisor assessments of student teachers using the Pathwise System provide an indication of ability to assess student learning and develop meaningful learning experiences for P-12 students. Table 1.27 indicates intern performance. Interns performed at an acceptable level in creating appropriate teaching methods and in monitoring understanding and adjusting activities accordingly. However, the mean was lower for Criteria C4, indicating a need for greater emphasis on the skills involved in monitoring and adjusting instruction for student learning.

<b>Table 1.27 – Pathwise Formative Observation Results During Internship - Mean Ratings - Fall 2004</b>	
<b>A4 – Creating Teaching Methods Appropriate to Students</b>	<b>C4 – Monitoring Understanding of Content, Providing Feedback, and Adjusting Learning Activities</b>
2.94	2.60

Candidates provide artifacts such as lesson and unit plans as well as sample student work to illustrate their impact on student learning through electronic portfolios that are assessed at multiple points during the program including Practicum I, Practicum II, admission to the student teaching/internship semester, and exit from the program. For example in Assignment 5 of the Internship Exit Portfolio, candidates provide at least two samples of P-12 student work with assessment and feedback. Most candidates perform at the proficient or distinguished level as reflected in Table 1.28. Candidates scoring at the unacceptable level receive individualized assistance.

Table 1.28 - Intern Exit Portfolio – Assignment 5 - Assessment of Student Learning - Fall 2003 - Fall 2004 - Number Scoring in Each Category and Mean Scale = 0,1,2,3															
	Fall 2003					Spring 2004					Fall 2004				
	U	B	P	D	M	U	B	P	D	M	U	B	P	D	M
Assignment Five- Assessment	0	3	3	14	2.55	0	1	2	17	2.8	2	0	7	25	2.62

Follow-up studies for graduates and employers provide information regarding the impact of candidates on student learning. The data shows that graduates and employers rate the preparation program positively regarding understanding developmental needs and utilizing assessment. This finding was reiterated by on-site principals and cooperating teachers.

#### H. Student learning for other school personnel

Not applicable as there are only initial level teacher preparation programs at UA-FS.

#### Overall Assessment of Standard

The College of Education at the University of Arkansas at Fort Smith has met Standard 1. This finding is supported by evidence provided through various documents located in the exhibits room, observations and interviews with teacher candidates, university faculty, program partners representing the six-county service region. The alignment and assessment of the data on candidates with the INTASC principles, with the Arkansas Pathways Domains, and with the unit dispositions is exemplary. However, very limited evidence was provided to demonstrate that the middle school and secondary programs are aligned with the professional content area standards of the Specialized Professional Associations. While some of the preliminary alignment work has been completed, it was not presented in the exhibit room.

At the present time the Early Childhood Program is conditionally approved. The middle school program and the secondary program areas have not been submitted or approved by the specialty program areas. There was limited evidence to show the middle school and secondary course and program alignments with the national standards.

**Recommendation: MET**

#### **Areas for Improvement:**

1. The unit has not received unconditional national recognition for the Early Childhood Education Program.

*Rationale:* NAEYC cited the program as conditionally met through Fall 2005, based on two conditions: 1) the need for aggregated data to provide evidence of candidates' performance as noted on the Program Assessment System, and 2) evidence of effectiveness for NAEYC standard

2 and supporting aggregated data indicating candidates' success on this standard. This would include systematic program development and alignment with national standards.

2. Systematic program development and alignment with national standards has not been completed for six program areas currently being delivered. These program areas include the following:

- Middle Childhood Education Math/Science 4-8
- Mathematics 7-12
- Life/Earth Science 7-12
- Physical/Earth Science 7-12
- English/Language Arts 7-12
- Social Studies 7-12

*Rationale:* The unit has not obtained national recognition for six program areas currently being delivered. The applications for national recognition by the Specialized Professional Associations for the six program areas have not been prepared or submitted. Limited documentation of systematic program alignment with national professional standards for these six areas was presented in all categories of standard 1.

## STANDARD 2 ASSESSMENT SYSTEM AND UNIT EVALUATION

*The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.*

### **A. Assessment System**

The University of Arkansas – Fort Smith, College of Education has developed and implemented a comprehensive assessment system that collects and analyzes data on applicant qualifications, undergraduate candidate performance, and unit operations to evaluate and improve the unit and its programs. The Unit's Assessment Manual (spring, 2005) describes the assessment system as based upon the Conceptual Framework and defined as an on-going process that uses authentic, comprehensive, and integrated measures to evaluate the achievement of the college mission and goals. The college mission, revised in 2003, aims to “graduate professionals who are united in their commitment to ensure continuous learning leading to both student and teacher success.” The purposes of assessment are stated as being to inform decision making related to applicant qualifications, to use aggregated data in monitoring instructional programs, to monitor and maintain the overall quality of program candidates, and to manage and improve the unit's operations. Included in this assessment manual are numerous assessment tools, such as the Graduate Teacher Survey, designed to collect data related to various aspects of the program.

The interdependent components of the assessment system described in the manual reference assessment related to:

- Candidate knowledge, skills, and dispositions
- Professional, state, and institutional standards
- Multiple assessment measures
- Data collection processes, data analysis strategies, and decision-making processes

The alignment of three assessment measures; the Unit Dispositions, the INTASC Principles (Intended Candidate Outcomes), and the Pathwise Domains form the core of the Unit's conceptual framework *Professionals United to Ensure Continuous Learning and Success*. Teacher candidates are assessed against these standards to ensure they are acquiring the knowledge, skills, and dispositions needed to positively impact P-12 student learning.

Development of the college assessment plan began in January, 2002 and culminated with its approval by the Teacher Education Council on September, 2003. Minutes of Committee meetings verify that his council, made up of representatives from Teacher Education faculty and administration, Arts and Sciences faculty and administration, public school faculty and administration, and teacher education students provided input throughout its development. Documentation from meetings and conversations with stakeholders confirms the collaborative development and approval of the College Assessment Plan. The NCATE Annual Report and Preconditions Audit Committee reviewed the assessment system and approved it in November 2003. Subsequently, College of Education faculty and administration have added additional performance-based measures in the system, and a database system for collecting information has been created and is currently operational.

Teacher candidates undergo a series of evaluations from educators in the field, from Unit faculty, and through a process of self assessment. Assessments are conducted at a number of strategic points throughout the program that allows Unit faculty to counsel and advise teacher candidates regarding their progress, and also helps the Unit to monitor the effectiveness and appropriateness of the program. Each of the seven gates or decision points of the assessment system generates data that is used for decision making regarding candidate status and for advising candidates regarding needed improvements. The Unit has aligned the expectations of each decision point with both INTASC Principles and the Arkansas Standards for Beginning Teachers.

**Gate 1: University General Admission Assessment: (Table 2.1)**

Candidates seeking admission to the university must have an ACT score of at least 18, a transcript showing completion of a high school diploma, and a cumulative GPA of at least 2.0. Transfer students must have a cumulative GPA of at least 2.0 on all work completed at other colleges. Information generated from these measures is used in determining candidate course selection, overall candidate advisement, and curriculum design.

**Gate 1: University General Admission Assessment**

Assessment System Information/Benchmarks	Data Collection, Analysis and Evaluation	Evidence Skill/Knowledge Relationship	Link to INTASC Principles	Link to Arkansas Principle Standard
Test Scores	ACT and placement tests used for advisement and placement. Must have a minimum 18 ACT score for admission.	Ability to do college work and to be a successful teacher.	#1 Knowledge of Subject Matter	Standard 1
Transcripts	Used for descriptive purposes and advisement.	Ability to do college work and to be a successful teacher.	#1 Knowledge of Subject Matter	Standard 1
GPA's Entering – Minimum 2.0 Transfer – Minimum 2.0	All entering freshmen or transfer must have a GPA of 2.00.	Ability to do college work and to be a successful teacher.	#1 Knowledge of Subject Matter	Standard 1

**Assessment of Evidence and Use of Results:**

Relationship between course history and knowledge of subject matter is used to design curriculum. There is some attempt to ensure that general studies and teaching field courses are complementary to the high school curriculum. Results are used to provide feedback to the unit and to P-12. Test scores and other information is entered in the Student Information System and used for descriptive purposes only.

**Gate 2: Pre-Professional Assessment – Criteria for Admission to EDUC 2753, Introduction to Education: (Table 2.2)**

The initial course in the teacher education curriculum is EDUC 2753, Introduction to Education. This course provides a basic overview of education as a profession, teacher education program requirements, and an opportunity to complete an assessment of candidate ability prior to formal admission to the teacher education program. Candidates must have completed 30 hours prior to

admission to EDUC 2753 with all courses in the degree plan including ENGL 1203 English I completed with a grade of “C” or better and a cumulative GPA of 2.5.

**Gate 2: Pre-Professional Assessment – Criteria for Admission to EDUC 2753, Introduction to Education**

<b>Assessment System Information/Benchmarks</b>	<b>Data Collection, Analysis and Evaluation</b>	<b>Evidence Skill/Knowledge Area Relationship</b>	<b>Link to INTASC Principles</b>	<b>Link to Arkansas Principle Standards</b>
Completion of 30 hours of general education	Transcript record of completion of 30 hours of general education.	Ability to do college work. General knowledge needed to be effective teacher.	#1 Knowledge of Subject Matter; #6 Communication Skills/Technology; #3 Diversity	Standards 1 & 2
All courses grade of “C” or Better Including: Engl 1203 English I	Transcript record of completion of 30 hours of general education.	Ability to do college work. Oral and written language skills. Know content and skills that students should know.	#1 Knowledge of Subject Matter; #3 Diversity	Standards 1 & 2
Cumulative GPA of 2.5	Transcript record of completion of 30 hours of general education.	Ability to do college work. Know content and skills that students should know.	#1 Knowledge of Subject Matter; #3 Diversity	Standards 1& 2
<b>Assessment of Evidence and Use of Results:</b>				
Grades and GPA are entered into the database (currently under development) to provide report card information. The results are used to monitor general education; provide feedback to Arts & Science and P-12; to identify those who may have difficulty early and provide help; evaluate unit requirements; and monitor enrollment.				

**Gate 3: Admission to the Teacher Education Program: (Table 2.3)**

This is the major assessment point for candidates seeking formal admission to the teacher education program. A series of performance-based measures are used including a formal letter of application assessed by a writing sample rubric; appropriate Praxis I scores in reading, writing, and mathematics; and a satisfactory admission interview scored with a rubric. In addition, candidates must have a cumulative GPA of 2.75, a grade of “C” or better in all courses in the degree plan with a “B” or better in ENGL 1213 English II and SPCH 2703, and a grade of “C” or better in MATH 1403 College Algebra and in EDUC 2753 Introduction to Education. To assess candidates’ entry-level knowledge of technology they are required to successfully complete a computer literacy exam prior to enrolling in Introduction to Educational Technology (EDUC 3002/3003). Effective with the fall 2006 semester, candidates must successfully complete EDUC 3002/3003 prior to formal admission to the Teacher Education Program thereby ensuring that they are better able to integrate advanced technology into the curriculum earlier in order to provide maximum exposure prior to internship/student teaching. Once candidates complete the Application for Admission package that documents the completion of the

admissions requirements they are formally admitted to the Teacher Education Program by the Credential and Standards Committee.

### Gate 3: Admission to Teacher Education Program

<b>Assessment System Information/Benchmarks</b>	<b>Data Collection, Analysis and Evaluation</b>	<b>Evidence Skill/Knowledge Area Relationship</b>	<b>Link to INTASC Standards</b>	<b>Link to Developing Arkansas Principle Standards</b>
Formal application submitted	Application evaluated and information used to describe student body composition	Potential for leading student learning. Knowledge of content	#6 Communication Skills/Technology	Standards 1, 2, & 3
Cumulative GPA of 2.75	Transcript record evaluation	Potential for leading student learning	#1 Knowledge of Subject Matter	Standards 1 & 2
Grade of “C” or better in all coursework attempted Grade of “B” or better in: Engl 1213 English II Spch 2703 Public Speaking AND Grade of “C” or better in: Math 1403 College Algebra EDUC 2753 Intro to Educ – Including writing sample assessed by rubric	Transcript record of completion of required coursework at required criteria level Results from writing sample are used to assist students with writing	Grades demonstrate skills and knowledge in basic area; potential for leading student learning	#1 Knowledge of Subject Matter	Standards 1 & 2
Praxis I Scores for Tests of Reading, Writing, and Math; ADE cut scores or above	Basic skills scores from ETS	Basic skills knowledge and skills; potential for leading student learning	#1 Knowledge of Subject Matter; #6 Communication Skills	Standards 1 & 2
<b>Satisfactory evaluation of field work with standards-based rubrics FORM #3</b>	<b>Completed evaluation of work in field experience</b>	Ability to work with students; potential for effective teaching	#1 Knowledge of Subject Matter; #2 Knowledge of Human Development	Standards 1, 4, & 5
<b>Satisfactory evaluation on structured team interview FORM #2</b>	<b>Extended open-ended questions; Candidate’s knowledge of conceptual framework and performance on dispositions and work to this point</b>	Knowledge range of program mission; range of learning in the classroom; ideas on how to influence learning in the classroom	#1 Knowledge of Subject Matter; #3 Diversity; #2 Knowledge of Human Development; #9 Professionalism; #4 Instructional Strategies	Standards 1, 2, 3, 4, & 5



<b>Completion of Self-Evaluation of Dispositions FORM #11</b>	<b>Student completed self-rating on program dispositions</b>	Professionalism; has ideas for making a positive impact on learning	#2 Knowledge of Human Development; #9 Professionalism; #4 Instructional Strategies	Dispositions for Standards 1, 2, 3, 4, & 5
Verification of professional behavior	Disciplinary record	Indicates the potential for being appropriate role model	#9 Professionalism; #4 Instructional Strategies	Dispositions for Standards 1, 2, 3, 4, & 5
<b>Formal letter of application assessed by writing sample rubric FORM #13</b>	<b>Results from letter are used in making admission decisions and to assist students with writing</b>	Performance indicates professionalism in written communication	#1 Knowledge of Subject Matter	Standard 1
<b>Assessment of Evidence and Use of Results:</b> The application provides evidence on student's progress prior to admission to the Teacher Education Program. Provides evidence of professionalism and importance of appropriate dispositions in the classroom. Results verify candidates' appropriateness for teacher education; results are used to identify those who may have difficulty early and provide help (See COE Policies and Procedures Manual for assistance process); evaluate unit requirements so appropriate changes can be made.				

#### Gate 4: Interim Assessment: (Table 2.4)

Table 2.4 below shows how candidate performance is monitored between the time of admission to the teacher education program and admission to the internship/ student teaching semester. They are to maintain a cumulative 2.75 GPA, earn satisfactory ratings on a Disposition Rating Scale in each course, score satisfactorily on a diversity rubric, and score at least at the basic level on the Practicum I and II portfolio assessments. Using these assessments, Unit faculty are able to assist students who are having difficulty in coursework or in the field.

#### Gate 4: Interim Assessment

<b>Assessment System Information/Benchmarks</b>	<b>Data Collection, Analysis and Evaluation</b>	<b>Evidence Skill/Knowledge Area Relationship</b>	<b>Link to INTASC Principles</b>	<b>Link to Arkansas Principle Standards</b>
GPA's checked at the completion of each grading cycle. Minimum 2.75 in the areas of professional studies and teaching field must be maintained.	GPA to point in the program	Preparation in general studies, professional studies, and teaching field continues to be adequate	#1 Knowledge of Subject Matter; #9 Professionalism; #4 Instructional Strategies; #2 Knowledge of Human Development; #3 Diversity	Standards 1, 2, 3, 4, & 5
Teacher Education Programs Incident Reports	Disciplinary and incident	Indicates candidates	#9 Professionalism; #4 Instructional	Dispositions for Standards 1, 2, 3,

reviewed.	report record	continues to be appropriate role model	Strategies	4, & 5
<b>Disposition Rating Scale used by faculty to evaluate dispositions FORM #1</b>	<b>Faculty completed rating on dispositions of standards</b>	Professionalism; has ideas for making a positive impact on learning	#2 Knowledge of Human Development; #9 Professionalism; #4 Instructional Strategies; #3 Diversity	Dispositions for Standards 1, 2, 3, 4, & 5
<b>Completion of Self-Evaluation of Dispositions FORM #11</b>	<b>Student completed self-rating on program dispositions</b>	Professionalism; has ideas for making a positive impact on learning	#2 Knowledge of Human Development; #9 Professionalism; #4 Instructional Strategies	Dispositions for Standards 1, 2, 3, 4, & 5
<b>Candidate Reflection Lesson Rubric during Practicum I &amp; II FORM #12</b>	<b>Student completed self-rating on a lesson taught</b>	Ability to self analyze lessons to determine strengths, weaknesses, and plan for future instruction	#3 Diversity; #4 Instructional Strategies; #7 Instructional Planning, #8 Assessment	Standard 3
<b>Diversity Rubric used in ECED 3053 and SPED 3022 FORM #14</b>	<b>Instructors complete rubric on each student</b>	Indicates understanding of diversity and ability to make appropriate instructional modifications	#3 Diversity	Standard 3
<b>Satisfactory evaluation of field work with standards-based rubrics FORM #3, #7</b>	<b>Completed evaluation of work in field experience</b>	Ability to work with students; potential for effective teaching	#1 Knowledge of Subject Matter; #2 Knowledge of Human Development	Standards 1, 4, & 5
<b>Practicum I Portfolio Assessment with a score of at least basic on all appropriate criteria FORM #15</b>	<b>Portfolio of Practicum I experiences relative to standards</b>	Evaluation of impact on student learning	#1 Knowledge of Subject Matter; #9 Professionalism; #4 Instructional Strategies; #2 Knowledge of Human Development; #3 Diversity	Standards 1, 2, 3, 4, & 5
<b>Practicum II Portfolio Assessment with a score of at least basic on all appropriate criteria FORM #15</b>	<b>Portfolio of Practicum II experiences relative to standards</b>	Evaluation of impact on student learning	#1 Knowledge of Subject Matter; #9 Professionalism; #4 Instructional Strategies; #2 Knowledge of Human Development; #3 Diversity	Standards 1, 2, 3, 4, 5

**Assessment of Evidence and Use of Results:**

Information is used as an interim assessment to monitor student preparation in general studies, professional studies, and teaching field. Results are used to assist students who may be having difficulty in their course work or in the field and to continue to encourage and support candidates who give promise to becoming capable teachers. See COE Policies and Procedures Manual for assistance process.

**Gate 5: Admission to Internship: (Table 2.5)**

Table 2.5 outlines the elements of Gate 5 – the admission steps and criteria for internship. To participate in this capstone experience candidates need a cumulative 2.75 GPA in both their professional education courses and area of specialization. Candidates are expected to have all required course work for their degree completed (with a minimum grade of “C” and a maximum of six hours left in the area of specialization and general education) and have earned satisfactory disposition rating scale scores in courses. They need to successfully present their portfolio to the internship admission committee, meet the standards of the Praxis II Specialty area examination(s), complete the appropriate Praxis II Principles of Learning and Teaching Examination, and complete a satisfactory internship placement interview at the school site. The mean Praxis II content specific exam results from fall, 2003 to fall, 2004 for Early Childhood Education ranged from 633 to 659. The Unit has developed rubrics to assess performance on the portfolio presentation and interview.

**Gate 5: Admission to Internship**

<b>Assessment System Information/Benchmarks</b>	<b>Data Collection, Analysis and Evaluation</b>	<b>Evidence Skill/Knowledge Area Relationship</b>	<b>Link to INTASC Principles</b>	<b>Link to Arkansas Principle Standards</b>
Formal application submitted.	Applications to student teach are submitted. The information is checked relative to admission criteria. Students are notified of any deficiencies.	Status relative to general requirements for student teaching is checked. Potential for leading student learning is verified.	#1 Knowledge of Subject Matter; #9 Professionalism; #4 Instructional Strategies; #2 Knowledge of Human Development; #3 Diversity	Standards 1, 2, 3, 4, & 5
Minimum overall 2.75 GPA and GPA of 2.75 in the areas of professional studies and teaching field.	Transcripts of completed work are evaluated	Status relative to overall preparation and preparation in professional education and teaching field are evaluated.	#1 Knowledge of Subject Matter; #9 Professionalism; #4 Instructional Strategies; #2 Knowledge of Human Development; #3 Diversity	Standards 1, 2, 3, 4, & 5
Required coursework must be completed in professional and teaching fields. This includes all method courses and appropriate reading courses.	Transcripts of completed work are evaluated	Status relative to completion of professional and teaching fields.	#1 Knowledge of Subject Matter; #9 Professionalism; #4 Instructional Strategies; #2 Knowledge of Human Development; #7 Instructional Planning; #8 Assessment	Standards 1, 2, 3, 4, & 5

Praxis II Scores for Specialty Area Assessment and Principles of Learning and Teaching (PLT) as required by ADE; ADE cut scores or above.	Institutional score from ETS	Scores indicate teaching area knowledge and potential for leading student learning.	#1 Knowledge of Subject Matter; #4 Instructional Strategies	Standards 1 & 2
A minimum grade of "C" will be attained in each teaching field and professional studies course prior to admission to the internship.	Transcript evaluation relative to teaching field and professional studies	Evaluation reveals adequate teaching field and pedagogical knowledge	#1 Knowledge of Subject Matter; #9 Professionalism; #4 Instructional Strategies; #2 Knowledge of Human Development; #3 Diversity	Standards 1, 2, 3, 4, & 5
<b>Completion of Self-Evaluation of Dispositions FORM #11</b>	<b>Student completed self-rating on program dispositions</b>	Professionalism; has ideas for making a positive impact on learning	#2 Knowledge of Human Development; #9 Professionalism; #4 Instructional Strategies	Dispositions for Standards 1, 2, 3, 4, & 5
Verification of professional behavior	Disciplinary record	Indicates the potential for being appropriate role model	#9 Professionalism; #4 Instructional Strategies	Dispositions for Standards 1, 2, 3, 4, & 5
<b>Field service portfolio presentation to admission committee FORM #8</b>	<b>Assessment rubrics completed by committee</b>	Evaluation of impact on student learning	#1 Knowledge of Subject Matter; #9 Professionalism; #4 Instructional Strategies; #2 Knowledge of Human Development; #3 Diversity	Standards 1, 2, 3, 4, & 5
<b>Internship Placement Interview at school site FORM #4</b>	<b>Rubrics completed by interviewers</b>	Professionalism; presents ideas in an understandable manner	#9 Professionalism	Standard 4
<b>Assessment of Evidence and Use of Results:</b> The application to the professional internship includes all transcripts documenting that the student is ready to enter the classroom and take charge under supervision. Results are used to provide feedback to unit, Arts & Sciences, and P-12; the evaluations of unit requirements are used to make appropriate changes to programs. Rubrics are used to evaluate knowledge, dispositions, and performances, and identify areas of strength and professional development plan needs.				

### Gate 6: Internship Assessment: (Table 2.6)

Teacher candidates are assessed during the internship semester by the university supervisor and by the mentor teacher using an evaluation rubric based upon the ten INTASC/ ICO Principles. The Disposition Rating Scale, used by both mentor teachers and university supervisors, evaluates candidate dispositions during the internship. At the conclusion of the internship semester candidates present their professional portfolios to a committee for assessment. In addition to successful completion of the internship, other requirements for exit include completion of the

teacher licensure application, a minimum 2.75 GPA in both professional education and in the teaching field, successful completion of the Principles of Learning and Teaching Examination if required for the particular licensure area sought, and satisfactory completion of all degree requirements reflected by posting of the degree on the official transcript. Results of the internship assessment provide information regarding areas of strength and the need for future professional development for the candidate, as well as feedback to the Unit, faculty in the College of Arts and Sciences, and P-12 field experience placement schools.

### Gate 6: Internship Assessment

<b>Assessment System Information Benchmarks</b>	<b>Data Collection, Analysis and Evaluation</b>	<b>Evidence Skill/Knowledge Area Relationship</b>	<b>Link to INTASC Principles</b>	<b>Link to Arkansas Principle Standards</b>
<b>University supervisor evaluations FORM #1,7</b>	<b>University supervisor evaluation forms</b>	Knowledge and skills relative to all standards	#1 Knowledge of Subject Matter; #9 Professionalism; #4 Instructional Strategies; #2 Knowledge of Human Development; #5 Motivation and Management Skills; #8 Assessment; #10 Partnership	Standards 1, 2, 3, 4, & 5
<b>Mentor Teacher evaluations FORM #1,3,7</b>	<b>Cooperating teacher evaluation forms</b>	Knowledge and skills relative to all standards	#1 Knowledge of Subject Matter; #9 Professionalism; #4 Instructional Strategies; #2 Knowledge of Human Development; #5 Motivation and Management Skills; #8 Assessment; #10 Partnership	Standards 1, 2, 3, 4, & 5
<b>Candidate Reflection Lesson Rubric FORM #12</b>	<b>Student completed self-rating on a lesson taught</b>	Ability to self analyze lessons to determine strengths, weaknesses, and plan for future instruction	#3 Diversity; #4 Instructional Strategies; #7 Instructional Planning, #8 Assessment	Standard 3
<b>Exit Professional Portfolio Assessment FORM #16</b>	<b>Portfolio of student teaching experiences relative to standards</b>	Overall evaluation of impact on student learning	#1 Knowledge of Subject Matter; #9 Professionalism; #4 Instructional Strategies; #2 Knowledge of Human Development; #3 Diversity	Standards 1, 2, 3, 4, & 5
Licensure Application. Evaluation of transcript relative to approved program.	Application for licensure. Transcript record of completion.	Course completed, grades, and GPA show potential for being a successful teacher.	#1 Knowledge of Subject Matter; #9 Professionalism; #4 Instructional Strategies; #2 Knowledge of Human Development	Standards 1, 2, 3, 4, & 5

**Assessment of Evidence and Use of Results:**

The student teaching experience represents the capstone of the program. Students demonstrate they have the knowledge, skills, and dispositions to be recommended for an initial teaching license. Evaluations, test scores, disposition ratings, and the portfolio help identify areas of strength and need to determine future professional development. Results provide feedback to unit, Arts & Science, and P-12 for evaluation of the unit and suggested changes needed.

**Gate 7: Post-Graduate Assessment: (Table 2.7)**

Annually, the College of Education submits Praxis information for each program completer for the Title II Report. This report provides information regarding mean scores and pass rate percentages on the Praxis exams. During the first three years of employment as a teacher, program completers must successfully complete the Praxis III, a performance-based assessment used in the state of Arkansas in order to receive a standard five-year renewable teaching license. The University receives reports regarding the performance of its graduates on this assessment. Other information is derived from follow-up studies of graduates at the time of graduation as well as after one and three years of employment, and is complemented by an employer survey that is completed after one and three years of service. Finally, the Unit sponsors a Quality Assurance Program under which it guarantees to provide professional assistance to any of its graduates needing additional support. Future data will include the number of graduates needing such assistance and the particular problems involved.

**Gate 7: Post-Graduate Assessment**

<b>Assessment System Information Benchmarks</b>	<b>Data Collection, Analysis and Evaluation</b>	<b>Evidence Skill/Knowledge Area Relationship</b>	<b>Link to INTASC Principles</b>	<b>Link to Arkansas Principle Standards</b>
Quality Assurance Program. Warranty for first two years of teaching.	UAFS offers a warranty program that covers any licensed teacher from the institution, in their first two years of teaching who earned an “A” in the internship	Ability as an effective teacher to lead student learning	#1 Knowledge of Subject Matter; #9 Professionalism; #4 Instructional Strategies; #2 Knowledge of Human Development; #3 Diversity; #8 Assessment	Standards 1, 2, 3, 4, & 5
State report card. Title II report to state and Federal Department of Education.	Report to state on test results for completers	Knowledge and skill relative to teaching; ability to lead class toward learning objectives	#1 Knowledge of Subject Matter; #9 Professionalism; #4 Instructional Strategies; #2 Knowledge of Human Development; #3 Diversity	Standards 1, 2, 3, 4, & 5
Pathwise III Assessment; ADE cut score or above	Results of Pathwise III Assessment	Knowledge and skill relative to teaching; ability to lead class toward learning objectives	#1 Knowledge of Subject Matter; #9 Professionalism; #4 Instructional Strategies; #2 Knowledge of Human Development; #8 Assessment; #3 Diversity	Standards 1, 2, 3, 4, & 5

<b>Teacher Education Program follow-up studies including graduate survey and employer survey FORM #5,6,9,10</b>	<b>Collected follow-up information</b>	Knowledge and skill relative to teaching; ability to lead class toward learning objectives	#1 Knowledge of Subject Matter; #9 Professionalism; #4 Instructional Strategies; #2 Knowledge of Human Development; #8 Assessment; #3 Diversity	Standards 1, 2, 3, 4, 5
<b>Assessment of Evidence and Use of Results:</b> The evaluations are used to monitor the program and to document candidate mastery of the knowledge base in their field. Results are presented to COE faculty and the Teacher Education Council for discussion of possible changes in policy, procedures, or curriculum to address weaknesses.				

On a semi-annual basis, faculty review teacher candidates results and offer suggestions for modifications of the assessment system or instruments. Beginning Spring 2005, data will be shared with representative superintendents from school district partners. Documentation and interview reports confirm that assessment data is also shared with the Teacher Education Council that acts as an external and advisory review body. In addition to teacher candidate performance data, the Unit also collects surveys of candidate perceptions of the program including the placement site, the mentor teacher and the university supervisor, as well as on the quality of advising and counseling received. The Coordinator of Field Experiences and appropriate faculty also review this survey data to ensure continuous feedback for program improvement and to address any bias that might occur. After review by the Teacher Education Council, a report with recommendations is made to the college dean.

Candidates identified as underachieving review findings with their advisor. If the teacher candidate believes his/her has been incorrectly assessed then the evaluation may be appealed to the Teacher Credential and Standards Committee for review.

The Unit has initiated training for all faculty and field supervisors engaged in the assessment process to insure fairness and consistency across gates and among the forms used to rate candidates. The two-phase training involves faculty first reviewing all the forms used, followed by participation in a case study workshop conducted by a trained evaluator. In this workshop, faculty members rate the candidates in the case study against a criterion-rated assessment form and then the results are discussed. This process is repeated until a high degree of inter-rater reliability is established.

### **B. Data Collection, Analysis, and Evaluation**

The following table outlines the array of data collected by the Unit for making candidate admission and completion decisions, and for monitoring and adjusting the academic program and field experiences of candidates. Data collection includes writing samples, standardized testing (Praxis I, II, III) results, surveys such as the Employer Satisfaction Survey administered by the Unit, and reports from mentor teachers and field supervisors.

**Table 2.8: Sources of Data**

Type of Data	Frequency of Collection	Collected from Whom	Reviewed by Whom
<b>Candidate and Graduate Data</b>			
Survey of graduate	At exit, 1 year after graduation, 3 years after graduation	Program completers	Faculty, candidates, and TEC
Follow-up survey of employers*	Each year	Public school officials	Faculty, candidate, and TEC
Evaluation of candidate field experiences *	Each semester	Faculty and PK-12 supervisors and administrators	Coordinator of Field Experience
Evaluation of faculty and courses including student teacher supervisors*	Each semester	Candidates enrolled and program completers	Candidates, program coordinators, and Coordinator of Field Experiences
Teacher education admission*	Each semester	Candidates applying for admission to teacher education	Coordinator of Field Experiences
Candidate dispositions*	Each semester	Candidates enrolled, faculty and PK-12 supervisors	Candidates and faculty
Candidate reflection upon knowledge and skills*	Each semester	Candidates enrolled and program completers	Faculty
Praxis II exams	Each semester	Program completers	Faculty
INTASC Standards*	Each semester	Program completers	Candidates and faculty
<b>University sources of Data</b>			
Review of College of Education Goals	Annually	Dean, Associate Dean, Department Coordinators, and COE faculty	Administrative team, faculty, and University administration
University-wide assessment of programs	Annually	Office of Institutional Effectiveness	Assessment committee members, and faculty, university administration
Coordinator evaluations	Every 2 years	Dean, Provost, Chancellor	Dean, and Coordinators
Evaluation of faculty	Annually	Candidates enrolled, program completers, and Dean	Dean, coordinators, and individual faculty member
College of Education annual reports	Annually	Coordinators and Dean	Provost, Dean, Coordinators, and faculty
<b>Data are also collected from local advisory group</b>			
Field experience and program	Monthly during school year	Teacher Education Council	Faculty
Administrative procedures	Monthly during school year	Teacher Education Council and Dean's Advisory Council	Dean, and Coordinators
Presentation of	Each semester	Dean's Advisory	Faculty



current information to faculty and obtain feedback		Council	
<b>External sources of data include</b>			
Program content, assessments, and procedures	As specified	SPA	Candidates, and faculty
Program content, assessment, and procedures	Every 5 years	ADE, National Council for Accreditation of Teacher Education	Candidates, faculty, university administration

Interviews with mentor teachers and university supervisors confirm that they each play an important role in assessing teacher candidates' field experiences and internship performances. With the assistance of mentor teachers, the Unit has developed a rubric-based internship assessment form that reflects the Units' conceptual framework and correlates with state and national standards.

External assessments that initial candidates are required to pass include the series of Praxis I exams in math, writing, and reading, and the content-based Praxis II exam. In its Fall 2004 Assessment Report, the College reports that the Fall 2004 cohort of teacher candidates achieved at least 2+ ratings (on a 3 point scale) on all twelve questions of the placement interview for internship. Also, this cohort achieved a similar level of competency on 8 of 10 INTASC standards. The Teacher Credential and Standards Committee addresses any candidate complaints and appeals related to the candidates' evaluations. These candidate concerns range from issues involving admission, licensure, grades, and field experience problems. A review of the Committee minutes confirms that students do utilize this avenue for review and that the process is functioning well.

A database system tied to the assessment "Gates" was created in spring, 2004 for collecting and organizing information related to candidate and program performance. The system is able to scan assessments and to extract candidate data from the student information system (BANNER) that ensures an on-going and stable data input, access, and reporting process. This technology system enables the monitoring of individual teacher candidates as they proceed through the assessment checkpoints. For example, once a teacher candidate has completed all requirements for Gate 3 (Admission to the Teacher Education Program), Gate 4 is automatically created along with its requirements. This takes place through a rule-based processing program that is constantly updated. The Curriculum Advisement Program Planning (CAPP) component of BANNER is used for checking students' grade point averages. CAPP also allows the College to define each program's "major" courses and group them to calculate an aggregate grade point average.

Because BANNER doesn't have capability for handling evaluations, the Unit designed a process that scans and stores the information for future retrieval. They created an information/analysis system that makes the complexity of the various Gates for monitoring candidate progress manageable; one that can be modified without damaging the previous information while housing all information in a single environment. The importance of this system is that it enables the Unit to determine the progress of each candidate (or cohort) in the program, and to monitor individual and group needs. Although the data collection system is in place and comprehensive in

structure, the college does not have a substantial record of student achievement due to its very recent transition into a full four year degree program. The data collected and reported by the Unit to date demonstrates good process by candidates at all assessment “gates” in the program.

### **C. Use of Data for Program Improvement**

The Unit systematically collects, analyzes, and uses the data generated for monitoring the quality and effectiveness of the program, the effectiveness of the faculty and college administration, and the perceptions of graduates and external partners. Part of this summary data comes from the Office of Institutional Effectiveness which provides the Unit with assessment data and interpretation on candidates in the form of a summary report of candidates results from Practicum I, Practicum II, and Internship. In fall and spring semesters, the data is compiled and reported by the Associate Dean to the College of Education Administrative Council for review. From this review a report is created and shared with faculty for their analysis and recommendations, followed by a formal report to the college dean.

Teacher candidates are expected to reflect on their performance throughout the program. Conversations with candidates confirm that they are required to complete six formal reflective assignments about their students, personal effectiveness, lessons taught, effectiveness of assessments used, and self evaluation of dispositions during their internship experience. As a part of their reflection, candidates show evidence that demonstrates how students grew in each of the developmental domains/content areas, and how critical thinking and problem solving were evidenced. The analysis is expected to illustrate areas for improvement or changes needing to occur. Candidates are also expected to complete the Reflection of Lesson Plan and Reflection of Self Evaluation of Dispositions forms each semester where they rate their performance on seven questions associated with lesson plan development, and on eight questions related to dispositions such as valuing their discipline and willingness to use varied instructional practices.

Each semester, faculty advisors receive reports on students with unsatisfactory Intended Candidate Outcomes evaluations, cooperating/mentor teacher evaluations, or inappropriate scores on the Disposition Rating Scale. After a candidate has been identified twice in these reports as having inappropriate performances, a meeting with the early childhood, middle childhood, or secondary coordinator is arranged to discuss intervention options. If a candidate continues to receive inappropriate evaluations, he or she must first meet with an advisor, followed by meetings with the Teacher Credential and Standards Committee, and/or the Dean and the appropriate coordinator to discuss alternatives that may include options other than teaching.

Before any program change become final, such as adding new courses, deleting existing courses, or adding pre-requisites, the change must go through the University of Arkansas -- Fort Smith governance structure. Program modifications that often begin with individual faculty or individual departments requesting the change are forwarded through the Curriculum Committee then on to the Dean who requests informal input from other Deans and from the program coordinators. After the proposed change has received tentative approval by the Dean, it is sent to the Teacher Education Council for review. After action at that level and approval by the Dean, the College Curriculum Committee faculty representative presents it to the university-wide curriculum committee. Once approval takes place at that level, the proposed change is submitted

to the Provost who makes the final decision in consultation with the Chancellor. New degree programs leading to teacher licensure must also be approved by the University of Arkansas' System Board of Trustees, the Arkansas Department of Education, and the Arkansas Department of Higher Education.

Examples, as documented in College of Education Faculty meeting minutes, of how systematic data collection and review have been used to improve programs include:

- Candidates are now required to pass a computer literacy exam prior to enrolling in the Introduction to Educational Technology course;
- Writing abilities of candidates needed to be improved due to the Praxis I results and discussion with faculty, therefore a pre-post-writing sample is now required in all Introduction to Education courses;
- As a result of faculty and candidate feedback, several rubrics and assessment instruments have been improved to bring more meaning to those completing these instruments;
- Feedback from faculty and candidates about field service hours resulted in an improved process for candidates who are enrolled in multiple-courses requiring field service;
- Feedback from local school administrators to the Dean's Council resulted in an improved process for ensuring TB and maltreatment forms were on file; and
- Instruments have been developed to address NCATE accreditation standards.

All College faculty members submit annual professional development goals and are assessed regarding level of completion. During the annual individual meeting with the Dean, each college faculty member is also provided with a summary of teacher candidate evaluations.

### **Overall Assessment of Standard**

The Unit has developed and implemented an assessment system that collects and analyzes data in a systematic manner on applicant qualifications; candidate performance; and unit operations for the purpose of evaluating and improving the unit and its programs. The use of a sophisticated student information system has allowed the unit to establish a comprehensive candidate monitoring process that aids in the early identification and intervention of teacher candidates needing assistance. Processes are in place for the regular review of Unit operations and for decision making related to curriculum matters, with input from internal and external sources. The assessment plan is aligned with the conceptual framework and cross-referenced with both state and national standards.

### **Recommendation: Met**

### **Areas for Improvement:**

1. The Unit does not, at present, have a substantial longitudinal assessment history of candidate progress.

*Rationale:* With the exception of the Early Childhood Education program, the seven other programs currently offered by the Unit are just getting underway, with the admission of the first candidates only now moving through the various stages in the programs towards licensure. Although the data collected and reported by the Unit to date demonstrates good progress by

candidates at all assessment “gates” in the programs, the Unit cannot demonstrate successful candidate evaluative data over an extended period of time.

### STANDARD 3. FIELD EXPERIENCES AND CLINICAL PRACTICE

*The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.*

**Level (initial and/or advanced): Initial**

#### **A. Collaboration between unit and school partners**

School partners were involved in the design, delivery and evaluation of the field experiences. Representatives from the partner school districts provided suggestions for the design of the program and since that time have given feedback to the Unit. With the Unit's formation, the Dean of the College of Education made contact with public and private schools to explore potentially beneficial collaborative activities including the placement of candidates for field and clinical experiences.

1. From feedback obtained from the local public and private schools, the Director of Field Experiences hosts a mentor teacher/intern orientation dinner each semester to explain the roles and responsibilities of each party.
2. Formative feedback is provided from clinical faculty at field placement sites. Summative feedback is provided through formal evaluation instruments completed by clinical faculty at the end of each semester.
3. The Teacher Education Council includes public school teachers, administrators and candidates who provide advice to the Dean regarding all teacher education matters including field and clinical experience programs.

Partners are involved in several ways related to the field experiences and clinical practice:

1. When candidates are ready for the internship, the Coordinator of Field Experiences interviews each intern applicant prior to placement. Applicants are allowed three placement choices from which the Coordinator of Field Experiences, in collaboration with P-12 administrators, matches the candidate with the appropriate site
2. Prior to final placement, at least one public school administrator interviews each applicant.
3. All clinical faculty must be trained in the Pathwise system of observation. The Coordinator of Field Experiences provides this training. All Institution supervisors are also trained in the Pathwise model. Secondary candidates area jointly supervised by Unit faculty in the College of Education and in their content area under the direction of the Coordinator of Field Experiences.

Several examples illustrate the benefits of the partnerships.

1. In 2004 the Unit received a grant allowing it to become a supplemental services provider for schools identified as low performing. The Fort Smith School District and the Unit are now partners in providing assistance to over 100 at-risk students at Tilles and Morrison Elementary Schools (Destiny Program). This gives opportunities for candidates to tutor young students in reading and mathematics.

2. Students at the Atlas Academy at Northside High School are recruited into the Associate of Applied Science degree program in early childhood education. This program leads to these students becoming para-professionals.
3. Public school personnel played a pivotal role in the total design of the teacher education program. Much of the partnership work was done with funds from a collaborative grant to fund joint planning activities. Public school and Institution personnel met frequently during that year to develop curricula including both content and field experiences.

The College has worked to ensure that the design of the field and clinical experiences for teacher candidates is directly linked to the Conceptual Framework with its focus on best practices, the development of a learning community, and professionalism. The field and clinical experiences provide candidates with a variety of experiences relevant to their professional development as teachers as summarized in the following table.

<b>Course</b>	<b>Field or Clinical Experience</b>
Introduction to Education	30 hours – Structured observation in school, assist teachers, attend school board meetings, attend parent-teacher organization meetings
Practicum I	60 hours – Tutoring students, assist teachers, teach lessons
Practicum II	40 hours – Tutoring students, assist teachers, teach lessons (Early Childhood Candidates complete 60 hours here)
Student Teaching/Internship	Semester-long – Tutoring students, assist teachers, prolonged full-time teaching

All candidates participate in a common core of 655 hours of structured field experiences with the actual hours of experiential learning varying slightly from program major to major, ranging from a low of 680 hours in biology, English, and history, to a high of 740 in math and chemistry. The largest program, Early Childhood, has a total of 725 hours of school-based experiences for teacher candidates.

School administrators report that mentor teachers are selected through their nomination and recommendation. The College trains mentor teachers in the Pathwise system of Teacher Evaluation, and they must have at least three years of experience as a licensed teacher and be fully licensed in the appropriate content field to be recommended. The Internship Handbook provides both mentor teachers and university supervisors with a clear outline of expectations. A review of supervisors' resumes confirms that they meet the qualifications of being fully licensed as a teacher, and having relevant experience in the grade level/content area they are supervising.

The EDUC 2753 Introduction to Education course requires teacher candidates to complete 30 hours of structured observation in a school classroom. This is primarily a time to assist in the classroom and to observe, with required assignments associated with instructional strategies, and classroom management. In addition, candidates interview principals, teachers, and parents as well as attend a school board meeting and a parent-teacher organization meeting. They document their observations and record of meetings in their Field Experience Workbook (revised 01/05).

In Practicum I, candidates are placed in the subject and grade levels for which they are preparing to teach to observe and to assist the cooperating teacher with procedural and instructional tasks. Practicum I concludes with candidates teaching a lesson plan that is assessed using the INTASC

Principles. Practicum II is a similar experience except that assessment is based on the Pathwise. As with the first field experience, teacher candidates use the practicum handbook that contains all the necessary observation and evaluation forms. While the core of the various handbooks remains the same, each program major has developed its own unique handbook to align with the focus points of each program.

In Introduction to Education, Practicum I, and Practicum II, candidates are assigned to a cooperating teacher who provides guidance and opportunities to work with students in a variety of settings. During the 16 week student teaching/internship semester candidates are assigned a school site under the guidance of a mentor teacher and following an interview at the school prior to formal placement. The College has developed a very comprehensive handbook to accompany the internship that includes the expectations for the teacher candidate, the university supervisor, and the mentor teacher. Through this internship teacher candidates complete an electronic portfolio using a software data management system entitled *LiveText* and complete a series of seven lessons aligned with the Arkansas Standards for Beginning Teachers. They also attend a capstone seminar on topics such as classroom management, ethics, and the Pathwise system.

School personnel report that the university supervisors provide good support for interns through formative feedback following each visit, as well as through formal Pathwise post-conferences. Students and school personnel confirm that the objectives and assessments in the field practicum and internship reflect the College's conceptual framework and are tied to INTASC/ICO Principles, the Arkansas Standards for Beginning Teachers, and the Pathwise Criteria. Candidates have regular course seminars associated with their field placements in which they meet to debrief their experiences and to reflect on best practices. The supervisors confirm that they conduct a minimum of three informal and one formal visit during the internship semester.

Teacher candidates evaluate all practicum experiences, including internship, at the end of each field placement using an assessment instrument designed by the College. Candidates report that their field experiences were an essential part of their teacher preparation and allowed them to apply the knowledge and skills learned in the course work in a classroom setting. Mentor teachers report that teacher candidates are successful in impacting student learning. Aggregate data collected from completing internship candidates show a mean of 2.5+ (on a 3 point scale – 1 = Basic to 3 = Distinguished) on virtually all 14 questions about their mentor teachers, and on the 10 questions directly associated with their internship placements. Of particular note are the very high ratings given to questions asking about their relationships with their mentor teachers (2.61) and the range of teaching experiences provided (2.61). Likewise, interns rated their university supervisors very highly, feeling that they provided good constructive criticism and helped candidates continue to practice self reflection. This feedback has been used by the College to make some curriculum revisions and procedure adjustments. Examples of changes already instituted in the internship experience based on these evaluations include revision of the format of required lesson plans to more closely mirror that used in partner schools, allowing interns two days to interview for positions, and providing the interns the opportunity to visit a variety of classrooms prior to the conclusion of the semester.

**C. Candidates' development and demonstration of knowledge, skills and dispositions to help all students learn.**

Entry and exit criteria for clinical practice include the following:

Prior to enrolling in Introduction to Education, candidates:

1. Must have completed 30 hours with no grade lower than “C”.
2. Must have taken English I (ENGL 1203)
3. Must have a cumulative grade point average of 2.5

Practicum I and II require admission to the teacher education program. Requirements for entry into these two field experiences are:

1. Successful completion of the Praxis I exam
2. A cumulative 2.75 grade point average
3. A satisfactory admission interview.

Successful exit involves successful completion of all practicum assignments and a positive evaluation from the assigned clinical faculty.

Entry requirements for the Student Teaching/Internship are:

1. A 2.75 grade point average both cumulative and in the area of specialization
2. Completion of all professional education and teaching field coursework with a minimum grade of “C” in each course
3. Successful completion of all Praxis II content specialty exams
4. Satisfactory completion of the appropriate Praxis II pedagogy exam
5. Satisfactory disposition rating scale scores
6. A successful internship placement interview at both the Institution and the school site.

Exit criteria for Student Teaching/Internship include:

1. A 2.75 grade point average cumulative and in the area of specialization
2. Satisfactory evaluations of candidates’ performance and dispositions
3. A satisfactory professional portfolio
4. Successful completion of the appropriate Praxis pedagogy exam

Historically, between 40-45 candidates are eligible for the internship each semester. This current semester there are 59 candidates involved in internships. Of that number, 1-2 candidates either self-select out or do not meet Unit standards and are removed from the program.

In addition, the Introduction to Education, Practicum I and II and Middle and Secondary Level Programs also require field experiences and between 220-225 additional candidates are involved in these each semester.



There are three primary assessments used in clinical practice:

1. The rubrics used to assess assignments found in the exit portfolio
2. Pathwise assessment rules and rubrics
3. Intended Candidate Outcomes rubric

Field experiences and clinical practice are assessed in various ways:

Introduction to Education field experience:

Clinical faculty assess candidates at the completion of this required field experience using the Student Evaluation form in the areas of: Promptness, initiative, attitude, grooming and dress, oral communication, skills, and interest in teaching. They also assess candidates' performance in their Practicum I and II on:

1. UA Fort Smith Intended Candidate Outcomes (INTASC Principles)
2. Disposition Rating Scale
3. Student Evaluation Form.
4. Portfolios

Candidates must perform at an acceptable level ("C") in order to complete each course.

Unit Supervisors assess candidates during the Student Teaching/Internship:

1. Four evaluations are completed using the Pathwise Essential Teaching Criteria
2. One evaluation is done using the UA Fort Smith Intended Candidate Outcomes (INTASC Principles)
3. One evaluation using the Disposition Rating Scale
4. In conjunction with Coordinator of Field Experiences a final decision/grade is given

Clinical faculty assess candidates during the Student Teaching/Internship:

1. Once using the Pathwise Criteria for formative information
2. Once using the UA Fort Smith Intended Candidate Outcomes
3. One evaluation is done with the Student Evaluation Form
4. One evaluation using the Disposition Rating Scale
5. A final grade is given at the end of the student teaching/internship

Candidates formally present their portfolios to an admission committee for approval prior to admission to the internship experience. Prior to exit from the teacher education program, the portfolios are assessed again. Candidates complete an assignment requiring them to document their effect on student learning in their assigned classroom.

Reflection and feedback are incorporated into the field experiences and clinical practice in several ways:

1. Scheduled seminars give candidates opportunities for reflection and feedback using videotapes, lesson and unit plans, journals and electronic portfolios.
2. Peers and clinical faculty analyze and provide feedback regarding performance.
3. During the internship, candidates reflect on each lesson they teach.
4. Candidates videotape themselves teaching two lessons, critique their performance and write a reflective paper concerning their performance.

In field experiences and coursework, candidates have opportunities to develop knowledge and skills in helping all students learn. Early Childhood Education and Middle Childhood Education majors must complete ECED 3053. Children and Families in a Diverse Society and Secondary Education and Middle Childhood Education candidates must take SPED 3022, Survey of Diverse Populations. Please see Table 4.1A below to see ways in which the Unit addresses diversity in the curriculum.

All candidates are placed in a variety of field experiences involving P-12 students with diverse learning styles, abilities, cultural and socio-economic backgrounds, and languages. And candidates in every field placement site complete a class profile form.

The Coordinator of Field Experiences systematically tracks candidates placements in order to ensure that all candidates have opportunities to work with students with exceptionalities and from diverse populations. Interviews with candidates, clinical faculty and administrators confirmed that all candidates experience a wide range of diversity and exceptionalities.

### **Overall Assessment of Standard**

The design, implementation and assessment of field experiences and clinical practice is based on the concept that all children can learn and gives candidates knowledge and experience in working with all students. Candidates are eager to begin their careers as professionals upon completion of this teacher preparation program.

**Recommendation: Met**

**Areas for Improvement: None**

## STANDARD 4: DIVERSITY

*The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.*

**Level (initial and/or advanced): Initial**

### **A. Design, implementation, and evaluation of curriculum and experiences**

Candidates are expected to develop and demonstrate three principles related to diversity. These are:

1. Understand how students learn and develop and provide learning opportunities that support a student's intellectual, social and personal development.
2. Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
3. Plan instruction based upon knowledge of subject matter, students community, and curriculum goals.

In addition, Domains A and B of the Pathwise Domains necessitate an understanding of diversity. Domain A helps candidates understand the need to organize content so all students will learn and emphasizes becoming familiar with relevant aspects of the student's background and knowledge of experiences. Also in Domain A, candidates should learn to create and select teaching methods, learning activities and instructional materials or other resources that are appropriate for the students and are aligned with the goals of the lesson. Domain B focuses on creating an environment for student learning and creating a climate that promotes fairness.

Candidates are assessed according to eight dispositions and Dispositions 2 and 4 directly address diversity. Disposition 2 emphasizes that because the teacher candidate believes all children can learn and there are multiple ways children do learn, the candidate is willing to utilize multiple methodologies. Disposition 4 states that the candidate is committed to providing a classroom environment where the diverse needs, interests and talents of students are appreciated and utilized to create a learning climate fostering high standards.

Proficiencies related to diversity are articulated in the Diversity Performance Rubric used in ECED 3053, Children and Families in a Diverse Society and SPED 3022 Survey of Diverse Populations.

The Institution has established ten general education competencies that are addressed at various times in every student's program. Two of these specifically relate to diversity: Global and Cultural Awareness and Personal Responsibility.

As seen in the course syllabi and other documentation provided, all courses in the College of Education identify how diversity will be addressed in that course and how each class is designed to help candidates understand the importance of diversity in teaching and learning. Classes are designed to give candidates experience in gaining knowledge and developing skills and the dispositions needed to work with diverse populations. The table below gives an overview of diversity throughout the curriculum.

Table 4.1A: Ways in Which the college of Education Addresses Diversity in the Classroom

DIVERSITY	
TOPIC	Number of Courses
Defines or Identifies specific student needs	30
Observes, describes, and reflects on characteristics	23
Facilitates communication across cultures and languages	15
Creates accommodations in lessons, units, and curriculum design	31
Reviews legal and ethical education issues	12
Demonstrates fairness in teaching and professional interactions	9
Models respect for others and applies current theories	14
Prepares portfolio artifacts	9
Conducts case studies	8

Candidates are required to complete a variety of field experiences once they are admitted to the teacher education program. Curriculum and field experiences are designed to help candidates understand the importance of diversity. Coursework and field experiences give candidates specific experience to interact with diverse populations. The placements are structured so each candidate has a variety of experiences in schools with diverse populations.

Candidates learn to use learning-style inventories, soci-grams, and profiles of students through observations and case studies. They record progress after adjusting the demand of the task, arrange alternative activities to be assessed, and change the manner in which the task is completed. In addition, all candidates complete courses in assessment that serves as a foundation for effective assessment of all children. In each lesson plan completed throughout coursework, candidates must include plans for differentiating instruction for diverse learners.

Interviews with candidates and clinical faculty provided evidence that candidates develop an awareness of the importance of diversity in teaching and learning.

Candidates are assessed on the dispositions related to diversity in each teacher education course including Practicum I, Practicum II and student teaching/internship, Pathwise criteria A1 (knowing students), A4 (creating /selecting teaching methods appropriate for students), and A5 (creating/selecting evaluation strategies appropriate for all students). Interviews with candidates and clinical faculty indicate that candidates' understanding, knowledge, and skills related to diversity are strong.

A Diversity Rubric (see Table 4.1B) has been designed to assess the teacher candidates' understanding of students from diverse backgrounds. This is used in two classes to facilitate needed knowledge, skills, and dispositions concerning diversity. Candidates must demonstrate the ability to design and adopt a response to a case study concerning special needs children, justify the selected response, and develop a climate where students appreciate diversity.

The unit's data derived from the diversity rubric indicates that candidate performance was acceptable in understanding diversity. In all areas of the rubric except one, all candidates scored at either proficient or distinguished. In the area of knowledge of diversity laws and policies, several candidates scored at the basic level.

Candidates create lesson plans that address diversity through modification for diverse populations required by the Pathwise Criteria. These lessons are assessed by the Pathwise Domains and Criteria, rubrics, and instructor feedback. In viewing these lesson plans, it was determined that candidates are gaining experience and skill in becoming proficient in working with diverse populations.

At the end of the Practicum I and II, the portfolio presentation assessment measures the candidate's ability to help all student learn. Candidate's work is evaluated as well as P-12 student work.

Candidates self-assess themselves on the required dispositions. They give themselves high marks in willingness to provide an environment that meets diverse needs and being caring. The following assessments were also noted:

1. On Pathwise Criterion B1 (fairness to students) candidates scored 2.67 out of 3.0
2. On Pathwise Criterion B2 (rapport with students) 2.69 out of 3.0
3. On Pathwise Criterion B3 (all students can learn)
4. Praxis III scores, 2003-2004 graduates scored 2.2 on B1 (fairness), 2.4 on B2 (rapport) and 2.7 on B3 (all students can learn)

The Diversity Rubric assesses the candidates' understanding of students from diverse background. Note the diversity case study results for ECED 3053 and SPED 3022:

Table 4.1B

	Unsatisfactory	Basic	Proficient	Distinguished	Mean
Indicator 1: Objective	0	0	16	29	2.64
Indicator 2: Rationale	0	0	16	29	2.64
Indicator 3: Learning Assistance	0	0	14	31	2.69
Indicator 4: Solution	0	0	15	30	2.67
Indicator 5: Response	0	0	16	29	2.64
Indicator 6: Understanding of Policies	0	6	12	27	2.47
Indicator 7: Respect for Diversity	0	0	8	37	2.82

As indicated in Table 4.1A , candidates prepare portfolio artifacts that address diversity in nine classes and conduct case studies in eight classes. In each of these situations they are required to demonstrate evidence of student learning in field settings and each candidate works in diverse

field settings. This evidence is found in electronic and traditional portfolios, self and supervisory assessments and interviews with candidates, clinical faculty, and unit supervisors.

Evidence found in candidate self-evaluations indicated that candidates rate themselves high in their willingness to provide an environment that meets diverse needs. Pathwise evaluations concluded that candidates valued fairness and learning by all students..

Unit supervisors and clinical faculty assess candidate performance using the ten INTASC/ICO Principles and Pathwise Domains. Evidence gathered through interviews indicates that candidates rank high in their ability to incorporate diversity into their curricula and establish a classroom climate that values diversity

At least once a semester candidates receive feedback concerning performance from course teachers and Unit advisors. Coordinators monitor summative data and confer with advisors concerning their candidates. When necessary, individualized program improvement contracts are completed.

## **B. Experiences working with diverse faculty**

The diversity of the faculty reflects the diversity of the surrounding community:

Table 5: Demographics on Faculty, Fall, 2004

	Total Pop.	Male %	Female %	Asian %	African American %	Hispanic %	Native American %	Minority %
Full Time COE Faculty	11	36	64	0.0	0.0	0.0	18.0	18.0
Adjunct Faculty	12	16.7	83.3	0.0	8.3	0.0	8.3	16.6
Unit Faculty in Arts and Sciences	8	62.5	37.5	0.0	0.0	0.0	25.0	25.0
Cooperating Teachers and Mentors	272	9.3	90.7	0.0	1.1	.7	4.1	6.3
UA Fort Smith	155	56.0	44.0	0.6	1.9	1.3	1.9	5.7

In addition to the data in Table 5, Unit faculty bring diverse experience to the Institution and Unit in several other ways. Evidence of this experience is found in documentation provided by the Unit.

1. Faculty have a broad range of experience in working with children from diverse populations, including lower socio-economic background, cultural and ethnic diversity, language diversity and children with exceptionalities).
2. Over half of the Unit's faculty have lived and worked in areas of the U.S. other than where the Institution is located.
3. A number of the Unit's faculty have self-reported exceptionalities (visual impairment, dyslexia, and ADD). The Unit has made adaptations for a legally blind faculty member. Five faculty members have degrees/licenses in an area of special education.
4. Unit administration has 23 years experience serving on P-12 special education cooperative boards.

5. Unit faculty attends multi-cultural events such as the multi-cultural week.
6. Unit and Institution faculty interact with each other and listen carefully to candidates.

Various initiatives to recruit faculty from diverse backgrounds are being used:

1. Advertising faculty positions in the Chronicle of Higher Education and HigherJobs.com
2. Available positions are posted on the Institution website
3. Available positions are advertised in “Black Issues”
4. The Unit subscribes to several black databases to help locate possible new faculty
5. The Unit makes an effort to interview as many diverse candidates as possible

### C. Experiences working with diverse candidates

The mission of this Institution as found in the Institutional Report is to “. . . raise the higher education achievement level of the residents of the Western Arkansas service area . . .” The diversity of the Unit represents the diversity found in the Western Arkansas service area as evidenced by documents provided.

Table 6: Demographics on Candidates, Fall, 2004

	Total Pop	Male %	Female %	Asian %	Black %	Hispanic %	Native American %	Total Minority %	Econ. Disadv. %
Admitted to Teacher Education Program	352	8.2	91.8	1.1	2.0	0.5	3.4	7.1	49.1
UA Fort Smith Total Student Population	6581	39.8	60.2	4.1	4.1	2.8	3.7	14.6	35.4

Candidates at the Institution may choose to participate in a number of multicultural activities.

1. Multicultural Exchange Club
2. Original American Coalition (formerly Intertribal Indian Council)
3. Students Together Effectively Progressing (Black Student Organization)
4. Conference on multicultural issues held on campus
5. The Fort Smith Multicultural Center was previously housed on campus. The location has changed but resources are still available.
6. Foundations of Learning course required for all incoming freshmen include a component addressing multicultural issues.
7. Future Educators Organization
8. Destiny Program (candidates, faculty interact with students from diverse backgrounds to increase learning and skills.

The Unit’s efforts to recruit diverse candidates includes:

1. A grant received from the Arkansas Dept. of Higher Ed as part of the Minority Teacher Scholars Program provides funding for education-related trips to encourage and foster growth of minority teaching candidates.
2. The Institution’s advertising brochure prominently features the Dean of the College of Education and Hispanic students on the cover.
3. Diverse educational professionals are invited into the high school classrooms with the largest minority populations in an effort to recruit diverse students.

In order to ensure the success of diverse candidates, the unit provides a faculty advisor to all candidates. The coordinators of each program also provide advising to all candidates. It is also expected that a result of the Unit’s increased involvement in multicultural clubs on campus will result in additional personalized attention for candidates from underrepresented groups.

**D. Experiences working with diverse students in P-12 schools**

Candidates are given opportunities to experience diversity in field experiences and clinical practice. They are placed in a variety of field and clinical experience settings during the teacher education curriculum. In order to ensure that candidates receive a broad range of experiences, the Coordinator of Field Experiences monitors site placements. Interviews with candidates indicated that they have all had experiences with some type of diversity. They felt that this was a challenge but they were glad to have had advisors, supervisors, colleagues and clinical faculty with which to discuss the challenges and to help them work through them. It was a general consensus with all candidates interviewed that they felt all children could learn and it was exciting to try new and varied methods with their P-12 students to help them succeed.

Table 7: Demographics on Clinical Sites for Initial Programs

	Asian %	Black %	Hisp. %	Native Am. %	Tot. Minority %	Econ. Disadv %	Limited Engl. Prof. %	Spec. Ed. %
Fort Smith	6.5	14.6	14.9	3.0	39.0	50.3	12.5	13.9
Van Buren	3.3	1.5	8.2	1.5	14.5	42.7	4.5	12.5
Greenwood	0.9	0.3	1.4	2.1	4.7	20.8	0.4	12.3
Mansfield	1.4	0.7	0.2	0.0	2.3	37.3	0.0	9.6
Alma	0.5	1.0	2.1	0.1	3.7	39.8	0.2	14.5

Source: [www.schoolresults.org](http://www.schoolresults.org)

As illustrated in the table below, candidates are placed in classrooms for field experiences where significant numbers of minority, lower socio-economic, and special education students are present.

Table 7.1 Student Diversity in P-12 Classrooms Used as Field Sites, Fall, 2004

Male %	Fem. %	Asian %	Black %	Hisp. %	Native Am. %	Total Minority %	Econ Disadv %	Limited Engl. Prof. %	Spec. Ed. %
50.1	49.9	3.5	5.8	9.9	4.4	24.6	42.1	3.0	20.4

Source: Cooperating/Mentor Teachers

All candidates work with exceptional students during field experiences or clinical practice. The Coordinator of Field Experiences and the faculty member teaching the diversity class, in conjunction with the clinical faculty, work together to monitor the candidates’ experiences with exceptional students.

In the Early Childhood Education P-4 Program candidates:



1. Are placed in different sites for Practicum I, Practicum II and Internship
2. Complete the initial block of courses which requires a 20-hour field experience at a site which gives candidates experience in diversity. Three sites are primarily used: Bost Development Center (75 percent of students have an exceptionality), Kids First (students have medically related conditions such as autism, motor and speech delays), and Inter-Faith Center (80 percent of students have cultural/language diversity)

Middle and Secondary level candidates:

1. Complete a 10-hour field experience in SPED 3022 where they work with a diverse population.
2. Complete a 10-hour field component in ECED 3053.
3. Have a placement in field experience sites that gives all them the opportunity to work with children from lower socio-economic backgrounds, children with learning difficulties, and those with cultural and language differences. They may also work with students from different religious backgrounds.

Throughout coursework, field experiences and clinical practice, candidates are required to complete at least one case study about diversity, include diversity components in each lesson plan and complete a formal lesson plan reflection. They are assessed according to Unit dispositions in each course and are assessed according to INTASC standards at least three times, one of which specifically addresses diversity.

Candidates receive feedback from peers and supervisors to reflect on their skills working with diverse students through:

1. Scores on the Intended Candidate Outcomes (INTASC Principles) used in Practicum I, Practicum II and Student teaching/internship
2. The Disposition Rating Scale used in each class in the professional education curriculum
3. Diversity Rubric used in ECED 3053 and SPED 3022
4. Class discussions
5. Journal feedback
6. Peer interaction
7. Small work groups
8. Team research presentations
9. Meetings with instructors to review results from exams, portfolio presentations, lesson plans, case study assignments, field experience logs and disposition rating scale results
10. Meetings with clinical faculty to reflect on teaching performance, self-evaluations, and portfolio artifacts

### **Overall Assessment of Standard**

The mission of this Institution is “. . . to raise the higher education achievement level of the residents of the Western Arkansas service area. . . .” Candidates in this teacher preparation program are given many and varied experiences in working with the diverse faculty, students and peers in this region. Their field experience and clinical practice complement course work. Graduates of the program have many experiences to work with the diverse populations in this area.

**Recommendation: Met**  
**Areas for Improvement: None**

## STANDARD 5. FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

*Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.*

**Level (initial and/or advanced): (initial)**

### **A. Qualified faculty**

The unit has 11 full time faculty members; 8 full time in the university, part time in the unit faculty members; and 12 adjunct faculty members. Two full time faculty members hold the rank of Professor, three faculty members hold the rank of Associate Professor, five faculty members hold the rank of Assistant Professor and one faculty member is an Instructor.

Of the 11 full time faculty members, nine hold doctorates. Of the two faculty members who do not hold the doctorate one will complete the degree very shortly. The other faculty member was designated as one of 25 master teachers in Oklahoma, holds National Board Certification, and has 30 years of P-12 teaching experience.

All but two of the unit faculty members have had experience in P-12 education (ranging from 4 to 31 years) and are licensed in the fields they teach. Unit faculty members have between 1 and 28 years of experience in college or university teaching. Ten members of the unit faculty have been trained in the Pathways System of Teacher Evaluation used in Arkansas. Two of the unit faculty hold National Board Certification.

An examination of the credentials of clinical school faculty supervising candidates provided evidence that they are licensed in the fields in which they teach. With the exception of one faculty member, clinical school faculty members who supervise student teaching candidates were trained in the Pathwise System of Teacher Evaluation. All clinical faculty supervising student teachers have three years of teaching experience. Records indicate that student teaching supervisors were recommended by their administrators and were selected for their position through collaboration between university and school administrators.

Clinical faculty members from higher education have contemporary professional experience in appropriate schools settings. Examinations of curriculum vita provided data to show that 88 per cent of the clinical higher education faculty members have current P-12 teaching experience.

### **B. Modeling Best Professional Practices in Teaching**

#### Understanding of Content

An examination of course syllabi indicated that unit faculty members were able to choose and appropriately sequence course objectives suitable to the content. The candidate assessments of

instructor performance indicate positive evaluations regarding understanding of content by faculty. For example, in Fall 2004 approximately 94% of candidates responded positively to the statement “I have become more competent in this area because of this course.” During the same semester, approximately 93% of candidates agreed with the statement “I feel my instructor is an effective teacher in helping students learn. Interviews with candidates also provided strong evidence that the candidates perceived that instructors were well versed in the content they taught.

### Reflection of Conceptual Framework

All faculty syllabi reflect a commitment to the conceptual framework, *Professionals United to Ensure Continuous Learning and Success*. Examinations of syllabi, class visits, and interviews with candidates and faculty indicated that faculty members emphasize the standards found in the conceptual framework, particularly the INTASC Principles and the Pathwise Domains in their teaching. Course outlines and bibliographies found in all but two syllabi provide evidence that the current research in education and related fields is presented in education classes. Candidates indicated that unit faculty model and promote lifelong learning in their classes. The commitment to collaboration and life-long learning found in the Conceptual Frame are evident in the program classes. Interviews with candidates and faculty members verified that the teaching in the unit reflects the Conceptual Framework.

### Value Candidates’ Learning and Assess Candidates’ Performance

Evidence was presented in exhibits and verified through interviews that unit faculty members practice the concept of mastery learning. To accomplish this, unit faculty members utilize multiple methods of teaching and multiple methods of assessing candidate performance. Evidence that faculty members value student learning was found in faculty members’ evaluative comments on candidate work and in faculty comments concerning candidate projects.

Table 5.1 shows the percent of unit faculty who report the use of these various assessment methods in their classes. Table 5.1 presents the results of a survey methods used within the unit.

**Table 5.1 - Survey of Assessment Methods**

Assessment	% of Unit Faculty Using the Assessment
Multiple Choice	82
True/False; Yes/No	64
Short Answer	82
Matching	55
Constructed Response	36
Essay	91
Observation Methods	91
Checklists	82
Rating Scales	64
Anecdotal Records	36
Running Records	18
Performance Assessments	100
Closed-Ended Questions (measuring knowledge and comprehension)	82

Open-Ended Questions (measuring application, synthesis, comprehension)	100
Rubric	91
Team Reports	55
Case Study Analysis	73

### Encouragement of Reflection and Professional Dispositions

Interviews with candidates and faculty members provided data to show that faculty members encourage candidate reflection through a variety of methods, including practicum journals, simulation activities, analyses of case studies, and self-evaluation of performance on the unit's Intended Candidate Outcomes (INTASC Principles). All unit faculty members emphasize the meaning and importance of the eight professional dispositions delineated by the unit. These dispositions are measured each semester by faculty. Candidates systematically complete self-evaluations using the Disposition Rating Scale.

### Variety of Instructional Strategies

An examination of course syllabi, interviews with faculty members and candidates provided strong evidence that a variety of instructional strategies are used by unit faculty. Table 5.2 Demonstrates the variety of instructional methods used by unit faculty.

**Table 5.2 - Instructional Methods Used by Unit Faculty**

Instructional Method	% of Unit Faculty Using the Method*
Lecture	100
Demonstration	100
Class Discussion	100
Whole Group Question and Answer	91
Small Work Groups	91
Team Research Presentations	82
In-class Writing Projects	73
Out-of-class Writing Projects	100
Outside Speakers	91
Laboratory Activities including Resource Laboratory	55
Worksheets	55
Journals or Portfolios	82
Individual/Panel Reports	82
Field Trips	45
Blackboard	55
Internet Resources	100
PowerPoint	82
E-mail	91

\*Self-reported by faculty.

Candidate assessments of faculty were positive indicators of the coherence and clarity of the instruction given by unit faculty members. Candidate assessments of faculty also provided evidence that a variety of instructional strategies are used by unit faculty members. For example,

approximately 91% of candidates in Fall 2004 responded positively to the statement “Instructional material was organized and presented in a variety of ways that assisted me in learning the material.”

### Integration of Diversity and Technology

Interviews with faculty members and candidates and an examination of course syllabi provided evidence that course objectives and activities address diversity and technology. Table 5.2C outlines some of the strategies used by faculty to provide accommodations for candidate diversity and to model appropriate modifications for diverse needs.

**Table 5.3 - Strategies Used by Faculty For Adapting and Modifying the Curriculum For Learning Styles and Exceptionalities**

<b>Instructional Strategy</b>	<b>% of Unit Faculty Utilizing the Strategy*</b>
<b>Varying the Structure and Format of the Instruction</b>	100
<b>Modifying the Learning Environment</b>	82
<b>Adjusting the Demands of the Task</b>	91
<b>Changing the Manner in Which the Task is Completed</b>	82
<b>Arranging Alternative Activities for Active Involvement and Interaction</b>	100

\*Self-reported by faculty – Jan. 2005

Table 5.4 details technology used by candidates in unit faculty members’ classes. This data illustrates the commitment of unit faculty to the integration of technology in instruction by summarizing ways in which candidates utilize technology in classes.

**Table 5.4 - Technology Used by Candidates in Unit Faculty Members’ Classes**

<b>Technology</b>	<b>% of Unit Faculty Requiring Candidates to Use*</b>
<b>Word Processing</b>	100
<b>Use of Internet for Resources</b>	100
<b>Power Point</b>	91
<b>Electronic Portfolios</b>	91
<b>E-Mail</b>	100
<b>Pipeline(University Access to Resources)</b>	82
<b>Digital Camera/Video Camera</b>	82

### Reflection of Faculty Members’ Effectiveness as Teachers

Unit faculty members receive feedback from course evaluations, from self-selected peer evaluations, and from the Dean of the College each year. Faculty members develop annual professional development goals in the area of teaching, research, and service. The high pass rate on national exit examinations, discussed in Standard One, is evidence that faculty members are having positive effects on learning. Interviews with candidates and P-12 personnel also provided indications of the effectiveness of the teaching in the unit.

### C. Modeling best professional practices in scholarship

Professional education faculty members are engaged in a variety of scholarly activities that they share at state, national, and international conferences. They view sharing research findings, teaching strategies, and innovative programs with colleagues as an important role for *Professionals United to Ensure Continuous Learning and Success*. The table below summarizes the scholarly productivity of faculty.

#### **Scholarly Productivity of COE Faculty**

Scholarly Achievements*	2002-2003	2003-2004	Fall 2004 (one semester)
<b>Presentations</b>			
<b>International</b>	2	7	4
<b>National</b>	8	5	4
<b>Regional</b>	3	3	4
<b>State</b>	17	13	12
<b>Total</b>	30	28	24
<b>Publications</b>			
<b>Refereed Journals</b>	4	3	
<b>Books</b>	1		
<b>Chapters</b>	1	1	1
<b>Other</b>	3	9	4
<b>Total Publications</b>	9	13	5

\*Self-reported by faculty. "Other" includes book reviews, brochures, and handbooks/manuals.

Faculty members are also involved in writing grants. The amount of external grant funding education in 2002-2003 was \$25,625. In 2003-2004, grant funding for the unit had increased to \$303,000 for 2002-2004. While two or three faculty members have provided most of the grant support for the unit, in interviews the majority of faculty members expressed an interest in grant writing.

The members of the unit faculty all reported that the administration encouraged and supported their scholarly efforts. However, several faculty members reported that because of the high service load involved with beginning 8 new programs in three years, it was difficult to find time for reflection on scholarship and teaching.

### D. Modeling Best Professional Practices in Service

An examination of exhibits and interviews with faculty members, P-12 school personnel, parents, and candidates provided evidence that the faculty members provide service to the unit, University, P-12 schools, and the broader community in a variety of ways.

#### Service to the Unit

Six unit faculty members are on the Teacher Education Council and five are found on the Teacher Credential and Standards Committee. Eleven full-time faculty members have been appointed to 26 university committees since January 1, 2002.

Faculty members are also heavily involved in developing and writing new programs and new courses. Since 2002, seven new programs have been developed in the unit. The faculty has been responsible for developing and implementing all of these programs. This has increased the faculty service workload for the unit to a great degree. While very willing to extend the effort which it takes to develop excellent programs, the faculty members did report a very high service load component in their workday which many said interfered with their ability to focus on teaching and scholarly activity.

### Involvement in P-12 Schools

A part of the College of Education's mission is to provide service to P-12 schools and their students' learning and success. This mission is an important part of the unit's conceptual framework.

Evidence was provided that documents active involvement of the unit faculty members in P-12 Schools. The Coordinator of Field Experiences provides numerous and extensive workshops dealing with the Pathwise Model of Teacher Development. Unit administrators play an active role in the Western Arkansas Education Cooperative. Unit faculty members participate in the Destiny program in which candidates tutor in at-risk elementary schools in the Fort Smith School District.

The unit head is actively involved in regional superintendent activities. One faculty member serves on a school district board of education. Unit faculty members have also conducted orientation sessions for P-12 teachers interested in National Board Certification, staff-development in legal issues, and assessment analysis of students.. Other involvement includes grants co-written with the public schools and consultation for the purpose of improving P-12 student achievement. The Unit has also received notification from the Arkansas Department of Higher Education that it will become the Arkansas mathematics training site for the Developing Mathematical Ideas program.

### Involvement in Professional Associations

Evidence was provided to show that unit faculty members hold 80 memberships in a variety of professional organizations. Several faculty members have served in leadership positions in these organizations. These positions include the presidency of a state specialized professional association, a consultant to a national specialized professional association and a consultant for a national testing service. All unit faculty members except one adjunct professor hold membership in at least one professional organization and many faculty members hold numerous memberships and service positions in professional organizations.

## **E. Collaboration**

The conceptual framework of the unit, "Professionals United to Ensure Continuous Learning and Success" includes the concept of collaboration. One of the 10 intended candidate outcomes is partnership. Interviews with school personnel in P-12 settings, and faculty in other colleges of the university, and members of the broader professional community provided evidence that



collaboration does occur regularly. One example of this collaboration is the makeup of the Teacher Education Council that approves program policies and provides advice regarding educational issues. The membership of this council includes P-12 teachers and administrators, College of Education faculty and administrators, College of Arts and Sciences teachers and administrators, and education candidates. An interview with this Council demonstrated a very high level of involvement in and commitment to the unit programs. Evidence was also provided that P-12 faculty members and administrators participate in interview committees for admission to the teacher education program and assist in assessing portfolios of candidate.

Unit faculty members also collaborate in the Destiny Program, an after-school tutoring program for low socio-economic elementary children in the Fort Smith School District.

#### **F. Unit Evaluation of Professional Education Faculty Performance**

One of the goals found in the Unit's conceptual framework is "To encourage reflective practice as a means by which professional educators continually improve the teaching and learning process." Without a systematic and comprehensive system of evaluation such reflection cannot take place.

All full-time faculty members at UAFS complete an annual self-evaluation where they reflect on their performance in relation to professional goals from the past year as a basis for the development of new goals for the coming year. The faculty member then selects a peer group of faculty members who meet with the faculty member and provide insights about teaching and scholarship in relation to the faculty member's goals. This serves as a formative faculty evaluation and evidence was presented to show that faculty did make performance changes in regard to this formative evaluation.

At least one class of the faculty member's teaching load is formally evaluated by candidates each year. The program coordinators and the unit head perform the summative faculty evaluation. This evaluation includes a classroom visit, analysis of progress toward goals, and annual evaluative conferences. The evaluation report from the dean is forward to the Provost and the Chancellor for promotion and salary decisions. No tenure is given on the UAFS campus. All of the full-time faculty members performed at a satisfactory or above evaluative level last year. Evidence was provided that these evaluations did occur systematically.

Adjunct faculty classes are evaluated at least once a year and reviewed by the program coordinator. No other adjunct faculty evaluation is conducted.

#### **G. Unit facilitation of professional development**

The Conceptual Framework emphasizes "continuous learning." The need for lifelong learning applies not only to candidates but also to the faculty members who must model this thirst for knowledge. The unit provides professional development opportunities based upon information derived from faculty evaluations. In the last five semesters, the unit has sent faculty members to 49 state, regional and national workshops and conferences. All of the expenses were paid by the

dean. The College of Education supports presentations to learned societies that occur within the continental United States.

Beyond sponsorship of professional development opportunities, the College of Education has a mentoring program in which each faculty member (including adjuncts) is assigned a partner for support and encouragement.

The University also sponsors faculty development opportunities, particularly workshops that have the potential of impacting student learning. Examples include “Creating a Learner-centered University, Getting the Most Out of Learning Groups, and Classroom Assessment Techniques.” Faculty members are invited and encouraged to spend a minimum of 60 hours in staff-development.

### **Overall Assessment of Standard**

The unit clearly supports its faculty members in the areas of teaching, service and scholarship. While there are high service demands on the faculty, they have performed well in the areas of teaching, scholarship and service. The standard is met.

**Recommendation: Met**

**Areas for Improvement: None**

## STANDARD 6. UNIT GOVERNANCE AND RESOURCES

*The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.*

**Level: (initial)**

### **A. Unit Leadership and Authority**

#### Organization

The University of Arkansas at Fort Smith is a regional public institution operated by the State of Arkansas and governed by the University of Arkansas System Board of Trustees, which are both governed by the Arkansas Higher Education Coordinating Board. Leadership of the university is vested in the Chancellor who oversees the chief academic officer, the Vice Chancellor for Academic Affairs and Provost. Reporting to the Provost are the deans of six colleges, one of which is the College of Education.

#### Unit Responsibility

The Dean of Education leads the college, which also is the professional education unit, and is responsible for planning, coordinating the delivery of, and operating the teacher preparation programs. Within the unit, the Associate Dean heads the NCATE process and also coordinates the Middle Level Education program, coordinates licensure, and answers to the Dean of Education, as do two other program coordinators: The Coordinator of Secondary Education also oversees teacher licensure, technology, and the unit assessment system, while the Coordinator of Early Childhood Education also coordinates field services and Pathwise Training. Program coordinators are responsible for their respective curricula and for ensuring that their programs and courses meet unit standards, including INTASC/ICO and Pathwise, state, and specialty standards. As stated in the unit's Policy and Procedures Manual, the Administrative Council, comprised of the Dean, Associate Dean, and Coordinators, shares information and facilitates effective and efficient operations of the unit. The Administrative Council meets every other week and other times as needed.

The College of Education employs 11 full-time faculty members, one of whom is the dean. Housed in Arts and Sciences are eight faculty members who are employed full-time but teach part-time for the unit. An additional 12 individuals hold adjunct faculty status in the unit. Faculty members report their appreciation for both the Chancellor's and the Dean's receptiveness to faculty suggestions and involvement in the governance process.

Among the responsibilities of faculty members are program development, budget requests, curriculum planning, teaching, research, service, and advising. Faculty members also provide input to the dean through participation on a variety of committees.

## **Collaboration on Campus**

Collaboration with Arts and Sciences is assured through sharing of faculty on a part-time basis for the secondary programs, with continuous collaboration an essential element of program operations that helps to ensure program integrity. Part-time faculty members have been involved in the development of secondary programs, the conceptual framework, and the assessment system and appear committed to ensuring that candidates meet standards. They also serve on the Council for Teacher Education, as does the Dean of Arts of Sciences, thus further facilitating productive collaboration. Both the College of Arts and Sciences and the College of Education are housed in the Math Science building, an arrangement that provides continuous support for collaboration.

## **Program Management and Coordination**

Described in the unit's Policies and Procedures Manual are several councils and committees that provide management and coordination service for unit programs. Chief among them is the Teacher Education Council (TEC) that oversees the teacher education program for the university and serves in an advisory capacity to the dean. The TEC approves program additions and changes and makes recommendations to strengthen programs, for university-wide responsibility, and for admission and retention of candidates. Membership on the TEC includes unit administrators; Dean of University College; representatives of four school districts (typically superintendents or assistant superintendents); teachers at the pre-school, elementary, and secondary levels; candidates from the early childhood, middle school, and secondary programs; and faculty representatives from six content specialties. A subcommittee of the TEC, the Teacher Credential and Standards Committee (TCSC), implements policies related to admissions, continued enrollment, and credentialing; considers student appeals concerning admission, licensure, and coursework standards and practices; and serves as an advisory body to the TEC and the Dean. The TEC meets monthly, and minutes of the meetings during the past two years and interviews confirm that the committee has been actively involved in development of the new programs, the conceptual framework, and the assessment system.

The Superintendents' Advisory Committee informs the dean of the regional school district expectations, needs, and activities and also offers feedback and suggestions related to university initiatives and ideas. The group provides a forum to market unit programs and to consider partnership grant opportunities.

Helping to ensure that the unit provides relevant and effective programs are the Curricular Advisory Committees, one for each curricular area. Based on recommendations from the program coordinator chairing each committee, the dean appoints committee members annually. Responsibilities of the committees include recommendations for student success, review of reports on best practices, and provision of feedback concerning the effectiveness of student teacher and graduates, and recommendations for maintaining effective practices or modifying strategies to achieve excellence.

### Policies and Accuracy

Program and admission practices appear in several publications: the unit handbook, the unit Policies and Procedures Manual, and various unit brochures. They also are outlined in the official catalog, as are policies related to student services. Grading policies are cited on individual course syllabi and course rubrics and are published for interns in a handbook. Academic calendars, catalogs, publications, and advertising are accurate and current.

The unit works with the university to prepare recruitment brochures for use at regional high schools and on-campus events. The unit participates in career days and meets with P-12 personnel in the schools and on campus. The technology coordinator for the unit has designed a website to clarify and publicize programs and related information. In addition, the University Advancement Office recently featured the College of Education in their Spring 2005 newsletter with 10,000 copies distributed.

The latest brochure concerning the College of Education has an error. It states that the College offers both a Bachelor of Arts in Music and a Bachelor of Music Education. The unit offers only the Bachelor of Music Education with an emphasis in either vocal or instrumental music.

### Student Services

The unit ensures candidate access to student services in a variety of ways. Student services are described in the official catalog and are presented and explained in the freshman introductory course. Announcements and reminders about services are posted on the web and also are posted to candidates' Live Text accounts. Advisors refer candidates to the Freshman Center and to the Learning Assistance Center for tutoring in reading, math, study skills, and one-to-one instructors for extra help in specific areas as needed.

Guaranteed scholarships are available to candidates who earn a score of  $\geq 25$  on the ACT. For competitive scholarships, teacher preparation candidates are awarded extra points because education is a campus priority.

### Professional Community Involvement

Extensive involvement of the professional community in program design, implementation, and evaluation has occurred formally through the Teacher Education Council, which includes representatives of all constituent groups. The Superintendents' Advisory Committee works closely with the dean to ensure that regional needs are met and to suggest program improvements. Cooperating teachers for practicum students and mentor teachers for intern are an important part of the professional community, as they provide guidance for candidates and for program development and improvements. The unit works closely with school districts throughout the River Valley region in regard to program priorities. Coordinators and faculty meet frequently with P-12 practitioners on a variety of issues including field placements, curriculum, class management, and consultation regarding P-12 students. The unit utilizes public school personnel from the partnership districts throughout the region in a variety of capacities: guest presenters, evaluators of students at various gate points, partners in grant opportunities,

partners in staff development programs, and consultants for program priorities. And, as noted throughout this report, continuous collaboration with Arts and Sciences faculty helps to ensure program cohesiveness and integrity.

## B. Unit Budget

The unit receives sufficient budgetary allocations to prepare candidates to meet professional standards and to demonstrate the intended program outcomes. The unit budget has increased as the new teacher preparation programs have developed at the baccalaureate level. Although state support has remained somewhat stagnant, UA-FS has increased revenues from enrollment growth, tuition increases, and private donations.

As displayed in Figure 6.1 (from the IR), the total unit budget for Fiscal Year 2005 is \$1,149,481.00 or an increase of 12.6% over FY 2004. Not included in the unit budget are the salaries of part-time faculty members paid from the Arts and Sciences budget or the technology support provided by the university.

**Table 6.1 College of Education Initial Budget Allocation Unrestricted E & G Funds**

Category	FY 2003	FY 2004	FY 2005
<b>Personnel</b>	468,679	925,798	984,506
<b>Supplies &amp; Expenses</b>	32,000	45,257	114,975
<b>Dean's Discretionary Funding</b>	50,000	50,000	50,000
<b>Total</b>	550,679	1,021,055	1,149,481

Budgetary allocations for the unit are proportional to other campus units, as displayed in Figure 6.2 (from the IR). In addition to the unit's specific budget, the dean receives \$50,000 annually to support program development and professional development according to college priorities. The unit budget covers both class- and clinical work. Also, expenses for accreditation activities are not deducted from the unit's operational budget but are listed as a separate line item in the university budget. Grants and partnerships provide further funding to support unit initiatives.

**Table 6.2 Comparison of Unit Operating Budget w/ Other College's Unrestricted E & G Funds**

	FY 2003	FY 2004	FY 2005
<b>University College</b>	4,610,618	4,600,772	4,388,744
<i>Percent of Total</i>	14.8%	14.0%	12.9%
<b>College of Business</b>	800,844	1,367,312	1,910,737
<i>Percent of Total</i>	2.6%	4.2%	5.6%
<b>College or Arts &amp; Sciences</b>	290,738	436,520	1,512,777
<i>Percent of Total</i>	0.9%	1.3%	4.4%
<b>College of Education</b>	<b>550,679</b>	<b>1,021,055</b>	<b>1,149,481</b>
<i>Percent of Total</i>	1.8%	3.1%	3.4%
<b>College of Applied Science &amp; Technology</b>	2,081,386	2,375,535	2,285,263
<i>Percent of Total</i>	6.6%	7.2%	6.7%
<b>College of Health Sciences</b>	1,695,145	2,095,869	1,963,416
<i>Percent of Total</i>	5.4%	6.4%	5.8%
<b>University Total</b>	31,391,794	32,834,315	34,080,414

The budget for the unit has increased steadily. At \$2,120 per student credit hour for teacher preparation, expenditures exceed those of three colleges: University College, Applied Science and Technology, and the College of Business. Unit expenditures per student credit hour are less than those for the College of Arts and Science and the College of Health.

For 2003-2004 and 2004-2005, UA-FS faculty received bonus pay ranging from \$800 to \$1500, and a third faculty bonus is anticipated for 2005-2006. Also expected is a raise in base pay ranging from approximately 2-12% to 4%.

## **C. Personnel**

### Unit Faculty Loads

The regular faculty workload includes 12 hours of teaching, developing and monitoring assessments, participation in developing courses and programs, and special assignments as the need arises. Although freshmen students are advised by University advisors, all unit faculty serve as academic advisors after candidates' first 30 hours. Faculty members are encouraged to participate in field experiences and are expected to be responsive to the needs of the P-12 schools in the region. As published in the *University of Arkansas – Fort Smith Handbook*, all faculty members are expected to work at least 40 hours a week, with 35 hours on campus. For the unit, student supervision in the field may be counted as on-campus work, but faculty members must sign out with the field services office.

### Actual Faculty Loads

Although the policy established for unit faculty workload is 12 hours per regular semester, that policy has not been fully observed until the present semester. As outlined in Table 6.1, beginning with the inception of university status and the new baccalaureate degrees in 2002 and moving forward through December of 2004, the workloads of from 60% to 80% of the full-time faculty consistently conformed to the 12-hour workload policy, with 20% to 40% of the faculty carrying workloads of 13–16 hours, thus exceeding the established policy and the parameters of the standards.

Present workloads of unit faculty in Arts and Science range from 12 hours to 15.75 hours, although plans to gradually phase in load reductions have been discussed. At this time, a policy consistent with the 12-hour workload framework identified in the standards is not consistently institutionalized for unit faculty.

**Table 6.3 Summary of Full-Time College of Education Faculty Loads, Fall 2002 – Fall 2005**

<b>Term</b>	<b># Full-Time Faculty</b>	<b>&gt; 12 Hour Load</b>	<b>≤ 12 Hour Load</b>	<b>#/% Faculty w/ ≤ 12 hour Load</b>
Fall 2002	5	One 13-hour	4	80%
Spring 2003	5	One 15-hour One 13-hour	3	60%
Fall 2003	7	One 15-hour One 13-hour	5	72%
Spring 2004	8	One 16-hour One 13-hour	6	75%
Fall 2004	10	Two 15-hour One 16-hour	7	70%
Spring 2005	11	-0-	11	100%

Workload reductions are awarded to faculty for specific administrative tasks, such as development of new programs and coordinating programs. The workload policy established for supervising student teachers is  $\leq 18$  candidates for full-time faculty, and that policy is enforced.

#### Faculty Workload and Productivity

As noted earlier, the published faculty workload policy of  $\leq 12$  hours teaching per term has not been fully implemented with the addition of the new baccalaureate programs. In addition, faculty attention to program design and the launching of new programs has added to workloads.

#### Faculty: Full-Time and Part-Time

Full-time faculty members employed by the unit total 11, with four holding administrative appointments and also serving in administrative roles. Of special note is the hiring process for unit faculty in Arts and Sciences, which is a collaborative effort between the College of Education and the College of Arts and Sciences, with both deans agreeing on the hire collaboratively. Eight Arts and Sciences faculty are employed by the university full-time but teach part-time for Arts and Sciences and part-time for the unit. These part-time faculty members have been an integral part of the development of the secondary programs, evidence understanding of the conceptual framework and assessment system, and are represented on the Council for Teacher Education. In addition, the unit employs 12 adjunct faculty members. The adjuncts participate in an orientation session at the beginning of each semester, and full-time faculty members provide support for adjuncts in a mentoring role. Adjunct faculty members demonstrate a working knowledge of the conceptual framework, assessment system, and the new programs.

#### Support Personnel and Services

As the unit continues development of and implements the new programs, the workloads of administrators and their office staff are likely to grow. With the new programs at their current levels, staff is adequate for providing support to the unit. An assistant provides capable support for the dean's office. One secretary assists with pre-candidacy and admission to professional



programs, while another secretary helps with data collection, interns, licensure, and accreditation, and both provide support for program coordinators.

### Faculty Professional Development

Faculty and administrators are expected to participate in and document 60 hours of professional development per year according to the unit handbook. Faculty may take advantage of opportunities available in the P-12 schools and education cooperatives. The unit regularly brings in national consultants to provide focused workshops, and unit workshops provide development in relevant areas. A portion of the dean's \$50,000 discretionary budget is used to support professional development. During the past two years, 23 unit faculty members have attended national conferences and workshops and 32 participated in local and state events. Professional development activities have addressed elements of the conceptual framework, including assessment, professional standards, diversity, collaboration, technology, effective instruction, and professional dispositions. Other opportunities include university-wide sessions, which have offered during the past two years workshops on such issues as classroom management, faculty portfolios, assessment, case-study learning, learning groups, learning centered education, problem-based learning, and general education competencies. Faculty report no difficulty locating meaningful professional development experiences.

### **D. Unit Facilities**

As stated in the IR and confirmed by interviews and exhibits, the College of Education plans to ask for a new and separate building to be completed within five years. Although unit and central administrators and faculty speak of the new building, the actual plans have not been developed nor has money been allocated.

Facilities throughout the campus are remarkably clean and well kept and the award-winning landscape is beautiful; and the Math Science building and its setting are no exception. Both the College of Education and the College of Arts and Sciences are presently housed in and teach in the Math Science building. According to faculty, the proximity of the two colleges has increased mutual respect and also successfully supported cooperation and collaboration. However, enrollment in both colleges has been growing rapidly since 2002, with a 42% enrollment gain in teacher preparation programs. The current number of appropriate classrooms available to unit faculty in the Math Science building is reported by faculty and some administrators to be adequate except for the prime times (MWF 9:00 – 11:00), when the number is inadequate because faculty must compete to schedule the classrooms. Unit faculty members have five classrooms that they use almost exclusively, and they share the other classrooms with Math and Sciences according to specific schedules each semester. Most unit faculty offices are located throughout the Math Science building, with some on first floor alongside the administrative offices and the remainder on third floor; both faculty and administrators report that faculty office space that is conveniently located is scarce.

Also housed in the Math and Science building is the technology lab, which is dedicated for use by education majors and also as the classroom for teaching the required technology course. The lab currently includes 24 computers placed on outdated desks, but the unit has requested a

complete upgrade of the lab for the coming year. The upgrade would include contemporary computers, change the furniture, and increase the number of work stations to 30. Student workers staff the technology lab to keep it open for candidate use.

Student workers also staff the Curriculum Resource Center, established for Fall of 2005. Located on the third floor of the Math Science building, the center contains books, project ideas, supplies, and six computers for candidates' use in preparing meaningful lessons for P-12 students.

The Echols building, a former school vacated when the health sciences moved to their new building, offers additional space for faculty offices and special purpose classes. A few faculty members who are affiliated with grants and special projects have offices in the Echols building. The Math Science building that houses most of the unit's programs is reported by some faculty to be less than conducive to optimal unit collegial and student-faculty interaction. Faculty members voice their preference for central location of unit services and activities. Yet, offices, classrooms, and teaching and learning resources, such as the curriculum center, technology lab, preschool center, and math-science center, are spread across the first and third floors of the Math Science building and the Echols building. Although analysis of actual classroom use in the Math Science building reveals availability of some classrooms, the same is not true of office or resource space. The rapid growth of programs housed in the Math Science building and active searches for two additional faculty members and a secretary for the unit and two additional positions in Arts and Sciences suggest further space constraints.

Faculty interviews also suggest the need for additional Arts and Sciences faculty because "interacting and supporting teacher candidates is so time intensive." Faculty concerns include the time and effort involved in developing and implementing new programs and impingement on their time for reflection. Also of note is "the need for administrative adjustment of faculty loads" in recognition of the impact of launching new programs.

### Library Resources

The Boreham Library offers 24 desktop computers and six laptops for candidate use within the library. Faculty members have the opportunity to request specific materials to support their courses, and the Director of Library Services notes receipt of requests for materials and resources to support new teacher preparation programs.

Book collections include more than 600 books for early childhood education and more than 500 for middle level and secondary programs. The total education collection is over 3,000 books. An especially important library resource for teacher preparation is the children's book collection, which features award-winning titles. Additional books are readily available through interlibrary loan. Although the actual number of contemporary texts in hard copy related to teacher preparation is less than that expected to support a baccalaureate degree program, a variety of online resources are available, reflecting the recent electronic emphasis.

Electronic books of interest to education majors include 177 for early childhood, 137 for middle level and secondary education, and a total of more than 1,000 electronic books for education that

can be accessed on and off campus. More than 400 full-text periodicals for education are available online.

The library offers a wide range of databases that include, for example, Education Full Text, ERIC Full Text (EBSCO), Esuscribe, Professional Development Collection, PsychInfo, PsycArticles, NetLibrary E-Books, and Britannica Online. Online style manuals also are available. Other online resources include research guides, tutorials such as TILT, Virtual Tour, and web tutorials for research.

### Facility Support of Technology

With one exception, the classrooms in which unit faculty regularly teach are not specially equipped to conveniently support the use of instructional technology. The exception is one classroom with a ceiling-mounted projector; a second projector can be checked out from the technology coordinator and used with a laptop computer. Faculty members check out other technology for single use from the UA-FS Media Center. Upon request, the media center delivers such items as a television, VCR, Flexcam, Elmo, smart carts and/or wireless laptops. During 2004, the media center set up technology 236 times for unit faculty, and the unit contacted the Computer Help Desk 136 times.

Laptop computers have been assigned to two faculty members, and three faculty members routinely use an array of current technology in the delivery of their lessons and also for their candidates' class demonstrations. Classrooms on the third floor are now equipped with wireless access. By Fall of 2005, the university plans include wireless access campuswide.

### **E. Unit Resources Including Technology**

In addition to the technology just briefly described, all faculty and staff have individual desk computers and printers. Laptop computers, overhead projectors, videotape projectors, and DVD projection equipment are all available upon request from the media center for single use. Additional laptop computers for faculty use and video cameras for field service experiences were purchased this year. More are planned for purchase during the next fiscal year.

The unit works with the university's institutional research office to process data and has acquired an electronic scoring machine to process the increased assessment data being collected by faculty.

Program commitment to instructional technology is evident in every course syllabus. Candidate commitment to technology is both developed and demonstrated through a variety of experiences. These include various technology-enhanced assignments, practice using technology with students in local schools, use of technology in preparing electronic portfolios, and easy access to free online library resources. Throughout their programs, candidates utilize instructional technology effectively, thus demonstrating commitments to technology as outlined in the conceptual framework.

The \$3 per credit hour technology fees that candidates pay is being raised to \$5/per credit hour for the coming year. The funds generated by the technology fee presently add approximately \$500,000 to the general fund for UA-FS. Those funds are combined with another \$2,000,000 to support technology across campus.

### External Resources

Since 2002, teacher preparation grants have included support for such endeavors as partnership meetings with area schools (\$12,000), non-traditional education (\$190,000), math education for P-12 teachers (\$100,000), supplemental services (\$175,000), and pre-school program development (\$60,000). Many of the special projects also involve P-12 personnel and students and contribute to the quality of programs. The math education project is a likely candidate for institutionalization.

### Assessment Resources

The unit provides release time to the secondary coordinator to also coordinate the unit assessment system, with a secretary providing support for the data collection process. Professional development sessions using *LiveText* have been provided for professional education faculty. The LiveText Corporation awarded UA Fort Smith a “2003 Educational Excellence Award” for “inspirational leadership and innovation in the pursuit of excellence.”

The unit has adopted *LiveText* for use with the unit assessment system. Candidates pay a one-time fee of \$80 for *LiveText*, the electronic portfolio assessment element of the unit assessment system. That fee entitles candidates to use *LiveText* during their programs and continuing through one year following graduation. Thereafter, graduates who wish to continue to use the services must pay an annual fee of \$30 to the corporation. When interviewed, current candidates indicated their intent to continue use following graduation because of the useful services for teachers.

### **Overall Assessment of Standard**

While the facilities and budget for programs are adequate, the growing number of new programs and the work connected with advising, scholarship, and accreditation duties has increased the workload of faculty members some of whom are already over loaded.

#### **Recommendation: Met**

#### **Area for Improvement:**

1. Heavy workloads impede faculty’s morale.

*Rationale:* Faculty teaching loads exceed the parameters of standards (>12 hours teaching or equivalent). From 2002 until the beginning of Spring 2005, 20% to 40% of the unit’s full-time faculty carried workloads of 13–16 hours; workloads of part-time unit faculty from Arts and

Sciences ranged from 15–18 hours, and during the present semester range from 14 - 15.75 hours. When teaching loads are coupled with unit expectations that faculty members are to be actively involved in developing and implementing eight new programs, workloads are heavy and impede faculty's effective engagement in scholarship at a level expected of faculty responsible for baccalaureate level programs.

## SOURCES OF EVIDENCE

### Documents reviewed:

Index of Artifacts for Standard 1

1.0 Unit Assessment System

1.1A Writing Competency Rubric

1.1B Introduction to Education Flesch-Kincaid Pre and Post Assessment

1.1C Rubric for Structured Team Interview for Admission to the College of Education

1.1D Title II Data

1.1E Praxis III Data

1.1F Admission to Internship Interview Instrument

1.1G Performance on Electronic Portfolio in Practicum I, II, and Internship

1.1H Admission to Internship Portfolio Presentation Rubric

1.1I Internship Exit Portfolio Assessment Instruments

1.1J Intended Candidate Outcomes Evaluation Form and Rubric

1.1K At-risk Assistance Policy

1.3A Title II Data

1.3B Fall 2004 Pathwise Formative Observation Results for Interns

1.3C Praxis III Results

1.3D Admission to Internship Interview Instrument

1.3E Performance on Electronic Portfolio in Practicum I, II, and Internship

1.3F At-risk Assistance Policy

1.3G Parent/Family-Teacher Connection Assignment Results

1.4A Title II Data

1.4B Fall 2004 Pathwise Formative Observation Results for Interns

1.4C Praxis III Data

1.4D Performance on Electronic Portfolio in Practicum I, II, and Internship

1.4E At-risk Assistance Policy

1.6A Disposition Rating Scale

1.6B Unit Assessment System

1.6C Cooperating/Mentor Teacher Student Evaluation Form

1.6D Fall 2004 Pathwise Formative Observation Results for Interns

1.6E At-risk Assistance Policy

1.6F Candidate Self-Evaluation of Dispositions Instrument

1.6G Rubric for Structured Team Interview for Admission to the College of Education

1.6H Admission to Internship Interview Instrument

1.6I Internship Exit Portfolio Assessment Instruments

1.7A Fall 2004 Pathwise Results for Interns

1.7B Performance on Electronic Portfolio in Practicum I, II, and Internship

1.7C Admission to Internship Portfolio Presentation Rubric and Internship Exit Portfolio Instruments

1.7D At-risk Assistance Policy

Index of Artifacts for Standard 2

2.1A Unit Assessment System

2.3A Selected COE Faculty and TEC Minutes

2.3B Candidate Reflection Lesson Plan Form

2.3C Candidate Self-Evaluation of Dispositions Instrument

Index of Artifacts for Standard 3

3.1A Admission to Internship Interview Instrument

3.1B Destiny Program Results

3.2A Field Experience Hours by Major

3.2B Introduction to Education EDUC 2753 Field Experience Workbook

3.2C Practicum I and II Handbook

3.2D Internship Pathwise Assessment Forms

3.2E UA Fort Smith Internship Handbook

3.2F Candidate Evaluation of the Internship Experience Instrument and Results

3.2G. Teacher Education Council Minutes- Dean's Report

3.2H Guidelines for Clinical Faculty

3.3A Cooperating/Mentor Teacher Student Evaluation Form

3.3B Disposition Rating Scale

3.3C Field Experience Course Placement Records

3.3D Diversity in Area Partner Districts

Index of Artifacts for Standard 4

4.1A Incorporation of Diversity in the Curriculum

4.1B Diversity Performance Rubric

4.1C Candidate Lesson Plans Incorporating Diversity

4.1D Fall 2004 Pathwise Formative Observation Results for Interns

4.1E Praxis III Data

4.3A Advertising Brochure

Index of Artifacts for Standard 5

5.1A Clinical Faculty Qualifications

5.2A Candidate Assessment of Faculty Performance/University Faculty Evaluation

5.2B Student Advising Questionnaire and Results

5.2C Evaluative Comments of Faculty on Candidate Work  
5.2D Faculty Professional Development Goals

5.4A Teacher Education Council Membership  
5.4B Faculty Members Committee Assignments  
5.4C Faculty Involvement in P-12 Schools

5.7A Faculty Professional Development Activities  
5.7B College of Education Faculty Mentor Partners  
5.7C University-Wide Faculty Development Opportunities

#### Index of Artifacts for Standard 6

6.1A University Organizational Chart  
6.1B Teacher Education Council Membership  
6.1C College of Education Organizational Chart  
6.1D University Recruitment Publications and Brochures  
6.1E Unit Brochures  
6.1F List of Partnership Districts and Superintendents  
6.1G University of Arkansas – Fort Smith Student Learning Committee

6.2A Supplemental Service Provider Contracts  
6.2B Non-traditional Licensure  
6.2C Pre-school initiatives

6.3A Unit Faculty Loads

6.5A Incorporation of Technology in Courses

#### Index of General Artifacts

GA 1 P-12 Student Work  
GA 2 Policies and Procedures Manual (Six Copies)  
GA 3 Unit Assessment Manual  
GA 4 College of Education Faculty Meeting Minutes  
GA 5 Teacher Education Council Minutes  
GA 6 Conceptual Framework (Six Copies)  
GA 7 Candidate Lessons and Units Impacting Student Learning  
GA 8 Faculty Feedback to Candidates  
GA 9 Faculty Vita  
GA 10 Candidate Units  
GA 11 Syllabi  
GA 12 Faculty Presentations and Publications  
GA 13 College of Education Faculty and Staff Handbook  
GA 14 UA Fort Smith 2004-2005 Course Catalog (Six Copies)



GA 15 Assignments Focusing on Technology  
GA 16 Minutes of Teacher Credential and Standards Committee  
GA 17 Minutes of the Curricular Advisory Committees  
GA 18 Minutes of NCATE Standards Committees  
GA 19 Employer and Graduate Surveys  
GA 20 Alignment of General Education Competencies with Unit Goals  
GA 21 Pathwise Classroom Observation System Orientation Guide  
GA 22 Program Submissions and Approval Letters  
GA 23 Institutional Report  
GA 24 Letter Indicating all Preconditions Met  
GA 25 Invitation for Third Party Testimony  
GA 26 AACTE Annual Reports  
GA 27 Comprehensive Data Summary Report for TEC and Faculty  
GA 28 Candidate Portfolios

## **Persons interviewed**

Poster Session in Smith - Pendergraft Campus Center

### Faculty Open Meeting

Jackie Paxton, College of Education  
Cathy Bain, College of Education  
Jean Krows, College of Education  
Ginger Osburn, College of Education  
Melissa Whiting, Arts and Sciences  
Linda Tichenor, University college  
Lois Yocum, College of Education  
Billy D. Higgins, Arts and Sciences  
Coletta Fierner, facilities coordinator  
Bonnie Harmon, Adm. Asst.  
Carolyn Hankins, Adm. Asst.  
Jeremy Wells, P. C. support  
Genelle Newton, Controller  
Myron Rigsby, Mathematics  
Ann Winters, English  
Wilma Cunningham, Director of Library  
Staci Cornell, Foundations  
Todd Watson, Chemistry  
Cherly Swearinger, MIS  
Li Poalls, MIS  
Carol Westcamp, English  
Susan Whitten, English  
Larry Conrad, Writing  
Carrie Sublette, English  
Linda Gibbons, Psychology  
Alan Pixley, Finance  
Julie Bryant, Finance  
Madeline Martinez, Arts and Science, Spanish  
Martha Bieber, Spanish  
Tim Wall, English  
Ron Orick, Placement  
Scott Medlin, Financial Aid  
Rad Wallace, Campus Store  
Jack Jackson, Mathematics  
Nancy Stockall, College of Education  
Lynda Nelson, Chemistry

### Student Open Meeting

Mid-level and Secondary  
Brian Garner

Treasia Wilbourn  
Megan Dean  
Rhonda Bullard  
Eva Walker  
J.C. Donaghue  
Chris Atnip  
Tony Schneider  
Amber Sricklin  
Joseph Kilbreth

Early Childhood Education

Donna Jaines  
Amy Mulhern  
Julie Efurd  
Rachel McClure  
Tiffany Mouada  
Kendra Jones  
Maureen Austin  
Tabetha Carry  
Jennifer Mason  
Sarah Variriper  
Jeenete Colwell  
Mandy Hubbell  
Ashley Gattis  
Chrystal Adams  
Delmeinica Gospel  
Nicole Grizzle  
Maria Sosebee  
LuAnn Barker  
Amy Pickartz  
Emily Durham  
Kusey Loyd  
Spring Martin  
Dsni Daines  
Darla Jeffery  
Amber Cobb  
Amy Rogers  
Ronnelle Haynes  
Audra Sennier

Cooperating Teachers

Janna Newton  
Jason Bridges  
Shannon Houston  
Missy Edwards  
Sandra Moody

Lynn Kirley  
Charlotte Douglas

Teacher Education Council

Curtis Varnell  
Linda Ticherno  
Shelli Ray  
Jack Jackson, II  
Dan Bardin  
Jackie Paxton  
F. Hitegel (Mansfield super)  
Sandra Moody  
Brenda Sellers  
Jean Krows  
Rachel Joiner Hensn  
Carol Brady  
Melissa Whiting

Graduates

Mikke Thiele  
Taneka Tate  
Mary Schreckhise  
Valerie Adair  
Lora Fowler

Interview K-12 administrators 8 in all

School Visits

Van Buren High School  
Principal Tom Watkins  
Mrs. Carpenter  
David Williams, Biology Candidate

Sunnymede Elementary

Principal Crystal\_\_  
Dave\_Bourdin 3<sup>rd</sup> grade  
Laurie Masteri, 4<sup>th</sup> grade Candidates

Euper Lane Elementary

Principal Sherry Penix  
Jill Hedges 4<sup>th</sup> grade  
Amanda Levis, Kdg. Candidates  
Chaffin Junior High School  
Westwood Primary School, Greenwood  
Greenwood High School

University Classes Visited

Paxton,  
Varnell  
Whiting  
Sublette  
McSpadden

Gabriel Matney, Mathematics Professor  
Michael Lane, Provost  
Phillip Russell, Associate Dean  
Tim Martin, Secondary Program Coordinator  
Roland Smith, Dean  
Lori Norin, Faculty Senate Chair  
John Martini, Past Senate Chair  
Jackie Paxton, Faculty Senate Rep.  
Ken Pyle, Vice Chancellor  
Steve Dobbs  
Chancellor Joel Stubblefield  
Sandi Sanders, Senior Vice Chancellor

All Unit Faculty  
Teacher Education Council  
Graduates,  
Adjuncts,  
Interns,  
P-12 administrators

College of Education Management Team  
Glenda Ezell  
Tim Martin  
Phillip Russell  
Karen Stauffacher  
Roland Smith

Glenda Ezell, ECE Coordinator  
Marion Dunagan, Vice Chancellor, Enrollment  
Johanna Burns, Director of Institutional Effectiveness  
Mark Horn, Vice Chancellor for Planning  
Ray Sparks, Associate Vice Chancellor  
Karen Stauffacher, Dean, Arts and Sciences

## **CORRECTIONS TO THE INSTITUTIONAL REPORT**

In many places in the report, the candidates were referred to as students.