



NCATE

The Standard of Excellence
in Teacher Preparation

INSTITUTIONAL REPORT

UNIVERSITY OF ARKANSAS - FORT SMITH

5210 Grand Avenue
Fort Smith, AR 72913
4/17/2010-4/21/2010

Type of Visit:

Continuing visit - Initial Teacher Preparation

Institutional Report

OVERVIEW

This section sets the context for the visit. It should clearly state the mission of the institution. It should also describe the characteristics of the unit and identify and describe any branch campuses, off-campus sites, alternate route programs, and distance learning programs for professional school personnel.

A. Institution

A.1. What is the institution's historical context?

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 College District by the voters in 1965, the name was changed from Fort Smith Junior College to Westark Junior College. As the mission of the college evolved, there were further changes in the name to Westark Community College in 1972 and Westark College in 1998. In 1973, the institution was fully accredited by the North Central Association of Colleges and Secondary Schools.

By the latter part of the twentieth century, it became apparent that the Fort Smith metropolitan area had a great need for a four-year university. In fact, by the 1990's several four-year institutions operated satellite degree programs on the Westark campus, including an early childhood education program operated by Arkansas Tech University. Responding to a community need for increased baccalaureate degrees, in an election held July 17, 2001, Sebastian County voters overwhelmingly approved the repeal of a 5.2 mill property tax and the establishment of a .025% sales tax allowing Westark College to merge with the University of Arkansas System. On January 1, 2002, the University of Arkansas-Fort Smith began offering a variety of four-year degrees in teacher preparation, business, technology, health sciences, and the liberal arts based on area needs. Today, UA Fort Smith is one of eleven institutions in the University of Arkansas System. The institution is governed by the University of Arkansas System Governing Board, while an advisory board, the Board of Visitors, provides advice regarding institutional policies.

A.2. What is the institution's mission?

The mission of the University of Arkansas-Fort Smith is to raise the higher education achievement level of the residents of the Western Arkansas service area to meet or exceed national averages.

The UA Fort Smith mission is about positively changing lives through education and training and improving the civic and economic health of the region by means of a more educated populace. Specifically, the education level of the adult citizenry of our region, as measured by the percentage of those 25 years and older who hold a bachelor's degree, is well below that of the state, which lags the nation. We are charged with changing those facts. UA Fort Smith addresses the mission by providing high-quality baccalaureate, associate, and certificate programs and a wide range of credit and non-credit educational services for the region. Education and training services, designed to meet the workforce education and retraining needs of business, industry, and healthcare throughout the region, are a direct support responsibility of the institution.

Student learning and growth are priorities for all of us at UA Fort Smith. The University will strengthen the educational, cultural, and economic development of the communities in Western Arkansas.

A.3. What are the institution's characteristics [e.g., control (e.g., public or private) and type of institution such as private, land grant, or HBI; location (e.g., urban, rural, or suburban area)]?

The University of Arkansas-Fort Smith is 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.

As of fall 2009, there were 222 full-time teaching faculty at the university with 113 or 51% holding terminal degrees. In the College of Education 12 out of 15 (80%) full-time faculty and administration hold terminal degrees. Academic programs are organized into seven colleges: Applied Science and Technology; Business; Education; Health Sciences; Humanities and Social Sciences; Languages and Communication; and Science, Technology, Engineering, and Mathematics.

Student enrollment for fall 2009 was 7322. In 2008-2009, UA Fort Smith awarded 416 bachelor degrees, 469 associate degrees, and 324 technical certificates.

The University of Arkansas-Fort Smith 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, the Joint Review Committee on Education in Radiological Technology, the American Bar Association, and the National Association of Schools of Music. The College of Education is preparing for continuing accreditation from the National Council for Accreditation of Teacher Education.

A.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the institutional context may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

B. The unit

B.1. What is the professional education unit at your institution and what is its relationship to other units at the institution that are involved in the preparation of professional educators?

The College of Education offers eleven bachelor degree programs leading to teacher licensure. Enrollment of declared majors in the Unit has increased from 1005 in 2005, the date of the last NCATE accreditation visit, to 1077 in fall 2009. Two degree programs, Middle Childhood Education with emphasis in Language Arts/Social Studies and Spanish, as well as three endorsement programs, Special Education P-4 and Grades 4-12, Grade 5/6, and Algebra I Grade 8, have been added since 2005.

The vision of the College of Education and the Teacher Preparation Unit is to graduate "Professionals 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 and other colleges within the university, collaborating with these educational systems, and emphasizing on-going staff development.

The College of Education is composed of three programs: early childhood, middle childhood, and secondary. Each of these programs has its own coordinator. In terms of the secondary program, each content major has an individual who is responsible for teacher preparation in that area.

B.2. How many professional education faculty members support the professional education unit? Please complete Table 1 or upload your own table at Prompt B.7 below.

Table 1
Professional Education Faculty

Professional Education Faculty	Full-time in the Unit	Full-time in the Institution, but Part-time in the Unit	Part-time at the Institution & the Unit (e.g., adjunct faculty)	Graduate Teaching Assistants Teaching or Supervising Clinical Practice	Total # of Professional Education Faculty
Number of faculty	15	11	9	0	35

B.3. What programs are offered at your institution to prepare candidates for their first license to teach? Please complete Table 2 or upload your own table at Prompt B.7 below.

Table 2
Initial Teacher Preparation Programs and Their Review Status

Program	Award Level (e.g., Bachelor's or Master's)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)	Program Report Submitted for National Review (Yes/No)	State Approval Status (e.g., approved or provisional)	Status of National Recognition of Programs by NCATE
Early Childhood Education	Bachelor's	548	NAEYC	Yes	Approved	Nationally Recognized
Middle Childhood	Bachelor's	132	NMSA	Yes	Approved	Nationally Recognized
Biology with Teacher Licensure	Bachelor's	39	NSTA	Yes	Approved	Nationally Recognized
Chemistry with Teacher Licensure	Bachelor's	5	NSTA	Yes	Approved	Nationally Recognized
English with Teacher Licensure	Bachelor's	100	NCTE	Yes	Approved	Nationally Recognized
History with Teacher Licensure	Bachelor's	160	NCSS	Yes	Approved	Nationally Recognized
Math with Teacher Licensure	Bachelor's	41	NCTM	Yes	Approved	Nationally Recognized
Music Education	Bachelor's	33	NASM	NA	Approved	NA
Spanish with Teacher Licensure	Bachelor's	19	ACTFL	Yes	Approved	Recognized with Conditions
Special Education P-4	Bachelor's	21	CEC	Yes	Approved	Recognized with Conditions
Special Education 4-12	Bachelor's	14	CEC	Yes	Approved	Recognized with Conditions

B.4. What programs are offered at your institution to prepare advanced teacher candidates and other school professionals? Please complete Table 3 or upload your own table at Prompt B.7 below.

Table 3
Advanced Preparation Programs and Their Review Status

Program	Award Level (e.g., Master's or Doctorate)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)	Program Report Submitted for National Review (Yes/No)	State Approval Status (e.g., approved or provisional)	Status of National Recognition of Programs by NCATE

B.5. Which of the above initial teacher preparation and advanced preparation programs are offered off-campus or via distance learning

technologies? What alternate route programs are offered? [In addition to this response, please review the "Institutional Information" in AIMS and, if updating is needed, contact NCATE with details about these programs.]

None of the above programs are offered off-campus or via distance learning technologies. No alternate route programs are offered.

B.6. (Continuing Visit Only) What substantive changes have taken place in the unit since the last visit (e.g., added/dropped programs/degrees; significant increase/decrease in enrollment; major reorganization of the unit, etc.)? [These changes could be compiled from those reported in Part C of the AACTE/NCATE annual reports since the last visit.]

2006:

Obtained approval from the Arkansas Department of Education and the Arkansas Department of Higher Education to offer a new degree in Middle Childhood Education 4-8 in Language Arts/Social Studies
Obtained approval from the Arkansas Department of Education and the Arkansas Department of Higher Education to offer a new degree in Spanish 7-12
Began the Math/Science Center in cooperation with the Arkansas Department of Education. This is now called the Institute for Mathematics and Science Education
Rubrics in the practicum courses were revised to reduce the number of assignments from 10 to 6. This change came about after analysis of the assignments and data derived from them by the unit faculty and the Teacher Education Council.

2007:

Obtained approval from the Arkansas Department of Education to offer a new licensure endorsement in Special Education PK-4 and Grades 4-12
Employed a faculty member to coordinate the new special education program
Developed an Assessment Committee to monitor, review, and recommend changes/improvements in all aspects of the teacher education program including the assessment system
Developed and implemented a peer observation instrument (Teacher Observation of Peers - TOP) aligned with Pathwise. Each faculty is observed once each semester by a peer using the instrument. Faculty use information derived from the instrument to make needed changes.
Developed a Technology Committee to review all technology components used in the unit and recommends changes to support faculty and candidate needs

2008:

All programs have SPA program assessments in place.
The NCATE Standard 1 Committee reviewed unit standards and elements to suggest possible changes.

Developed and implemented a new form entitled "Program Improvement Description" to describe and document program changes based on data
The Field Experience agreement form was revised to indicate specific beginning dates for student teaching interns.

Employment of a new African American faculty member in the early childhood education program (This individual has now left the institution)

2009

All departments within the unit have submitted their specialized professional association reports and all are nationally accredited.

A multimedia production has been developed and is used to introduce candidates and stakeholders in the community to the conceptual framework.

A competency checklist is now e-mailed to all mentor teachers of student teaching interns rather than utilizing paper forms.

The unit continues to expand field experiences in Oklahoma schools allowing more experience with Native American students.

SmartBoard technology is now available to faculty, and professional development has been provided.

The College of Education at UA Fort Smith, along with UA Fayetteville, received a \$7,000,000 National Science Foundation Grant.

The curriculum laboratory was doubled in size including significant technology upgrades.

B.7. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit context may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

CONCEPTUAL FRAMEWORK

This section provides an overview of the unit's conceptual framework (s). The overview should include a brief description of the framework(s) and its development.

C.1. How does the unit's conceptual framework address the following structural elements? [Please provide a summary here. A more complete description of the conceptual framework should be available as an electronic exhibit.]

- the vision and mission of the unit
- philosophy, purposes, goals, and institutional standards of the unit
- knowledge bases, including theories, research, the wisdom of practice, and educational policies that drive the work of the unit
- candidate proficiencies related to expected knowledge, skills, and

professional dispositions, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards

- summarized description of the unit's assessment system

The conceptual framework of the College of Education, "Professionals United to Ensure Continuous Learning and Success," emphasizes that teachers are instructional leaders who use reflective decision-making; who focus on best practices; and who have a thorough knowledge of students, a strong content and pedagogical knowledge, a commitment to their profession, and a desire to continue their development.

The vision of the unit is to graduate these "Professionals United to Ensure Continuous Learning and Success." This vision is the objective of the unit's conceptual framework. It reflects our belief that our focus must be on student success, that learning never ceases, and that education must include professionals who unite with others to see that learners are successful. The unit's vision is institutionalized through its belief statements, dispositions, and goals that represent the foundation for the conceptual framework. To accomplish this vision, 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. This is in accordance with the unit's framework, which includes the learning community in the model.

The unit's goals provide a foundation for all unit activities and are applicable to candidates as they emerge as "Professionals United to Ensure Continuous Learning and Success." The 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 tool for the transformation of 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's philosophy is articulated in the core beliefs and dispositions that drive the conceptual framework, guide the development of programs, and guide the delivery of courses within each program. These core beliefs and dispositions are born of consideration for the Unit goal of excellence in teaching, the examination of established national, state, and unit standards for teaching and learning, and the review of curriculum experiences and expectations in all programs. The unit's

core beliefs direct the development and refinement of programs, courses, design of instruction, research, service, and assessment. They influence the unit's organization and design of what teacher candidates should know, the dispositions, they should reflect, the skills they should be able to exhibit, and the kinds of assessments and evaluations used to gauge the performance of the teacher candidate.

Core Beliefs

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.

Thus, as evidence by the above beliefs, 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 as expressed in the conceptual framework.

The unit's philosophy and purposes as articulated in the core beliefs and dispositions, together with research of best practices, professional standards, and the experiential base of faculty, lead to the basic goals or outcomes of the teacher education program. Because these goals are an outgrowth of the unit's vision, mission, philosophy, core beliefs, and dispositions and because these goals are aligned with the INTASC Principles (Intended Candidate Outcomes) and Pathwise Domains that are integral components of the conceptual model, the goals are the unifying element in this conceptual framework (see General Artifact 2 – Standards Alignment Chart). The INTASC Principles or Intended Candidate Outcomes represent national standards for new teachers, while Pathwise is a system required by the Arkansas Department of Education for teacher licensure. Pathwise consists of four domains, which include 19 essential teaching criteria and is based on formal analyses of tasks required of teachers, reviews of research, and extensive

fieldwork.

The knowledge base of the conceptual framework can best be summarized in relation to the unit goals.

Goal I. To provide the content knowledge necessary for effective teaching and learning.

The unit believes that while formal knowledge must be valued and made available to the students, the learner is encouraged to reflect on it and be skeptical about it, rather than accept it thoughtlessly. The teacher must provide a climate that encourages the student to explore new concepts. As Darling-Hammond, Bransford, and LePage indicate, if students are to be prepared for life in a complex world, teachers must focus carefully upon what they teach and why (Darling-Hammond, Bransford, and LePage, 2005, p. 32). The unit is very aware of research that indicates that teachers in highly effective schools have taken significantly more undergraduate content courses, particularly in mathematics and science, than those in typical schools (Clewel and Campbell, 2007, p.65). Thus, the unit emphasizes content preparation in all fields leading to teacher licensure.

Goal II. To develop the skills in teaching methodology that allow for the establishment and maintenance of an environment conducive to the learning of all students.

The conceptual framework's focus on utilizing best practices and creating a vibrant learning community is supported by numerous writers including Norlander-Case, Reagan, Campbell, and Case (1998), Freiberg and Driscoll (2000) and Weimer (2002). The unit believes that when teachers are concerned about best practices, they plan their instructional goals, activities, materials, and assessment strategies so that they are appropriate for the developmental levels of their students. Thus, the conceptual framework developed by the unit emphasizes the importance of utilizing best practices. It is understood that no particular instructional strategy will work with every student. The unit agrees with Marzano that "Individual classroom teachers must determine which strategies to employ with the right students at the right time" (Marzano, 2007, p.5).

Goal III. To use technology as a means of transforming teaching and learning, infusing it across the curricula.

Because teachers and learners cannot afford to be without access to the knowledge and connections available through present and emerging technological resources, the unit faculty has made technology a priority. In fact, Andrew Zucker indicates that digital technology can help transform schools by engaging and challenging more students (Zucker, 2008, p. 206). The unit is committed to this transformative process.

Goal IV. To promote a deep respect for diversity demonstrated in candidates' belief that all students can learn.

The unit faculty and administration strongly believe that knowledge of diverse

learners and communities is critical to effective teaching. Along with Clewell and Campbell, the unit expects candidates to "make a commitment to their students' learning that will ensure that the instructional process is meaningful no matter what cultural or linguistic diversity their students bring to the process" (Clewell and Campbell, 2007, p.175). The unit is committed to preparing candidates who will create learning environments where all students can maximize their learning.

Goal V. To encourage reflective practice as a means by which professional educators continually improve the teaching and learning process

Another concept underlying the rationale for the conceptual framework is the importance of reflection for professional educators. This framework emphasizes that a teacher is an instructional leader who uses reflective decision-making, focuses on best practices, and has a thorough knowledge of students. Koeppen and Davison-Jenkins emphasize the vital importance of reflection to teacher candidates: "Through reflection, teacher candidates systematically examine their classroom experiences, make connections to who they are or want to be as teachers, and find ways to foster their teacher identify" (Koeppen and Davison-Jenkins, 2007, p.52). The unit emphasizes reflection as a vitally important characteristic of a professional educator.

Goal VI. To develop effective communication skills so that viable partnerships between colleagues, students, and parents can be nurtured

Clewell and Campbell indicate that highly effective schools employ teachers who are highly skilled in developing effective learning communities. Such teachers cultivate a welcoming environment for students, parents, and community members, update parents frequently regarding student progress, and structure meaningful activities for parents (Clewell and Campbell, 2007, p. 172). UA Fort Smith teacher candidates are prepared to be such highly skilled teachers as is reflected in the conceptual framework.

UA Fort Smith teacher candidates must demonstrate proficiencies in knowledge, skills, and dispositions. These include the INTASC Principles, Pathwise Teacher Performance Domains and Criteris, the Arkansas Standards for Licensure of Beginning Teachers, and the unit dispositions. These are integrated into the conceptual framework and correlated to the goals of the unit.

The conceptual framework also includes a commitment to diversity as one of its major goals. This translates into integration of conceptual framework goal 4 in every class.

The conceptual framework embraces technology as indicated in unit goal 3. In addition to a requirement that all candidates create electronic portfolios, all syllabi reflect the use of technology. Emphasis is placed on assisting P-12 students to maximize their learning through the use of technology.

The assessment system provides a sequential process for measuring the progress

of both candidates and the teacher education program toward professionally agreed upon performance standards designed to promote learning. It is based upon seven gates at which candidate ability is measured and data is generated. Three assessment measures form the core of the conceptual framework. These are (1) the Unit Dispositions, (2) the INTASC Principles (Intended Candidate Outcomes), and (3) the Pathwise Domains (see General Artifact 3 for Graphical Representation). As candidates are assessed upon the standards and, as a result, continually improve their performance in meeting these standards, they gain the knowledge, skills, and dispositions needed to have a positive impact on P-12 student learning.

C.2. (Continuing Visits Only) What changes have been made to the conceptual framework since the last visit?

The conceptual framework remains the same for the most part since the initial visit in April 2005. Overall, the unit remains committed to our vision of preparing teachers who are "Professionals United to Ensure Continuous Learning and Success." Since 2005, a multimedia production has been developed and is used to introduce candidates and stakeholders in the community to the conceptual framework. Also, efforts have continued to make certain that faculty and administrators have a common understanding of the candidate dispositions so that assessment will be fair and accurate. Finally, the knowledge base has been updated to include the latest and most effective practices in teacher preparation.

C.3. (First Visits Only) How was the conceptual framework developed and who was involved in its development?

C.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the conceptual framework may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

General Artifacts

See Attachments panel below.

STANDARDS

This section is the focus of the institutional report. A description of how the unit meets each standard element must be presented. Significant differences among programs should be described as the

response is written for each element under subheadings of initial teacher preparation, advanced teacher preparation, and other school professionals. Significant differences among programs on the main campus, in off-campus programs, in distance learning programs, and in alternate route programs should be identified. Links to key exhibits to support the descriptions may be attached to the last prompt of each element.

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

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

Directions When Programs Have Been Reviewed Nationally or by a Similar State Review

To reduce burden and duplication, units have fewer reporting requirements for Standard 1 when programs have been submitted for national review or similar state review. These review processes cover many of the elements in Standard 1. For programs that have been submitted for national review or similar state review, units are asked to report in the IR only the following information:

- State licensing test data for Element 1a (content knowledge for teacher candidates) and Element 1e (knowledge and skills for other school professionals)
- Assessment Data for Element 1c (professional and pedagogical knowledge and skills)
- Assessment data for Element 1g (dispositions)
- Results of follow-up studies of graduates and employers (all standards elements)

Because program standards do not generally cover general professional knowledge and skills nor professional dispositions, the unit must respond to all of the prompts in Elements 1c (Professional and Pedagogical Knowledge and Skills for Teacher Candidates) and 1g (Professional Dispositions for All Candidates) regardless of whether programs have been submitted for national or state review.

The prompts for each element in the IR include reminders of when data for these programs need not be included. The term "similar state review" refers to state review processes that require institutions to submit assessments and assessment data for evaluation and/or approval. For more information on "similar state review," click on the HELP button at the top right corner of your screen.

1a. Content Knowledge for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1a.1. What are the pass rates of teacher candidates in initial teacher preparation programs on state tests of content knowledge for each program and across all programs (i.e., overall pass rate)? Please complete Table 4 or upload your own table at Prompt 1a.5 below. [This information could be compiled from Title II data submitted to the state or from program reports prepared for national review.]

Table 4
Pass Rates on Content Licensure Tests for Initial Teacher Preparation

For Period:

Fall 2006-Spring 2009

Program	Name of Content Licensure Test	# of Test Takers	% Passing State Licensure Test
Overall Pass Rate for the Unit (across all initial teacher preparation programs)	TOTAL	314	100%
Middle Childhood Education	Middle School: Content Knowledge	41	100%
English (7-12)	English Lang, Lit & Comp.: Content Knowledge	28	100%
English (7-12)	Eng.Lang.,Lit. & Comp: Essays	28	100%
Mathematics (7-12)	Mathematics: Content Knowledge	5	100%
Mathematics (7-12)	Math: Proofs, Models, & Prbl	5	100%
Music: Vocal & Instrumental (P-12)	Music: Analysis	6	100%
Music: Vocal & Instrumental (P-12)	Music: Concepts & Processes	6	100%
Music: Vocal & Instrumental (P-12)	Music: Content Knowledge	6	100%
Biology (7-12)	Biology: Content Knowledge	5	100%
Biology (7-12)	Earth Science: Content Knowledge	6	100%

Chemistry (7-12)	Physical Science: Content Knowledge	1	100%
Social Studies (7-12)	SS: Content Knowledge	26	100%
Social Studies (7-12)	SS: Analytical Essays	26	100%
Spanish (7-12)	Spanish: Content Knowledge	1	100%
Spanish (7-12)	Spanish: Prod. Lang. Skills	1	100%
Special Education P-4	Sp.Ed.Kwldge-Base Core Principles	6	100%
Special Education P-4	Sp.Ed. Preschool/ Early Childhood	2	100%
Special Education 4-12	Sp.Ed. Appl of Core Principles	5	100%
Early Childhood Education P-4	Education of Young Children (Exam no longer used)	131	100%
Early Childhood Education P-4	Early Childhood: Content Knowledge	69	100%

1a.2. (Programs Not Nationally Reviewed) What data from other key assessments indicate that candidates in initial teacher preparation programs demonstrate the content knowledge delineated in professional, state, and institutional standards? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1a.5 below.]

All programs are nationally reviewed. As verified by specialized professional association reports, teacher candidates have in-depth knowledge of the content they plan to teach as described in professional, state, and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject. All program completers pass the content examinations required for teacher licensure.

1a.3. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates demonstrate an in-depth knowledge of the content knowledge delineated in professional, state, and institutional standards? [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1a.5 below.]

Not applicable - The unit has no advanced programs.

1a.4. What do follow-up studies of graduates and employers indicate about graduates' preparation in the content area? If survey data are being reported, what was the response rate? [A table summarizing the results of follow-up studies related to content knowledge could be attached at Prompt 1a.5 below. The attached table could include all of the responses to your follow-up survey to which you could refer the reader in responses on follow-up studies in other elements of Standard 1.]

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 instruments for candidates/graduates/employers are based on a rubric ranging from Unsatisfactory = 0, Basic = 1, Proficient = 2, and Distinguished = 3 (see Artifact 1.a.4.A for instrument). Question 1 of this survey asks candidates and employers to rate how well they “Know the subject you were trained to teach?” Question 6 asks “How well do you communicate both verbally and in writing?” Results from the exit survey for new graduates, graduates with one year of experience, graduates with three years of experience, and employers of graduates following their induction year are summarized in Artifact 1a.4.B. Scores are in the proficient to distinguished range (2.16-2.77 for Question 1 and 2.21-2.76 for Question 6), indicating that graduates and employers are satisfied with the content preparation, including communication skills, provided by the Teacher Preparation Unit.

1a.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the content knowledge of teacher candidates may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1b.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates in initial teacher preparation programs demonstrate the pedagogical content knowledge and skills delineated in professional, state, and institutional standards? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1b.4 below.]

All programs are nationally reviewed. As verified by specialized professional association reports, candidates reflect a thorough understanding of the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards. They have in-depth understanding of the content they plan to teach and are able to provide multiple explanations and instructional strategies so that students learn. They can present content to students in challenging and clear ways using instructional strategies and technologies based on research and best practices.

1b.2. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates know and apply theories related to pedagogy and learning, are able to use a range of instructional strategies and technologies, and can explain the choices they make in their practice. [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1b.4 below.]

Not applicable - The unit has no advanced programs.

1b.3. What do follow-up studies of graduates and employers indicate about graduates' preparation in pedagogical content knowledge and skills? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to pedagogical content knowledge and skills could be attached at Prompt 1b.4 below.]

The follow-up study mentioned in 1a.4 provides information regarding pedagogical content knowledge and skills. Question 1 "Know the subject being taught/you were trained to teach?" Question 4, "Utilize multiple instructional strategies?" and Question 12 "Utilize technology to enhance student learning and professional growth?" provide pertinent information. Results are found in Artifact 1a.4B and Artifact 1b.3A. Most scores are at the proficient or distinguished levels. Exceptions would be the 2008-2009 mean scores for graduates with three years of experience and employers for Question 12. These scores, 1.96 and 1.85 respectively, are slightly below 2 or Proficient on a 0, 1, 2, or 3 scale. Assignments in EDUC 3002/03 Introduction to Educational Technology now require candidates to plan activities that require P-12 students to use technology in their own learning. In addition, the unit has updated the technology available to candidates over the past two years. The unit plans to collect data to determine if these data-driven changes make a difference in P-12 learning.

1b.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the pedagogical content knowledge of teacher candidates may be attached here. (Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.)

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1c.1. What data from key assessments indicate that candidates in

initial teacher preparation and advanced teacher preparation programs demonstrate the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning? [A table summarizing these data could be attached at Prompt 1c.5 below.]

Evidence of professional and pedagogical knowledge and skills for teacher candidates is found in multiple assessments. UA Fort Smith utilizes the following information to assess professional and pedagogical knowledge and skills:

All Methods Courses Must be Completed With a "C" Grade or Higher: Professional and pedagogical knowledge and skills are documented through the requirement that a minimum grade of "C" must be earned in all professional education courses. These courses address methodology, standards, diversity in student backgrounds and learning styles, performance-based assessment, and principles of human development. Knowledge and skills derived from the above topics are applied to produce meaningful experiences that facilitate learning.

Title II Reports: Title II Reports from 2005 to 2008 indicate that all UA Fort Smith program completers passed their Principles of Learning and Teaching or Content Specific Pedagogy Exams (see Artifact 1c.1.A for results).

Pathwise Formative Observation Results: University supervisor formative assessments of student teaching interns, using the Pathwise Domains and Criteria, yield information relevant to Professional and Pedagogical Knowledge and skills (see Artifact 1c.1.B for complete results for 2005 to present). Intern average scores were above 2.5 on a scale of 1=Unacceptable, 2=Acceptable, 3=Distinguished for all domains/criteria for the period 2005-2009. Scores were at Proficient levels in areas such as A1 - become familiar with students' backgrounds and use this knowledge to provide appropriate instruction and evaluation (range =2.53-2.78), A2 - the ability of teacher candidates to articulate clear goals and procedures (range=2.60-2.76), A3 - understand the organization of content (range=2.58-2.79), and C3 - encourage students to think critically (range=2.63-2.68). In fact, for these particular domains/criteria, there has been a general pattern of higher mean scores from 2005-06 to fall 2009 indicating that candidates are becoming increasingly more skilled in these areas.

Praxis III Results: Results for UA Fort Smith program completers indicate that average performance of UA Fort Smith graduates tended to be similar to the statewide average for each domain and overall score. In terms of overall scores, UA Fort Smith average scores have been above the state average each year since 2005. For example, in 2008-09, the UA Fort Smith average overall score was 51.3 while the state average was 51.1.

Electronic Portfolio Assessments: Portfolio assessment also provides information regarding professional and pedagogical knowledge and skills of candidates. For example, instructors in Practicum I, Practicum II, and student teaching internship

evaluate candidate portfolios on a scale ranging from 0-3. Practicum I results indicate that, since 2008-2009, average ratings are above 2 or Proficient for each of the selected principles. Overall, scores have increased since 2005-2006. In Practicum II, scores have increased as well since 2005-2006, with candidates scoring over the Proficient level. In terms of the Internship Portfolio, average scores are approaching 3 or the Distinguished level. There is a general pattern of growth in performance as candidates move through the curriculum from Practicum I to student teaching internship.

All initial teacher preparation candidates present their portfolios to two or more individuals. Results indicate that candidates have performed consistently at or above the Proficiency level 2 during the 2005-2009 period. Results for INTASC 8 Assessment have declined from 2.3 in 2005-06 to 2.0 in fall 2009.

University Supervisor/Mentor Teacher Evaluations: Candidates are assessed during Practicum I, II, and the student teaching internship using the INTASC Principles (scale=0-3). They also complete a self-evaluation. All mean scores are above 2 or Proficient for the period 2005-2009 with a range from 2.16 to 2.86 (see Art. 1c.1G for results).

1c.2. What data from key assessments indicate that candidates in initial teacher preparation programs consider the school, family, and community contexts and the prior experiences of students; reflect on their own practice; know major schools of thought about schooling, teaching, and learning; and can analyze educational research findings? If a licensure test is required in this area, how are candidates performing on it? [A table summarizing these data could be attached at Prompt 1c.5 below.]

Evidence of professional and pedagogical knowledge and skills for teacher candidates in specific areas such as knowledge of student background and experiences, reflective practice, knowledge of the act of instruction, and ability to analyze research findings is found in several assessments. UA Fort Smith utilizes the following information to assess professional and pedagogical knowledge and skills:

Praxis II Pedagogy Exam Results: Candidates must successfully complete the Praxis II: Principles of Learning and Teaching exam or the content pedagogy exam required for their major prior to exit from the teacher education program. These exams include topics such as relationships between teachers and the larger community, students as diverse learners, reflection on practice, planning instruction, and assessment strategies. Program completer mean scores indicate that candidates score above the score required by the state (see Artifact 1c.2A). For example, in fall 2009 the average score on the Principles of Learning and Teaching: Early Childhood exam was 181 while the required score was 159 and the average score on the English Language, Literature, & Composition Pedagogy exam was 165 while the required score was 145.

Internship Placement Interview Results: Candidates for admission to the student teaching internship semester are interviewed by the Coordinator of Field Experience using an interview rubric (see Artifact 1c.2.B for instrument). This rubric yields a large amount of information regarding teaching techniques, reflective practice, interpersonal skills, child/adolescent development, assessment, and respect for diversity (see Artifact 1c.2C for results). Average scores for all items have been above 2 or Proficient on a 0,1,2,3 scale. In fall 2009, average scores regarding knowledge of teaching techniques were 2.81 and average scores on reflective practice were 2.86.

Disposition Rating Scale Results: Both faculty ratings of candidate dispositions and candidate self-evaluations of dispositions (see Artifact 1g.2A and Artifact 1g.3B) indicate positive performances in the area of professional and pedagogical knowledge and skills. For example, ratings on Disposition 8, Collaboration (Believes that close cooperation and collaboration with parents and the community are critical to maximum student learning for all students) indicate a willingness on the part of candidates to consider the school, family, and community contexts, and the prior experiences of P-12 students as they develop learning experiences. For example, most ratings on this item are appropriate (scale = Inappropriate, Appropriate, None Displayed) on this item for the period 2005-2009. Specifically, 82% of the total ratings indicated appropriate dispositions, .4% indicated inappropriate dispositions, and 17% indicated no relevant behavior displayed related to the disposition. As for self-evaluations on this item, average ratings (scale = 0, 1, 2, 3) for the period 2005-2009 ranged from 2.68 to 2.96. See section 1.g.1 for a complete listing of the dispositions and a description of the disposition rating process.

Data derived from assessments listed in section 1c.1 also provide evidence of candidate performance in areas specifically mentioned in 1c.2. For example, information from Artifact 1c1B Pathwise Formative Observation Results indicates that candidates' average scores for the period 2005-2009 were above 2.5 for Domain/Criteria A1 Students' Backgrounds, A4 Appropriate Methods, A5 Evaluation Strategies, C2 Clear Content, D1 Reflecting on Goals, D3 Relationships, and D4 Communication with Parents (scale = 1=Unacceptable, 2=Acceptable, 3=Distinguished). In Artifact 1c.1D, mean scores for Assignment 4 Lesson Reflection and Assignment 6 Evaluation of Teaching in the Student Teaching Internship Portfolio Assessment are at or above 2.61 for the period 2005-2009 (scale = 0, 1, 2, 3). Finally, in Artifact 1c.1F, Portfolio Presentation for Admission to the Student Teaching Internship, candidates scored at or above the Proficient level on INTASC/Intended Candidate Outcome 10 Partnerships (scale = 0, 1, 2, 3) with a range of 2.1 to 2.7 for the period 2005-2009. This indicates a willingness to partner with the school, family, and community to improve P-12 learning.

1c.3. What data from key assessments indicate that advanced teacher candidates reflect on their practice; engage in professional activities; have a thorough understanding of the school, family, and community contexts in

which they work; collaborate with the professional community; are aware of current research and policies related to schooling, teaching, learning, and best practices; and can analyze educational research and policies and explain the implications for their own practice and the profession? [A table summarizing these data could be attached at Prompt 1c.5 below.]

Not applicable - The unit has no advanced programs.

1c.4. What do follow-up studies of graduates and employers indicate about graduates' preparation related to professional and pedagogical knowledge and skills? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to professional and pedagogical knowledge and skills could be attached at Prompt 1c.5 below.]

The follow-up survey instrument has several items addressing professional and pedagogical knowledge and skills. Ratings for items 2, 3, 5, 7, 8, 9, 10, 11, 13, and 14 are summarized in Artifact 1.c.4A . Data on these items indicate that most graduates and employers are satisfied with the preparation provided by the Unit in relation to professional and pedagogical knowledge and skills. In only one instance, Question 8 on the 2008-2009 employers' survey, "Utilize assessment both to evaluate and enable forward progress," was the mean score lower than 2 or Proficient(1.97). In response, the unit has changed the EDUC 4222 Assessment course that is required of all middle childhood and secondary candidates to include the evaluation and discussion of a variety of sample rubrics in terms of their effectiveness. Candidates in this class use their knowledge of traditional, alternative, and authentic assessments to complete a major project including construction of a unit and design of pertinent assessments including rubrics based on appropriate standards and frameworks. In early childhood, the ECED 3263 Early Childhood Assessment course has been moved to a later point in the curriculum, first semester senior year. This adjustment was made to facilitate stronger comprehension of content and application of knowledge and skills in assessment of field experiences. Also, a case study assignment involving in depth experiences with a child has been included in ECED 3263 to emphasize the value of pre- and post-assessment upon instructional plans. In addition, the Curricular Advisory Committee's fall 2009 conference focused extensively on the topic of assessment and effective instruction (see Artifact 5f.2A for agenda).

1c.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the professional and pedagogical knowledge and skills of teacher candidates may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1d. Student Learning for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-

licensure graduate programs for teachers who already hold a teaching license.]

1d.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates in initial teacher preparation programs can assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and develop and implement meaningful learning experiences to help all students learn? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1d.4 below.]

As verified by specialized professional association reports, candidates focus on student learning and study effects of their work. They can assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students. Although all programs are nationally reviewed, there is one additional example of impact on P-12 student learning that is worthy of mention here. The UA Fort Smith College of Education was chosen as a finalist for the 2009 McAuliffe Excellence in Teacher Education Award, an honor given to programs that can document the success of their graduates in improving P-12 public learning outcomes. Through the ACCESS: DESTINY after-school tutoring program, unit candidates work directly with P-12 students struggling in math and literacy. The data on post-tests reveals that the candidates have a statistically measurable impact on student learning, sometimes even greater than the impact measured from experienced teachers who act as tutors. See Artifact 1d.1A for the Christa McAuliffe Award Final Application including data and analysis detailing candidate performance data, including impact on P-12 student learning.

1d.2. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates demonstrate a thorough understanding of the major concepts and theories related to assessing student learning; regularly apply them in their practice; analyze student, classroom, and school performance data; make data-driven decisions about strategies for teaching and learning; and are aware of and utilize school and community resources that support student learning? [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1d.4 below.]

Not Applicable -The unit has no advanced programs.

1d.3. What do follow-up studies of graduates and employers indicate about graduates' ability to help all students learn? If survey data have not

already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to the ability to help all students learn could be attached at Prompt 1d.4 below.]

Follow-up studies for graduates and employers provide information regarding the impact of candidates on student learning. Artifact 1c.4.A summarizes data regarding Question 2 – Understand the developmental needs of children, Question 3 – Adapt instruction to individual needs, Question 7 – Plan effectively considering subject, standards, student progress, and curricular goals, and Question 8 – Utilize assessment both to evaluate and enable forward progress. The data indicate that, overall, graduates and employers believe that the teacher preparation program does a proficient job of preparing graduates to help all students learn. As mentioned in section 1c.4, the employers’ mean for Question 8 in 2008-09 was slightly below 2 (1.97) or Proficient. Consequently, course changes were made in EDUC 4222 Assessment (construction of unit with assessments) and ECED 3263 Early Childhood Assessment (case study with pre and post-assessments).

1d.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to student learning may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1e. Knowledge and Skills for Other School Professionals

1e.1. What are the pass rates of other school professionals on licensure tests by program and across all programs (i.e., overall pass rate)? Please complete Table 5 or upload your own table at Prompt 1e.4 below.

Table 5
Pass Rates on Licensure Tests for Other School Professionals

For Period:

Not applicable

Program	Name of Licensure Test	# of Test Takers	% Passing State Licensure Test
Overall Pass Rate for the Unit (across all programs for the preparation of other school professionals)			

1e.2. (Programs Not Nationally Reviewed) What data from other key assessments indicate that other school professionals demonstrate the knowledge and skills delineated in professional, state, and institutional standards? [Data for programs for other school professionals that have

been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1e.4 below.]

Not applicable

1e.3. What do follow-up studies of graduates and employers indicate about the knowledge and skills of other school professionals? If survey data are being reported, what was the response rate? [A table summarizing the results of follow-up studies related to knowledge and skills could be attached at Prompt 1e.4 below. The attached table could include all of the responses to your follow-up survey to which you could refer the reader in responses on follow-up studies in other elements of Standard 1.]

Not applicable

1e.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the knowledge and skills of other school professionals may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1f. Student Learning for Other School Professionals

1f.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates can create positive environments for student learning, including building on the developmental levels of students; the diversity of students, families, and communities; and the policy contexts within which they work? [Data for programs for other school professionals that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1f.3 below.]

Not applicable

1f.2. What do follow-up studies of graduates and employers indicate about graduates' ability to create positive environments for student learning? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to the ability to create positive environments for student learning could be attached at Prompt 1f.3 below.]

Not applicable

1f.3. (Optional Upload) Tables, figures, and a list of links to key

exhibits related to other school professionals' creation of positive environments for student learning may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1g. Professional Dispositions for All Candidates. [Indicate when the responses refer to the preparation of initial teacher candidates, advanced teacher candidates, and other school professionals, noting differences when they occur.]

1g.1. What professional dispositions are candidates expected to demonstrate by completion of programs?

Each candidate is assessed in every professional education course using a Disposition Rating Scale (see Artifact 1g.1.A for instrument). This scale provides a mechanism for evaluating candidates on the following eight dispositions:

- (1) The teacher candidates understands and values the discipline(s) he or she teaches.
- (2) Because the teacher candidate believes all children can learn and there are multiple ways children do learn, the teacher candidate is willing to utilize multiple teaching methodologies.
- (3) The teacher candidate is committed to planning effective units of curriculum that are aligned with assessment strategies and utilize appropriate technology.
- (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.
- (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.
- (6) The teacher candidate values continuous educational improvement that includes research, reflection, assessment, and learning as an on-going process.
- (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.
- (8) The teacher candidate believes that close cooperation and collaboration with parents and the community are critical to maximum student learning for all students.

In addition, four professional behaviors (promptness, appropriate dress and grooming, positive attitude, and caring and respectful of others) are assessed on the Disposition Rating Scale. The scale requires that the assessors provide observable evidence to support their assessment of each disposition. This assures that judgments are based on more than just perception. Beginning with Gate 3 of the Unit Assessment System, when candidates complete a self-evaluation using the Disposition Rating Scale, information from the scale is used in subsequent

gates to assist in making admission and retention decisions (see Artifact 2a.1A for the Unit Assessment System). In addition, data from the Disposition Rating Scale are used in counseling students regarding career choices and areas for improvement, as well as in making changes in the teacher education program (see 1g.1B for Continuous Progress in Dispositions).

1g.2. How do candidates demonstrate that they are developing professional dispositions related to fairness and the belief that all students can learn? [A table summarizing these data could be attached at Prompt 1g.5 below.]

Dispositions related to fairness and the belief that all students can learn are assessed through the following:

University Supervisor/Mentor Teacher Evaluations: Candidates are assessed during Practicum I, II, and the student teaching internship using the INTASC Principles/UA Fort Smith Intended Candidate Outcomes (scale=0=Unsatisfactory, 1=Basic, 2=Proficient, 3=Distinguished). In particular, INTASC/ICO 3 involves the belief that all students can learn in that candidates are assessed on their ability to create instructional opportunities adapted to diverse learners. Results for this item indicate that students appear able to appropriately teach students with diverse backgrounds. University supervisors' average ratings ranged from 2.24 to 2.55, and mentor teachers ratings ranged from 2.37 to 2.52 for the period 2005-2009 (see Artifact 1c.1G).

Pathwise Formative Observation Results: University supervisor ratings of interns using the Pathwise System provide a measure of dispositions related to fairness and the belief that all students can learn in B1- Creating a climate that promotes fairness and B3 - Communicating challenging learning expectations to each student. Results from these items indicate that candidates do believe that fairness is important and that all children can learn (see Artifact 1c.1B). For B1 - Creating a climate that promotes fairness, average ratings ranged from 2.61 in 2005-06 to 2.77 in fall 2009. For B3 - Communicating challenging learning expectations to each student, scores ranged from 2.48 in Fall 2009 to 2.62 in 2007-08 and 2008-09 (scale = 1=Unacceptable, 2=Acceptable, 3=Distinguished).

Disposition Rating Scale Results: Item 4 - Providing a classroom environment for all students to learn and Item 5 - Committed to a democratic school environment as well as Professional Behavior D - Caring and respectful of others provide evidence regarding dispositions related to fairness and the belief that all student can learn. Most candidates display appropriate behaviors for each of these items and appear to exemplify the beliefs necessary for assisting all students to increase their learning (see Artifact 1g.2A). For Item 4 - Providing a classroom environment for all students to learn, 91% of the total ratings for the period 2005-2009 indicated appropriate dispositions, 1% indicated inappropriate dispositions, and 8% indicated no relevant behaviors displayed related to the disposition. For Item 5 - Committed to a democratic school environment, 91% of the total ratings for the

period 2005-2009 again indicated appropriate dispositions, .05% indicated inappropriate dispositions, and 8.3% indicated no relevant behaviors displayed related to the disposition. For Professional Behavior D – Caring and respectful of others, 97% of the ratings were appropriate, 1.4% indicated inappropriate behaviors, and 1.8% indicated no relevant behaviors displayed (scale = Inappropriate, Appropriate, None Displayed).

1g.3. What data from key assessments indicate that candidates demonstrate the professional dispositions listed in 1.g.1 as they work with students, families, colleagues, and communities? [A table summarizing these data could be attached at Prompt 1g.5 below.]

University Supervisor/Mentor Teacher Evaluations: INTASC/ICO 9 and 10 deal directly with fostering relationships with colleagues, parents, and agencies to support students' learning and well being. Student teaching interns and practicum students were rated positively on these items with mean scores between proficient and distinguished (scale = 0, 1, 2, 3). Mentor teacher average ratings of student teaching interns ranged from 2.43 to 2.52 for the period 2005-2009 on INTASC 9 Professional Dispositions, and from 2.41 to 2.49 on INTASC 10 Partnerships. University supervisor average ratings of these student teaching interns ranged from 2.41 to 2.68 on INTASC 9 Professional Dispositions, and from 2.41 to 2.74 on INTASC 10 Partnerships. In Practicum I, cooperating teacher average ratings on INTASC 9 Professional Dispositions ranged from 2.24 to 2.58, and from 2.16 to 2.48 for INTASC 10 Partnerships. In Practicum II, ratings on INTASC 9 ranged from 2.40 to 2.65 while INTASC 10 ratings ranged from 2.39 to 2.55 (see Artifact 1c.1g).

Pathwise Formative Observation Results: University supervisor ratings of student teaching interns using the Pathwise System (scale =1-3) provide a measure of candidates' dispositions, particularly in the areas of Creating An Environment for Student Learning (Domain B) and Teacher Professionalism (Domain D). Interns scored above 2.5 during the 2005-2009 period for every criteria within each of the domains (see Artifact 1c.1B).

Disposition Rating Scale Results: Results indicate that most candidates display appropriate dispositions in items 7 and 8: Integrity, Ethical Behavior, Professionalism, and Close Cooperation with Parents (see Artifact 1g.2A).

Interview for Admission to the Teacher Education Program Rubric Results: For question 2 involving the importance of Honesty, Positive Attitude, and Teamwork to Teaching, the range of average scores is from 2.34 to 2.48. For question 3 involving other dispositions important to teaching, the range is from 2.33 to 2.48. For question 7 involving motivation to teach, the range is from 2.43 to 2.51 (scale =0-3).

Internship Placement Interview Results: Candidates must perform at a basic level (scale=0-3) on an assessment rubric for each interview question in order to begin the student teaching internship semester. Average scores for Question 1 involving attitudes and beliefs necessary to be a successful teacher are in the proficient range (2) indicating that attitudes tend to be positive.

1g.4. What do follow-up studies of graduates and employers indicate about graduates' demonstration of professional dispositions? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to professional dispositions could be attached at Prompt 1g.5 below.]

Questions 13 and 14 of the survey for graduates and employers focus on the issue of professional behavior in terms of integrity, professional ethics, promptness, and appearance. These professional behaviors are related to appropriate dispositions for educators. Artifact 1c.4.A outlines survey results. Mean ratings indicate that candidates believe in and exhibit appropriate professional ethics and behaviors (see Artifact 1c.4.A). Average scores for these two questions ranged from 2.53 to 2.80 or in the proficient to distinguished range (scale = 0=unsatisfactory, 1=Basic, 2=Proficient, and 3=Distinguished) for the period 2005-2009.

1g.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to professional dispositions may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

NCATE AIMS Standard 1 Artifacts

See Attachments panel below.

Optional

1. What does your unit do particularly well related to Standard 1?

The unit's after school tutoring program, ACCESS: DESTINY, was recently selected as a finalist for the American Association of State Colleges and Universities Christa McAuliffe Excellence in Teacher Education Award. This award, given annually by the American Association of State Colleges and Universities, honors innovative teacher education programs that can document the success of their graduates in improving P-12 pupil learning outcomes. The UA Fort Smith College of Education was chosen as a finalist for the 2009 McAuliffe Award based on four criteria

- The program's mission, goals, and key components.
- The program's cooperative effort between the faculty in the college of education, arts and sciences, and P-12 schools.

- Evidence of the program’s positive impact on teacher candidates’ learning.
- Evidence of the program’s positive impact on graduates’ ability to improve P-12 pupil learning.

The UA Fort Smith College of Education recognition as a finalist for the McAuliffe Award was based on data that show the value of the preparation candidates receive between being admitted to the program and the final gate in the program. Data from Praxis I exams show candidates scoring about three points above state cut scores while data from Praxis II exams show candidates scoring around twelve points above state cut scores. The increase is attributed to our preparation between the two exams.

The college was also recognized for the impact our candidates have on P-12 pupil learning. Through the ACCESS: DESTINY tutoring program, many candidates work directly with students struggling in math and literacy. Assessment of the impact of DESTINY on students shows that our candidates are responsible for typically 30% increase in pre- to post-test student achievement. The data on post-tests reveal that the candidates have a statistically measurable impact on student learning, sometimes even greater than the impact measured from experience teachers.

2. What research related to Standard 1 is being conducted by the unit or its faculty?

One early childhood faculty member is conducting a research study that examines instructional strategies that are most effective for the development of critical thinking skills among baccalaureate degree seeking students. The study specifically relates to INTASC Standard 1. While much has been written about the nature of critical thinking and individual strategies to promote its development, little is known about which of these strategies most effectively promote critical thinking among these types of students. This research will provide empirical evidence of those instructional strategies that are most effective for increasing the critical thinking abilities of baccalaureate degree seeking students. The outcomes of this study may prove to be of benefit to the unit and professors and teacher educators.

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.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

2a. Assessment System

2a.1. How does the unit ensure that the assessment system collects information on candidate proficiencies outlined in the unit's conceptual framework, state standards, and professional standards?

The purpose of the UA Fort Smith College of Education assessment system is to provide a sequential process for measuring the progress of both candidates and the teacher education program toward professionally agreed upon performance standards designed to promote learning. Data from this system are used to make admission and exit decisions about candidates, to provide candidates with formative information regarding performance, and to provide information used in designing program changes (see Artifact 2a.1A for Unit Assessment System).

The assessment system is directly tied to the unit's conceptual framework "Professionals United to Ensure Continuous Learning and Success." Specifically, three assessment measures form the core of the Conceptual Framework of the College of Education. These are the Unit Dispositions, the INTASC Principles (Intended Candidate Outcomes), and the Pathwise Domains (see General Artifact 3 for Graphical Representation). Unit Dispositions are professional standards adopted by the unit, INTASC Principles represent national standards, and Pathwise Domains are nationally- developed state standards that have been adopted by the Arkansas Department of Education (see Artifact 2a.1A Unit Assessment System, p.6 for alignment of the Unit Assessment System to these standards). As candidates are assessed on the standards and, as a result, continually improve their performance in meeting these standards, they gain the knowledge, skills, and dispositions needed to have a positive impact on P-12 student learning. In other words, through attention to and assessment of these standards during the teacher education program, candidates become "Professionals United to Ensure Continuous Learning and Success."

2a.2. What are the key assessments used by the unit and its programs to monitor and make decisions about candidate performance at transition points such as those listed in Table 6? Please complete Table 6 or upload your own table at Prompt 2a.6 below.

Table 6
Unit Assessment System: Transition Point Assessments

Program	Admission	Entry to clinical practice	Exit from clinical practice	Program completion	After program completion
Early Childhood, Middle Childhood, Biology, Chemistry, English, Social	Cumulative GPA of 2.75, Grade of "C" or better in all coursework attempted for the degree, "C" or better in EDUC 2753, EDUC3002/ 3003*,	Cumulative GPA of 2.75, GPA of 2.75 in professional studies and teaching field, Passing scores on Praxis II Content Exams, A score on Praxis II Pedagogy	Acceptable evaluations from university supervisor and mentor teacher, Acceptable Exit Portfolio assessment,	Cumulative GPA of 2.75, 2.75 in professional studies	Follow-up surveys of graduates-current, one year, three years,

Studies, Mathematics, Music Education, Spanish	ECED 3023**, ECED 3033**, appropriate mathematics course, "B" or better in ENGL 1213, SPCH 1203, Letter of application, Praxis I, Formal Interview	exam, Grade of "C" or better in all courses for degree, Successful portfolio presentation, Successful Interview with Coordinator of Field Experience, Letter of application	Passing score on Praxis II Pedagogy exam, At least a "C" in Internship and Seminar courses	and teaching field, completion of licensure application	Employer survey after one year, Praxis III
Special Education	Hold an Arkansas initial or standard teaching license or be a teacher candidate fully admitted to the program, Formal interview, Application for admission	Cumulative GPA of 2.75 in SPED 3203, 3313, 3413, 3423, 4213/4223	Acceptable evaluations from university supervisor and campus administrator, Passing scores on Praxis II exams, At least a "C" in Internship courses, Completion of CEC Capstone Project	Satisfactory completion of all coursework with no grade below "C", 2.75 GPA for all Special Education courses, Completion of licensure application, Fulfill residency requirement-nine semester hours including the directed internship at UA Fort Smith	Follow-up surveys of graduates - current, one year, three years, Employer survey after one year

2a.3. How is the unit assessment system evaluated? Who is involved and how?

The assessment system was originally approved by the Teacher Education Council on September 17, 2003. This council, which provides invaluable advice regarding the assessment system, is comprised of representatives from teacher education faculty and administration, personnel from other colleges in the university, public school faculty and administration, and teacher education students. See Artifact 2a.3A for the current membership of the Teacher Education Council.

The unit, with the involvement of its professional community, regularly evaluates the capacity and effectiveness of its assessment system, which reflects the conceptual framework and incorporates candidate proficiencies outlined in professional and state standards. The unit regularly examines the validity and utility of the data produced through assessments and makes modifications to keep abreast of changes in assessment technology and in professional standards.

The unit continuously reviews data for program and assessment system improvement. However, once each semester the unit has dedicated specified times for what is referred to as DARE – Data Analysis Review Event (see Artifact 2a.3B Data Analysis Review Event Flowchart). Each semester this event consists of sharing and analysis of data for program improvement. As data are collected they are first reviewed by the Assessment Committee. This committee makes recommendations and forwards their comments to the unit’s Leadership Team for consideration. The leadership team then reviews data and recommendations from the Assessment Committee and forwards comments and analysis to the entire faculty for additional review. Once the faculty have reviewed data, comments, and recommendations from the Assessment Committee and Leadership Team, they conduct additional analysis of data and forward their comments to the Teacher Education Council for final review. This DARE process usually takes three months each semester providing considerable time for reviewing data, analysis,

recommendations, and implementation if necessary. Decisions made about candidate performance are based on multiple assessments made at multiple points before program completion. Collected data show a strong relationship of performance assessments to candidate success in the classroom or schools.

2a.4. How does the unit ensure that its assessment procedures are fair, accurate, consistent, and free of bias?

Data are provided to the faculty semi-annually in a faculty meeting. Faculty review the results, discuss inconsistencies, and offer suggestions for modifications of the assessment system or instruments. Data are also made available to the Teacher Education Council and to representative superintendents who are partners with the unit as external reviewers.

In order to ensure fairness and consistency across gates and among the forms used to rate candidates, training sessions are held for any person who assesses candidates. For example, Pathwise evaluators must participate in periodic recalibration and norming. Unit faculty, mentor teachers, and members of the Teacher Education Council review assessment instruments and rubrics. In terms of the testing required by the state, the Educational Testing Service documents validity and reliability of the required Praxis II assessments.

During the first education course, EDUC 2753 Introduction to Education, candidates are provided with the Policy and Procedures Manual (General Artifact 4) which provides a description of all program requirements. Admission requirements are discussed specifically during this course. Prior to beginning the student teaching internship experience, candidates are provided with the UA Fort Smith Internship Handbook (General Artifact 5), which details required activities and assessment rubrics. Student teaching interns are observed a minimum of four times by university supervisors and at least once by their mentor teacher. On each occasion, student teaching interns receive verbal and written feedback based on an observation rubric. Prior to the student teaching internship semester, candidates are provided with extensive information regarding requirements for the LiveText electronic portfolio. Electronic handbooks for the Practicum I and II courses provide assignments and assessment rubrics (see General Artifact 6).

Multiple reviewers conduct key unit assessments. For example, both the mentor teacher and the university supervisor complete the Internship Evaluation Instrument at the end of the semester. Admission to the Teacher Education program interviews and Portfolio Presentations for Admission to Internship require a minimum of two interviewers, including one from the university and one from the P-12 schools. Training is provided ensuring fairness and consistency. If candidates do not pass the interviews, they are counseled by their advisors and allowed to repeat the interview with two different interviewers.

2a.5. What assessments and evaluation measures are used to manage and improve the operations and programs of the unit?

The unit, with the involvement of its professional community, regularly evaluates the capacity and effectiveness of its assessment system, which reflects the conceptual framework and incorporates candidate proficiencies outlined in professional and state standards. Once each semester (see Artifact 2a.3B Data Analysis Review Event Flowchart) the unit examines the validity and utility of the data produced through assessments and makes modifications if necessary. Data collected and analyzed to monitor candidate performance in each gate are also used to provide information for managing and improving program effectiveness. Listed are assessments used to manage and improve operations and programs of the unit and how they are maintained:

- Interview Rubric – Scanned
- Cooperating Mentor Teacher – Scanned
- Internship Interview – Scanned
- Evaluation of Internship Experience – Scanned
- Student Advising Questionnaire – LiveText
- Intended Candidate Outcomes – LiveText/Scanned
- Graduate Survey – LiveText/Scanned
- Employer Satisfaction Survey – LiveText/Scanned
- Teacher Candidate Self-Evaluation – LiveText
- Candidate Reflection Plan – LiveText
- Disposition Rating Scale – Banner/Scanned
- Portfolio Presentation Prior to Admission to Internship – Scanned
- Exit Professional Portfolio Assessment – LiveText

A complete list of assessments is found in Artifact 2a.5A.

In addition, course evaluations are completed by candidates in each course. Results are shared with unit faculty so they can address any needed changes in their courses. Faculty peer evaluations (see Artifact 5b.5A and Artifact 5b.5B for Tool for Observation of Peers and Results) also support efforts to improve unit operations.

2a.6. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's assessment system may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

2b. Data Collection, Analysis, and Evaluation

2b.1. What are the processes and timelines used by the unit to collect, compile, aggregate, summarize, and analyze data on candidate performance, unit operations, and program quality?

- How are the data collected?

- From whom (e.g., applicants, candidates, graduates, faculty) are data collected?
- How often are the data summarized and analyzed?
- Whose responsibility is it to summarize and analyze the data? (dean, assistant dean, data coordinator, etc.)
- In what formats are the data summarized and analyzed? (reports, tables, charts, graphs, etc.)
- What information technologies are used to maintain the unit's assessment system?

How are the data collected?

Information is systematically collected from many sources including Praxis I, II, and III assessments, follow-up surveys, mentor teacher and university supervisor evaluations, portfolio presentations, Disposition Rating Scale results, admission interviews, grades and grade point averages, and rubric-based diversity assessment scores. The data collection system utilizes a combination of scannable assessments and the UA Fort Smith Student Information System (BANNER) as well as the LiveText electronic portfolio system to store all data collected from candidates.

From whom are data collected?

Data are collected from applicants for admission to the teacher education program, candidates, graduates of the teacher education program, employers of graduates, P-12 mentor teachers and administration, and unit faculty

How often are the data summarized and analyzed?

Data are summarized and analyzed each semester during the DARE – Data Analysis Review Event outlined in section 2a.3 above (see Artifact 2a.3B Data Analysis Review Event Flowchart).

Whose responsibility is it to summarize and analyze the data?

The Director of Assessment summarizes and assists in analyzing the data. This individual produces a report that summarizes the data from the previous semester. During the Data Analysis Review Event (Artifact 2a.3B) the Assessment Committee, Leadership Team, College of Education faculty, and Teacher Education Council review and analyze the data.

In what formats are the data summarized and analyzed?

An assessment report is produced each semester and distributed to the COE Leadership team, unit faculty, Teacher Education Council, and P-12 teachers and administrators (see Artifact 2b.1A for assessment reports). Analysis and resulting program changes are captured in meeting agendas and minutes. During the DARE process the Director of Assessment produces charts and graphs that show the trends in the data that lead to program changes. This Assessment Summary (Artifact 2b.1B) is shared throughout the DARE process for input, analysis, and suggestions.

What information technologies are used to maintain the unit's assessment system?

A database system tied to the assessment gates gathers and organizes information related to candidate and program performance. This system utilizes a combination of scannable assessments and the UA Fort Smith Student Information System (BANNER) to store all data collected from candidates.

Gates are created for each teacher education candidate using an admissions application in Banner (SAAADMS). Each gate (application) has its own college-defined requirements. Data requirements defined by the unit are captured for each gate. For example, Gate 3 is created for students enrolled in Introduction to Education on the census date. At that time, these students' grade point averages and earned hours are captured. This data capture is permanent and can be used for future analysis and reporting. Students are advanced through the gates as each gate's requirements are satisfied. For example, once an education student 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 which is run nightly.

The system was designed to answer the following questions for Student Gate Analysis:

Where is the student now?
What does the student need?
How many students still require....?
How many have advanced to this level?

The system also provides individual student level and cohort level analysis and allows for proactive intervention with students who are deficient in one or more requirements. Reports include

Outstanding Requirements
Students by Gate
Test score analysis
GPA analysis
Evaluation by cohort, major, or college

Analysis output including minimum, maximum, and mean

Data are also collected and reported through the LiveText electronic portfolio system. This system allows candidates to create and share e-portfolios with professors, peers, and employers. It allows faculty to assess student learning via performance-based assessments. LiveText also allows administration to collect, analyze, and report results based on the unit, specialized professional association, and institutional learning outcomes.

The College of Education is one of four recipients of the 2010 Council for Higher Education Accreditation (CHEA) Award for Outstanding Institutional Practice in Student Learning Outcomes. In terms of this award, the unit was particularly strong in the area of the use of technology for collecting and managing data through the LiveText electronic portfolio system as well as such areas as articulation and assessment of clear learning outcomes, development of program changes based on data, and the overall structure of the assessment system. See Artifact 2b.1C 2010 CHEA Award for Outstanding Institutional Practice in Student Learning Outcomes Application for a detailed description of learning outcomes, the assessment system, Data Analysis Review Events (DAREs), and the program improvement process.

2b.2. How does the unit disaggregate candidate assessment data for candidates on the main campus, at off-campus sites, in distance learning programs, and in alternate route programs?

Not applicable - The unit has no off-campus sites, distance learning programs, or alternate route programs.

2b.3. How does the unit maintain records of formal candidate complaints and their resolutions?

The unit has two systems in place whereby candidates may file formal complaints. Candidates may address complaints and appeals in writing to the Teacher Credential and Standards Committee which addresses issues involving admission, continuing good standing status, and academic requirements (see Artifact 2b.3A). This committee also hears and renders decisions of student appeals concerning licensure and coursework standards and practices. Decisions of this body may be appealed to the Dean, who must respond within seven days. If unsatisfied, candidates may then appeal to the University Academic Integrity Committee and then the Provost. Minutes of the Teacher Credential and Standards Committee and records in the Dean's Office detail complaints and document their resolution. In addition, candidates may utilize the institution's Academic Grievance Process (see Artifact 2b.3B UA Fort Smith Catalog p. 50 for Academic Grievance Process). This policy allows a candidate to grieve an instructor, a method of instruction, or dismissal from a program.

2b.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's data collection, analysis, and evaluation may

be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

2c. Use of Data for Program Improvement

2c.1. In what ways does the unit regularly and systematically use data to evaluate the efficacy of and initiate changes to its courses, programs, and clinical experiences?

Each semester, the Director of Assessment develops an assessment report using data from the preceding semester. This report is shared with unit administrators and faculty, the Teacher Education Council, and P-12 administrators and faculty during a DARE –Data Analysis Review Event. Particular attention is paid to trends in the data that might indicate need for improvement in particular aspects of the teacher preparation program (see Artifact 2b.1B Assessment Summary). Changes discussed and agreed upon by these groups are implemented by unit faculty and administration. In addition, individual faculty members and coordinators may initiate changes in courses and/or programs by using the Program Improvement Description Form (see Artifact 2c.1A for the form). This form allows individuals to describe the proposed improvement, indicate the type of data collected, summarize the data, and indicate plans for implementation of the change.

2c.2. What data-driven changes have occurred over the past three years?

Since 2005, a variety of data-driven changes have occurred at the unit and program levels. These include addition of a specific policy regarding promptness as it relates to dispositions in all syllabi, development of a new multi-media presentation designed to assist candidates in understanding the Conceptual Framework, a new assignment in Introduction to Educational Technology requiring candidates to plan activities in which P-12 students use technology to enhance their own learning, the addition of a new on-line Competency Checklist to be used by mentor teachers and university supervisors during student teaching/internship, realignment of the Early Childhood program to include a fine arts course (ECED 3153 Creative Arts in Early Childhood Education), clarification of the Disposition Rating Scale, and changes in the Biology/Chemistry with Teacher Licensure and Mathematics with Teacher Licensure programs suggested by specialized professional association reviewers which were needed in order to achieve national recognition for these programs. See Artifact 2c.2A for a chart summarizing program changes organized by source of data, program change, and date of implementation.

2c.3. What access do faculty members have to candidate assessment data and/or data systems?

Faculty members receive the assessment report each semester for discussion and

analysis during faculty meetings. Faculty are also responsible for submitting candidate data into the LiveText system, completing scannable evaluation forms, and inputting their disposition rating scale assessments of candidates into the banner system. Faculty advisors receive reports for any advisees who perform at an unsatisfactory level on the Disposition Rating Scale (see Artifact 1g.1A).

2c.4. How are assessment data shared with candidates, faculty, and other stakeholders to help them reflect on and improve their performance and programs?

Data derived from candidate evaluations of faculty are compiled and shared by the Dean in a one-on-one annual evaluation conference with faculty. In addition, faculty submit annual professional development goals which are assessed regarding level of completion. Faculty also engage in a system of peer observation designed to improve instructional performance (see Artifact 5b.5A for Tool for Observation of Peers Instrument).

Candidates are provided assessment information by their advisors or coordinators who receive reports each semester regarding those who receive unsatisfactory Intended Candidate Outcomes evaluations (see Artifact 1c.1G), cooperating/mentor teacher evaluations, or inappropriate scores on the Disposition Rating Scale(Artifact 1g.1A). Appropriate counsel is provided on an individualized basis. Candidates with unsatisfactory performance on the Disposition Rating Scale meet with instructors, advisors, program coordinators, or the Associate Dean depending on the number of infractions.

Candidates must complete a self-evaluation of dispositions each semester (see Artifact1g.3A for instrument). Candidates rate their performance on items such as understanding and valuing their disciplines, willingness to utilize multiple teaching methodologies, and commitment to utilizing appropriate technology and assessment strategies. In addition to rating themselves on these eight dispositions, candidates also indicate their performance on professional behaviors such as promptness and oral and written communication skills. This process not only reinforces the unit dispositions to candidates, but also requires faculty to work with candidates on the interpretation of dispositional phrases and terms. This information is utilized for programmatic improvement and assisting students.

Other stakeholders receive assessment data each semester as part of the Teacher Education Council during a DARE event. The Curriculum Advisory Committee also meets to discuss data.

2c.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the use of data for program improvement may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

See Attachments panel below.

Optional

1. What does your unit do particularly well related to Standard 2?

Council for Higher Education Accreditation-CHEA Award Winner

The UA Fort Smith College of Education was named one of four recipients of the 2010 Council for Higher Education Accreditation (CHEA) Award for Outstanding Institutional Practice in Student Learning Outcomes. This award involved four criteria:

- Articulating expected outcomes for an institution, program or major.
- Providing evidence of success with regard to outcomes.
- Informing the public about expectations and success with regard to outcomes.
- Using outcomes for institutional improvement: evidence that attention to outcomes has benefited the institution, program, or major.

In addition to the four criteria, the honored institution must provide evidence of outstanding practice related to outcomes (1) is embedded in an institutional culture, (2) makes good use of current technology in the methods and tools to track outcomes, (3) includes extensive use of faculty and strong faculty support, (4) is supported by institutional leadership that is dedicated to the importance of outcomes and (5) involves approaches to outcomes that can be replicated at other institutions. The College of Education application for this award was particularly strong in articulating clear outcomes, assessing those outcomes, and making programmatic changes based on assessment data. The use of the LiveText electronic portfolio system for collecting and managing data demonstrated good use of technology, and the structure of the assessment system itself ensures that evaluation is embedded in institutional culture and utilized for continuous growth and improvement.

2. What research related to Standard 2 is being conducted by the unit or its faculty?

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 professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

3a. Collaboration between Unit and School Partners

3a.1. Who are the unit's partners in the design, delivery, and evaluation of the unit's field and clinical experiences?

The UA Fort Smith College of Education has formal agreements with 35 school districts in Arkansas and Oklahoma to place candidates for field and clinical experiences. These districts, along with the Western Arkansas Education Service Cooperative, one of 16 such organizations sponsored by the Arkansas Department of Education that provides services to parents, students, and teachers, and the UA Fort Smith Education Renewal Zone, an organization designed to promote collaboration among public schools, universities, education service cooperatives, and communities to further the educational process, represent our partners in the design, delivery, and evaluation of field and clinical experiences (see Table 10 in Standard 4d.2). These partners also participate in the unit's professional development activities and instructional programs for candidates. In addition, they share expertise and resources to support candidate learning. Partners jointly determine placements of candidates in practica and internships.

3a.2. In what ways have the unit's partners contributed to the design, delivery, and evaluation of the unit's field and clinical experiences?

From its beginning in 2002, the UA Fort Smith College of Education has forged close working relationships with area public schools. School partners were involved in the design, delivery, and evaluation of the field experience component through a P-16 grant from the Arkansas Department of Education. Representatives from the partner school districts provided suggestions for the design of the program. Since that time, partners have continued to provide feedback at meetings hosted by the UA Fort Smith College of Education, the UA Fort Smith Education Renewal Zone, and the Western Arkansas Education Service Cooperative. An example of a change that resulted from dialog with school partners is the requirement that interns complete lesson plans using LiveText. One school partner requires its teachers to complete lesson plans using its own electronic format. Interns in that district were creating two lesson plans for each lesson they taught to meet both university and school district requirements. Through on-going dialogue with partner districts, a compromise was reached that allowed interns to create daily lesson plans using the partner district's format; however, interns continue to use LiveText for the unit they create for their exit portfolio. Another contribution of the unit's partners to the field and clinical experience program is the practice of using electronic mail to implement the Competency Checklist to mentor teachers during

the student teaching internship semester rather than using paper forms. This suggestion has resulted in much more efficiency in resolving problems (see Artifact 3a.2A for Competency Checklist). A final example of a contribution of the partners in the field and clinical experience program is a technology project that is completed during the student teaching internship. This project directly involves P-12 students in using technology to enhance their own learning (see Artifact 3a.2B for description and rubric).

Field and clinical experiences are evaluated through formal instruments completed by cooperating and mentor teachers, university supervisors, and interns at the end of each semester. These evaluation instruments are used to assess candidates, university supervisors, field placement sites, cooperating and mentor teachers, and the College of Education (see Artifact 2a.5A for a complete list of assessments).

3a.3. What are the roles of the unit and its school partners in determining how and where candidates are placed for field experiences, student teaching, and internships?

All partner school districts sign formal agreements (see General Artifact 21) with the College of Education authorizing placement of teacher education candidates for field and clinical experiences. The first field experience in the teacher education program is embedded in the Introduction to Education course. Candidates select an approved site at which they complete 30 hours of observation and participation. For each subsequent field experience, the Coordinator of Field Experience contacts each superintendent or designee to discuss placement of field experience and internship candidates. For example, in each practicum, candidates submit two placement choices from which the Coordinator of Field Experience, in collaboration with P-12 administrators, selects the best placement site based on the candidate's past experiences with diversity and grade level. Faculty members give the placement request list for the practicum courses including past placements, current request for placement, and projected internship placement for each candidate to the Coordinator of Field Experience (see Artifact 3a.3A for Practicum Placement Request List).

When candidates are ready for the student teaching internship, the Coordinator of Field Experience interviews each intern applicant (see Artifact 1c.2B for Internship Interview Questions and Rubric) prior to placement. The applicant completes a section of the application for internship that lists all previous placements from Introduction to Education through Practicum II (see Artifact 3a.3B for Application for Internship). This gives the Coordinator of Field Experience a continuous way to check for diversity of placement and to make adjustments to ensure that each candidate has experiences with a variety of P-12 students with diverse backgrounds. In student teaching internship, applicants are allowed three placement choices from which the Coordinator of Field Experience, in collaboration

with P-12 administrators, matches the candidate with the appropriate site based on the candidate's past experiences with diversity and grade level.

3a.4. How do the unit and its school partners share expertise and resources to support candidates' learning in field experiences and clinical practice?

In addition to summative evaluations completed by cooperating and mentor teachers regarding field and clinical experiences, formative feedback is provided at a variety of meetings that occur throughout the school year. For example, the Teacher Education Council includes public school teachers and administrators who provide advice and analysis regarding all teacher education matters including the field and clinical experience program. The UA Fort Smith Education Renewal Zone sponsors two Curricular Advisory Committee meetings, one in fall and another in spring, at which P-12 teachers and administrators meet with teacher education faculty and administration to discuss possible improvements to the program. The fall meeting is actually a conference for all partners, including teacher education candidates, where educators provide information regarding best practices for improving P-12 student learning. During the student teaching internship seminar, experts affiliated with P-12 schools provide relevant information regarding topics such as parent/teacher involvement, school law, poverty, and child abuse. In addition, area principals provide a question and answer session and a mock interview for the student teaching interns (see General Artifact 7 for Seminar in Education EDUC 4802 Syllabus). Another way the unit and its school partners share expertise is through meetings of area superintendents sponsored by the Dean of the College of Education. These luncheon meetings provide a forum at which the unit administrative team can be informed regarding needed changes designed to narrow the gap between theory and practice. Finally, the Dean participates in meetings of the Western Arkansas Education Service Cooperative and public school administrator meetings in eastern Oklahoma. These organizations represent all of the partner schools in which we place field experience candidates.

Prior to the beginning of each semester, the Coordinator of Field Experience hosts a meeting for all student teaching interns, mentor teachers, and university supervisors to discuss expectations for the student teaching internship experience. At that time, the Coordinator distributes the UA Fort Smith Internship Handbook (see General Artifact 5) and provides an overview of the goals of the internship semester as well as the responsibilities of the interns, mentor teachers, and university supervisors.

3a.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to collaboration between unit and school partners may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be

uploaded.]

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

3b.1. What are the entry and exit requirements for clinical practice?

Extensive admission and exit criteria exist for each of the field and clinical experiences. As mentioned in Gate 2 of the assessment system (see Artifact 3b.1A Assessment System Gates), candidates must have completed 30 hours with no grade lower than "C," ENGL 1203 English I, and a cumulative grade point average of 2.5 prior to enrolling in Introduction to Education. Candidates must complete all field experience hours including satisfactory completion of the observation workbook prior to completing the course.

Practicum I and II require admission to the teacher education program (see Artifact 3b.1A Assessment System Gates) prior to enrollment. Among the requirements for entry into these two field experiences are successful completion of the Praxis I exam, a cumulative 2.75 grade point average, and a satisfactory admission interview. Successful exit involves successful completion of all practicum assignments and a positive evaluation from the assigned cooperating teacher.

Admission requirements for the student teaching internship semester are found in Gate 5 of the assessment system (see Artifact 3b.1A Assessment System Gates). These requirements include a 2.75 grade point average both cumulative and in the area of specialization, completion of all professional education and teaching field coursework with a minimum grade of "C" in each course, successful completion of all Praxis II content specialty exams, completion of the appropriate Praxis II pedagogy exam, satisfactory disposition rating scale scores (dispositions are assessed in each teacher education course), and a successful internship placement interview. Exit requirements for student teaching/internship are found in Gate 6 of the assessment system (see Artifact 3b.1A Assessment System Gates). These include a 2.75 grade point average cumulative and in the area of specialization, satisfactory evaluations of candidates' performance and dispositions, a satisfactory professional portfolio, and successful completion of the appropriate Praxis II pedagogy exam.

3b.2. What field experiences are required for each program or categories of programs (e.g., secondary) at both the initial teacher preparation and advanced preparation levels, including graduate programs for licensed teachers and other school professionals? What clinical practice is required for each program or categories of programs in initial teacher preparation programs and programs for the preparation of other school professionals? Please complete Table 7 or upload your own table at Prompt 3b.9 below.

Table 7
Field Experiences and Clinical Practice by Program

Program	Field Experiences	Clinical Practice (Student Teaching or Internship)	Total Number of Hours
Early Childhood Education P-4	30 hours in EDUC 2753 Introduction to Education, 60 hours in Practicum I, 60 hours in Practicum II, and a total of 35 hours in four additional methods courses	35 hours per week for 15 weeks or a total of 525 hours	710
Middle Childhood Education 4-8	30 hours in EDUC 2753 Introduction to Education, 40 hours in Practicum I, and 40 hours in Practicum II. Additional field experiences for EDUC 3013 Human Development and Learning, SPED 3022 Survey of Diverse Populations and two additional methods courses are included in Practicum I and II.	35 hours per week for 15 weeks or a total of 525 hours	635
Biology (7-12), Chemistry (7-12), English (7-12), Social Studies (7-12), Instrumental and Vocal Music (P-12), and Spanish (7-12)	30 hours in EDUC 2753 Introduction to Education, 40 hours in Practicum I, 40 hours in Practicum II. Additional field experiences for Educ 3013 Human Development and Learning, SPED 3022 Survey of Diverse Populations, and additional methods classes are included in Practicum I and II.	35 hours per week for 15 weeks or a total of 525 hours	635
Special Education (P-4 & 4-12)	Campus-based projects are required in all special education courses except SPED 3203 and SPED 3313 with no specific time requirement. Candidates typically complete these in their own classrooms.	600 hours in SPED 4903 Directed Internship P-4 and 600 hours in SPED 4913 Directed Internship 4-12.	600 hours in each program

3b.3. How does the unit systematically ensure that candidates develop proficiencies outlined in the unit's conceptual framework, state standards, and professional standards through field and clinical experiences in initial and advanced preparation programs?

Field experiences allow candidates to apply and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in multiple settings with students and adults. Objectives and assessments found in field experiences and the student teaching internship experience reflect the unit's conceptual framework. The INTASC/ICO Principles, Arkansas Standards for Beginning Teachers, and Pathwise Criteria form the basis for all activities and evaluation in field experiences (see General Artifact 2 for Standards Alignment Chart). Teacher Education faculty provide opportunities for candidates to reflect on their experiences and receive focused feedback that will enable them to develop professional knowledge, skills, and dispositions needed for effective teaching. For example, faculty who supervise candidates in the practica courses and the student teaching internship schedule after-class meetings

to debrief regarding experiences and reflect on best practices. As part of our conceptual framework, professionalism is an important element. Professionalism embodies collaboration; therefore, student teaching interns interact with teachers, instructional teams, administrators, other personnel at school sites, and families of the students. All student teaching interns are required to report and reflect on two events (i.e. parent-teacher conferences) where they have a two-way communication with parents/families of the students (see Artifact 3b.3A for Parent/Family and Community Communications and Service Form). If candidates are not successful in a field placement, based on dispositions or competencies, they are removed from the site based on recommendations from the principal and the Coordinator of Field Experience. The candidate or intern meets with the university supervisor, Coordinator of Field Experience, and either the Coordinator of Early Childhood Education or the Associate Dean/Coordinator of Middle Childhood Education in order to create a plan to remediate the deficiencies (see Artifact 1g.1B Continuous Progress in Dispositions – At Risk Assistance Policy).

3b.4. How does the unit systematically ensure that candidates use technology as an instructional tool during field experiences and clinical practice?

The LiveText electronic portfolio system is used by candidates throughout the program as a vehicle to maintain and assess databases, units, brochures, webpages, and research. In Practicum I, a formal unit is produced with LiveText along with assignments related to each INTASC Principle. These items are incorporated into the candidates' initial LiveText electronic professional portfolio. During Practicum II, candidates complete assignments and a unit linked to the Pathwise Domains. Prior to admission to the student teaching internship experience, candidates present their formal electronic portfolios to a panel including university faculty, P-12 faculty, and administration. At the conclusion of the student teaching internship experience, candidates present their electronic exit portfolios, consisting of seven assignments completed during internship, to their university supervisors for final assessment.

During student teaching internship and practica, candidates are required to work directly with their students using the latest technology such as Smartboard, Elmo, Classroom Response System (clickers), and flip video cameras. A technology assignment in student teaching internship requires interns to design and implement an activity where children must use technology to enhance their own learning (see Artifact 3b.4A for Technology Assignment/Rubric, Intern Lesson Plan, and sample student work).

3b.5. What criteria are used in the selection of school-based clinical faculty? How are the criteria implemented? What evidence suggests that school-based clinical faculty members are accomplished school professionals?

Qualifications for mentor teachers are found in the UA Fort Smith Internship Handbook (see Artifact 3b.5A for Qualifications for Mentor Teachers). All mentor teachers must be trained in the Pathwise Classroom Observation System of Teacher Evaluation, have at least three years of experience as a licensed teacher, be fully licensed in the appropriate content field, and be recommended by their school administrators. Their responsibilities during the student teaching internship semester are outlined in the UA Fort Smith Internship Handbook (see Artifact 3b.5B for Responsibilities of Mentor Teachers). Partner school administrators verify that all mentor teachers possess the required qualifications with the Coordinator of Field Experience.

3b.6. What preparation do school-based faculty members receive for their roles as clinical supervisors?

All mentor teachers for student teaching interns are trained in the Pathwise Classroom Observation System of Teacher Evaluation and recalibrated every two years. Individuals licensed by the Arkansas Department of Education provide training for all mentor teachers in this Pathwise model.

In addition, the Coordinator of Field Experience hosts a meeting for all student teaching interns, mentor teachers, and university supervisors to discuss the goals of the student teaching internship semester as well as the responsibilities of the interns, mentors teachers, and university supervisors. The UA Fort Smith Internship Handbook (see General Artifact 5) is distributed at this meeting and provides detailed descriptions of the student teaching internship program requirements and the responsibilities of interns, mentor teachers, and university supervisors.

3b.7. What evidence demonstrates that clinical faculty members provide regular and continuous support for student teachers, licensed teachers completing graduate programs, and other school professionals?

The strength of using the Pathwise Classroom Observation System is that student teaching interns receive focused, frequent feedback from both the university supervisor and mentor teacher concerning their performance in terms of the 19 teaching criteria. The Pathwise Observation System requires a pre-and post-teaching interview for each observation which allows the evaluator to address the intern's specific strengths and weaknesses. Additionally, the Pathwise System emphasizes the importance of self-reflection and evaluation which allows for a dialogue between evaluator and candidate (see Artifact 3b.7A for Pathwise Instruction and Reflection Profile).

3b.8. What structured activities involving the analysis of data and current research are required in programs for other school professionals?

Not applicable

3b.9. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the design, implementation, and evaluation of field experiences and clinical practice may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

3c.1. On average, how many candidates are eligible for clinical practice each semester or year? What percent, on average, complete clinical practice successfully?

Approximately 100 candidates are meeting admission requirements for the student teaching internship semester each year. On average, about 97% of these candidates complete clinical practice successfully.

3c.2. What are the roles of candidates, university supervisors, and school-based faculty in assessing candidate performance and reviewing the results during clinical practice?

Candidates participating in the student teaching internship experience are assessed at least four times by the university supervisor using the Pathwise Essential Teaching Criteria that are aligned with Arkansas teacher licensure requirements, and one time using the UA Fort Smith Intended Candidate Outcomes (INTASC Principles). Mentor teachers assess interns at least one time with the Pathwise Criteria for formative information, one time with the UA Fort Smith Intended Candidate Outcomes (INTASC Principles), and one time with the Student Evaluation Form (see Artifact 3c.2A for the instruments). Mentor teachers provide a recommended final grade for each intern, and the university supervisor and Coordinator of Field Experience make the final decision. Candidates complete a Self-Evaluation of Dispositions during the student teaching internship semester (see Artifact 1g.3A for the instrument and Artifact 1g.3B for results). In addition, they evaluate themselves on the Intended Candidate Outcomes/ INTASC Principles (see Artifact 1c.1G for results).

3c.3. How is time for reflection and feedback from peers and clinical faculty incorporated into field experiences and clinical practice?

Candidates work collaboratively with other candidates and clinical faculty to critique and reflect on each others' practice. Field experiences and clinical practice facilitate candidates' exploration of their knowledge, skills, and professional

dispositions. Student teaching interns receive feedback from both the university supervisor and mentor teacher as a part of the Pathwise Observation System. There are pre- and post- teaching interviews for each observation that allow for discussion of specific strengths and weaknesses. The On-line Competency Checklist (Artifact 3a.2A) makes student teaching interns aware of competencies that need improvement, are progressing, or are mastered. The mentor teacher electronically mails this list every 4th, 8th, and 12th week. Results are shared with the university supervisor and the intern. The Seminar in Education course associated with the student teaching internship semester allows clinical faculty and interns another opportunity to debrief and discuss experiences in either whole group or small focus-group settings.

3c.4. What data from multiple assessments provide evidence that candidates demonstrate the knowledge, skills, and professional dispositions for helping all students learn in field experiences and clinical practice?

Candidates are assessed by their cooperating teachers at the completion of their Introduction to Education field experience using the Student Evaluation Form (see Artifact 3c.2A for the instrument). This instrument asks cooperating teachers to assess candidates' promptness, initiative, attitude, grooming and dress, oral communication skills, and interest in teaching. Information is used as a part of the grade for the course as well as in advising candidates about professional development needs and future career options (scale = 0=Unsatisfactory, 1=Basic, 2=Proficient, 3=Distinguished). Results for Item 4 - The student displayed a positive attitude about working with children indicated a range of average scores for the period 2005-2009 from 2.83 to 2.94(see Artifact 2b.1A Assessment Reports Table 8 for results).

In Practicum I and II, candidate performance is assessed by cooperating teachers according to the UA Fort Smith Intended Candidate Outcomes (INTASC Principles) and the Student Evaluation Form. Candidates must perform at an acceptable level "C" in order to complete the courses. Results from the INTASC/ICO assessment for the period 2005-2009 for Item 3 – Adapting Instruction for Individual Needs and Item 4 – Multiple Instructional Strategies show a range of average scores for #3 from 2.20 to 2.52 and for #4 from 2.27 to 2.60 (see Artifact 1c.1g for complete results). This indicates that practicum candidates are proficient in their ability to appropriately adapt instruction using a variety of strategies (scale=0-3). Student Evaluation Form results for Item 4 – The student displayed a positive attitude about working with children indicated a range of average scores from 2.68 to 2.92 for the period 2005-2009 for the practicum courses (see Artifact 2b. 1A Table 8 Assessment Reports for results).

Student teaching interns are assessed using the Pathwise Essential Teaching Criteria and the UA Fort Smith Intended Candidate Outcomes (INTASC Principles). University supervisor formative assessments of student teaching interns using the

Pathwise System yield information related to P-12 student learning. For Appropriate Methods, Learning Expectations, and Clear Content, average performance is clearly in the Acceptable range (scale=1-3). Results for INTASC 3 - Adapting Instruction for Individual Needs and 4 - Multiple Instructional Strategies indicate that student teaching interns are rated Proficient (scale=0-3) in their ability to adapt instruction.

3c.5. What process is used to ensure that candidates collect and analyze data on student learning, reflect on those data, and improve student learning during clinical practice?

As a part of their internship portfolio, student teaching interns complete an assignment requiring them to collect and analyze data on student learning, reflect, and improve student learning. This assignment involves development and teaching of a unit including pre and post-assessment, a planning web, hands-on activities, and a reflective analysis of results (see Artifact 3c.5A for Assignment 3, Internship Portfolio). Another assignment in the student teaching internship portfolio also provides documentation that interns' instruction positively impacts their P-12 students learning. This assignment involves the construction and utilization of informal and formal assessments used with students in P-12 classrooms (see Artifact 3c.5B for Sample Assessments from Assignment 5, Internship Portfolio).

3c.6. How does the unit ensure that all candidates have field experiences or clinical practice that includes students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups?

Candidates are provided with a variety of experiences involving students with diverse needs and backgrounds. Early Childhood Education majors take ECED 3053 Children and Families in a Diverse Society. This course involves a study of the characteristics of young children with developmental disabilities as well as methods of meeting educational needs. Candidates participate in a ten-hour field experience in a diverse setting.

Middle Childhood and Secondary candidates take SPED 3022 Survey of Diverse Populations. This course provides an overview of diversity in terms of exceptionality and culture. Emphasis is placed upon how to meet the needs of a diverse student population in the schools. A field experience is completed for this course in conjunction with the Practicum II experience. During all practica classes, candidates are evaluated using a modified Pathwise observation tool. After observing each candidate teach, the university supervisor debriefs the candidate regarding strengths and weaknesses using the Pathwise instrument. This instrument addresses knowledge of, and respect for, diversity and meeting the needs of all children. For example, Domain/Criteria A1 – Becoming familiar with relevant aspects of students' background knowledge and experiences, A2 – Articulating clear learning goals for the lesson that are appropriate to the student, B1 – Creating a climate that promotes fairness, B2 – Establishing and maintaining

rapport with students, and D2 – Demonstrating a sense of efficacy all involve teaching students with exceptionalities as well as those from diverse groups.

Candidates experience diversity in their field and clinical placements. To insure that all candidates have experience in a diverse setting, the Coordinator of Field Experience reviews each candidate's placement history each semester before assigning new field placement sites. As mentioned in Section 3a.3, the Coordinator of Field Experience generates a placement history for each candidate so that diversity in field/clinical experiences will be guaranteed for all (see Artifact 3a.3A and Artifact 3a.3B). Candidates are placed in settings where they receive experiences in learning how to work effectively with students from a variety of backgrounds. Diversity in learning styles, race/ethnicity, gender, language, and socio-economic status is found in field placements during the course of candidates' teacher education curricula.

Table 10 in Standard 4d.2 outlines diversity in area partner school districts where candidates are placed for field and clinical experiences and Artifact 3c.6A outlines the diversity in the region served. It is apparent from these data that candidates are placed in schools with substantial diversity in a variety of areas including socio-economic and special education.

The unit also collects data at the classroom placement level, not just by district or school aggregate levels (see Art. 4d.1A, Student Diversity in P-12 Classroom Site).

3c.7. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the development and demonstration of knowledge, skills, and professional dispositions for helping all students learn may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

NCATE AIMS Standard 3 Artifacts

See Attachments panel below.

Optional

1. What does your unit do particularly well related to Standard 3?

In addition to collecting data regarding P-12 student diversity at the school district level, the unit also collects these data at the classroom level for field experiences. This allows for careful tracking of the amount of diversity encountered by candidates as they complete their field experience. The Coordinator of Field Experience can then use this information to make needed placement changes to ensure that all candidates work with students with a variety of needs and backgrounds.

2. What research related to Standard 3 is being conducted by the unit or its faculty?

Currently, one faculty member is involved in a two-phase sequential mixed study to examine systematically and identify pre-service teachers' perceptions of self-efficacy development over time and the impact of specific components of teacher preparation internship programs. The study will determine the consequences of the transition from teacher preparation in higher education to the exposure to school systems' protocol in teacher internships of pre-service teachers and the level and maintenance of participants' perceived self-efficacy. The predicted results could have significant implications on the development of preparedness and efficacy levels of pre-service teacher candidates entering future induction efforts as well as the strengthening of linkages between teacher candidate instruction, induction and retention within the profession of teaching. Findings from this study will be beneficial for the wide audience involved in teacher preparation.

STANDARD 4. DIVERSITY

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty; candidates; and students in P-12 schools.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

4a. Design, Implementation, and Evaluation of Curriculum and Experiences

4a.1. What proficiencies related to diversity are candidates expected to develop and demonstrate?

Meeting diverse learning needs is a central theme of the teacher education program. Core Belief 8 states that "Diversity is valued within the teaching/learning process." In terms of proficiencies, first, candidates are expected to internalize three INTASC Principles (UAFS Intended Candidate Outcomes) that focus on diversity. INTASC/ICO Principle 2 states "The teacher understands how students learn and develop and can provide learning opportunities that support a student's intellectual, social, and personal development." INTASC/ICO Principle 3 states "The teacher understands how students differ in their approaches to learning and

creates instructional opportunities that are adapted to diverse learners.” INTASC/ICO Principle 7 indicates “The teacher plans instruction based upon knowledge of subject matter, students, community, and curriculum goals.”

Second, two of the Pathwise Domains necessitate an understanding of diversity. Domain A speaks to the need for teachers to organize content so that all students will learn. Specifically, Domain A1 emphasizes “Becoming familiar with relevant aspects of the student’s behavior and knowledge of experiences,” and Domain A4 involves “Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals for the lesson.” Domain B focuses on “Creating an Environment for Student Learning.” Domain B1 addresses “Creating a climate that promotes fairness” and Domain B3 involves “Communicating challenging learning expectations to each student.” A Pathwise observation tool is used to evaluate all candidates on their diversity in Practicum I, Practicum II, and student teaching internship (see Artifact 4a.1A for Pathwise Performance Assessment/Observation Report Form).

Third, before the internship placement, each future intern meets with the Coordinator of Field Experience for an interview (see Artifact 1c.2B for Admission to Student Teaching Internship Rubric). Question 10 is related directly to diversity – “As a teacher, what would you do to create unity in your class while cherishing the differences in people?”

Fourth, the unit assesses candidates according to eight dispositions (see Artifact 1g.1A for Disposition Rating Scale Instrument). Two of these, 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 teacher candidate is willing to utilize multiple methodologies.” Disposition 4 states “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 high standards. These dispositions are assessed in each teacher education course including Practicum I, Practicum II, and student teaching internship.

Fifth, proficiencies related to diversity are found in the Diversity Performance Rubric utilized in ECED 3053 Children and Families in a Diverse Society and SPED 3022 Survey of Diverse Populations (see Art. 4a.1B for rubric). These proficiencies include an understanding of students with disabilities, an understanding of diversity, the ability to design and apply modifications and adaptations for students with special needs, and the ability to provide a climate where students can appreciate diversity.

4a.2. What required coursework and experiences enable teacher candidates and candidates for other school professional roles to develop:

- awareness of the importance of diversity in teaching and learning; and
- the knowledge, skills, and professional dispositions to adapt instruction and/or services for diverse populations, including linguistically and culturally diverse students and students with exceptionalities?

Every course syllabus in the College of Education identifies how diversity will be addressed in that course. Artifact 4a.2A provides an overview of the incorporation of diversity throughout the curriculum. Because all education courses include a diversity component, course syllabi contain faculty-developed diversity statements that reflect how each class is designed to help candidates understand the importance of diversity in teaching and learning. The focus is on how candidates will gain knowledge, skills, and the dispositions needed to be effective teachers in classrooms with diverse populations.

All candidates must complete ECED 3053 or SPED 3022. In these courses, they become familiar with the importance of culture in shaping the learning styles of students and the teaching methods needed to address these issues. These courses provide knowledge and understanding of individuals with diverse learning needs as well as those from diverse cultures. The emphasis of these courses is on developing familiarity with the family structures of children as well as meeting their particular educational needs. The importance of culture is addressed in an ongoing manner in classroom instruction and field experiences in courses such as Practicum I, Practicum II, and student teaching internship. Experiences with and awareness of the instructional needs of students with exceptionalities are also addressed in these classes.

As a part of their preparation for dealing with diversity, candidates create lesson plans requiring modification for diverse populations. For example, Practicum I, Practicum II, and student teaching internship require candidates to develop and teach lessons that incorporate diversity as part of the lesson plan design. These lessons are assessed by the Pathwise Domains and Criteria, rubrics, and instructor feedback (see Artifact 4a2B for candidate lesson plans and assessment).

A Diversity Performance Rubric (see Artifact 4a.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 design a response to a case study concerning special needs children, justify the selected response, and develop a climate where students appreciate diversity. Candidates must also demonstrate an understanding of diversity.

Candidates are required to complete a variety of field experiences designed to help them understand the importance of diversity. ECED 3053 Children and Families in

a Diverse Society, SPED 3022 Survey of Diverse Populations, Practicum I, Practicum II, and Student Teaching Internship allow candidates extensive opportunities to interact with diverse populations in terms of age, ethnicity, grade, linguistic, and developmental levels. At least one practicum is required at a site where the focus will include diversity issues. Table 10 in section 4d.2 outlines demographics on sites for clinical practice in initial programs.

4a.3. What key assessments provide evidence about candidates' proficiencies related to diversity? How are candidates performing on these assessments?

INTASC Principles/Intended Candidate Outcomes, Pathwise Domains, Disposition Rating Scale, and Diversity Case Study results all provide evidence regarding candidates' proficiencies related to diversity.

Results for INTASC/ICO Principles 2, 3, and 7 indicate that candidates in Practicum I, II, and student teaching internship have consistently scored above the proficient level in terms of knowledge of student development, ability to adapt instruction appropriately to learning needs, and instructional planning (see Artifact 1c.1G). For the period 2005-2009, average scores for student teaching interns ranged from 2.35 to 2.68 for Principle 2 - "Knowledge of student development," from 2.24 to 2.55 for Principle 3 - "Ability to appropriately adapt instruction," and from 2.43 to 2.68 for Principle 7 - "Instructional planning." In practica, candidates' average scores ranged from 2.28 to 2.58 for Principle 2, from 2.20 to 2.52 for Principle 3, and from 2.30 to 2.58 for Principle 7 (scale = 0=Unacceptable, 1=Basic, 2=Proficient, 3=Distinguished).

As for Pathwise Domains/Criteria A1, A4, B1, and B3, candidates have been rated consistently at a proficient level since 2005 in the areas of knowledge of student backgrounds, ability to use appropriate teaching methods, and the promotion of fairness in the classroom (see Artifact 1c.1B). For A1 - "Knowledge of student backgrounds" the range in average scores is 2.53 to 2.78 for the period 2005-2009 while for A4- "Ability to use appropriate teaching methods" the range is 2.66 to 2.80. The range for B1 - "Promotion of fairness in the classroom" is from 2.61 to 2.77 while for B3 - "Communicating challenging learning expectations" the range is 2.48 to 2.62. There has been a general pattern of increasingly better performance on these items from 2005 to 2009 (scale= 1=Unacceptable, 2=Acceptable, 3=Distinguished).

Admission to the Student Teaching Internship Interview results for Question 10 - "As a teacher, what would you do to create unity in your class while cherishing the differences in people?" show a range from 2.22 to 2.79 (scale = 0=Unacceptable, 1=Basic, 2=Proficient, 3=Distinguished). This indicates that candidates are clearly in the Proficient range for this question (see Artifact 1c.2C for complete results).

Ratings on Dispositions 2 and 4 indicate that most candidates exhibit acceptable dispositions in the areas of willingness to utilize multiple teaching methods and commitment to providing a classroom environment where all students can learn (see Artifact 1g.2A). For Disposition 2 – "Willing to utilize multiple teaching methodologies," 94% of the ratings were appropriate, 0.6% inappropriate, and 5% indicated no relevant behavior displayed related to the disposition. For Disposition 4 – "Committed to providing a classroom environment for all students to learn," 91% of the ratings were appropriate, 1% were inappropriate, and 8% indicated no relevant behaviors displayed related to the disposition.

Data derived from the Diversity Performance Rubric mentioned in Section 4a.2 indicate that overall, candidate performance was acceptable on this measure (see Artifact 4a.3A). For example, in terms of the proficiency involving the ability to design modifications and adaptations for students with special needs, the range in average scores was from 2.17 in 2005-06 to 2.62 in fall 2009 indicating an improvement in performance over the past four years (scale =0-3).

4a.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to diversity proficiencies and assessments may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

4b. Experiences Working with Diverse Faculty

4b.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with higher education and/or school-based faculty from diverse groups?

Diverse faculty within the university and the unit provide multiple opportunities for candidates to engage in professional interactions with faculty from a broad range of backgrounds and experiences. Unit programs include both male and female faculty from five racial/ethnic groups. This provides many opportunities for candidate interaction. Even though UA Fort Smith minority faculty numbers are smaller than many other institutions, candidates do have the opportunity to interact with faculty ranging from Native American, Hispanic, African-American, and Asian-Pacific Islander. All of these groups are well represented in the region served by UA Fort Smith. Also, one of the support staff in the College of Education is African-American. Institutional faculty are knowledgeable and sensitive to preparing teacher candidates to work with diverse students, including students with exceptionalities. Table 8 in 4.b3 details faculty diversity for university personnel.

4b.2. What knowledge and experiences do faculty have related to

preparing candidates to work with students from diverse groups?

Both university and school faculty have a broad range of experiences in working with children from diverse populations. Vitae indicate that 60% of the College of Education faculty have lived and worked in areas of the United States other than the south central area of the country where UA Fort Smith is located. In addition, 6% of the College of Education faculty members have a self-reported exceptionality.

Three faculty members have degrees/licenses in an area of special education. Degrees in this area range from bachelor's to doctorates in special education. Areas of emphasis include bilingual educational diagnostician, learning disabilities, mental retardation, and gifted education. Faculty in the unit have extensive experience working specifically with children from diverse populations. This experience includes work with children from lower socio-economic background, cultural and ethnic diversity, language diversity, and children with exceptionalities (see General Artifact 13 for Faculty Vitae).

The educator preparation program at the Texas Institute for Teacher Education (TXITE), developed by our assistant professor of special education, was approved by the Texas State Board for Educator Certification in February 2009. TXITE exists to prepare beginning educators to serve the diverse cultural, linguistic, and exceptional learning needs of all students. Teacher candidates simultaneously earn professional certification in general, ESL/bilingual, and special education. In addition to preparing teacher candidates for service as multicultural educators, the Institute conducts qualitative/quantitative research studies in collaboration with local, state, and national education agencies. For example, a current research project involves investigating the ability of alternatively-certified teachers to meet the instructional needs of English language learners with learning disabilities. This further demonstrates the quality and experiences of unit faculty.

4b.3. How diverse are the faculty members who work with education candidates? [Diversity characteristics in addition to those in Table 8 can also be presented and/or discussed, if data are available, in response to other prompts for this element.] Please complete Table 8 or upload your own table at Prompt 4b.5 below.

Table 8
Faculty Demographics

	Prof. Ed. Faculty Who Teach Only in Initial Teacher Preparation Programs n (%)	Prof. Ed. Faculty Who Teach Only in Advanced Programs n (%)	Prof. Ed. Faculty Who Teach in Both Initial Teacher Preparation & Advanced Programs n (%)	All Faculty in the Institution n (%)	School-based faculty n (%)
American Indian or Alaska Native	1(2.9%)	NA	NA	3(1.35%)	13(5.2%)
Asian	0	NA	NA	7(3.15%)	0

Black or African American, non-Hispanic	0	NA	NA	9(4.10%)	4(1.6%)
Native Hawaiian or Other Pacific Islander	0	NA	NA	0	0
Hispanic or Latino	2(5.7%)	NA	NA	7(3.15%)	2(0.8%)
White, non-Hispanic	31(89%)	NA	NA	196(88.25%)	231(92.4%)
Two or more races	0	NA	NA	0	0
Other	1(2.9%)	NA	NA	0	0
Race/ethnicity Unknown	0	NA	NA	0	0
Total	35(100%)	NA	NA	222(100%)	250(100%)
Female	24(69%)	NA	NA	105(47%)	219(87.6%)
Male	11(31%)	NA	NA	117(53%)	31(12.4%)
Total	35(100%)	NA	NA	222(100%)	250(100%)

4b.4. What efforts does the unit make to recruit and retain a diverse faculty?

In addition to adhering to the UA Fort Smith affirmative action policies, the College of Education has used various initiatives to recruit faculty from diverse backgrounds. This includes advertising faculty positions in the Chronicle of Higher Education, HigherJobs.com, and Diverse Issues in Higher Education. HigherJobs.com allows one to send Affirmative Action E-mails to individuals who have asked to receive job postings from colleges and universities actively recruiting candidates in accordance with affirmative action or diversity plans. In addition, available positions are posted on the university website (<http://www.uafortsmith.edu>). When the unit began July 1, 2002, there was little diversity among faculty and staff. Since that time, diverse individuals from normally underrepresented groups have been recruited and employed.

The unit follows all university procedures to attract, hire, and retain excellent and diverse faculty as outlined in the UA-Fort Smith Minority Recruitment Plan (Art. 4b.4A) and the Minority and Retention Report 2008-2009 (Art. 4b.4B). It should be noted that the unit hired one male Hispanic faculty member for the 2007-2008 academic year and one female African American faculty member for the 2008-2009 academic year. However, at the end of that year she gained employment from another institution. When the unit is not able to hire full-time minority faculty, special effort is made to identify, recruit, and hire excellent minority practitioners from the field as part-time faculty. Affirmation of the value of diversity is shown through good-faith efforts to increase or maintain faculty of diversity. The university has recently renewed its commitment to increase the diversity of its faculty by making it part of the new institutional strategic plan. The strategic plan has identified the goal : Initiative 4: Recruit and retain high quality faculty and academic support staff from diverse cultural backgrounds to ensure quality instruction.

4b.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty diversity may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited

number of attachments (0-3) should be uploaded.]

4c. Experiences Working with Diverse Candidates

4c.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with candidates from diverse groups?

Candidates are afforded the opportunity to engage in a diverse range of activities through campus organizations and clubs. These organizations and clubs are comprised of students from countries such as Costa Rica, Cuba, Mexico, Uruguay, and Laos and from other racial and ethnic backgrounds. These organizations allow candidates to reflect on and analyze diverse experiences in ways that enhance their development and growth as professionals. Candidate involvement in organizations and clubs promoting diversity are listed as follows:

- “Conversacion con Café” – Spanish Conversation Club
- Gamma Eta – The purpose of Gamma Eta is to promote leadership, unity, sisterhood, strength, service, and diversity to women of different ethnic and racial backgrounds
- Gay Straight Alliance – promotes tolerance on campus by bridging the gap between homosexuals and heterosexuals
- STEP (Students Together Effectively Progressing) – A forum for collaboration and dissemination of information pertinent to minority students at UA Fort Smith

•Religious organizations:

Catholic Campus Ministries

Baptist Collegiate Ministries

Christ on Campus

Latter Day Saints Student Association

Lions for Christ

Other opportunities available to candidates are conferences and activities involving multicultural and international issues that are held on campus including the International Week and Festival involving speakers, food, and culture from around the world; the Black History Celebration emphasizing African-American heritage; and the Spanish Festival focusing upon the culture and language of Spain and Latin America . Candidates within the College of Education interact with students from diverse backgrounds in the Future Educators Association. In courses, special attention is paid to providing opportunities for candidates to interact with students from diverse backgrounds. For example, in the middle/secondary Practicum I course, one of the portfolio assignments requires candidates to interview another candidate of a different background. In the early childhood practica courses, candidates must work with other candidates of diverse backgrounds as they work on service learning projects, critique other candidates’ lessons, and participate in pair and share cooperative learning activities. Each individual candidate has the opportunity to work with most of the other candidates in the class.

4c.2. How diverse are the candidates in initial teacher preparation and

advanced preparation programs? [Diversity characteristics in addition to those in Table 9 can also be presented and discussed, if data are available, in other prompts of this element.] Please complete Table 9 or upload your own table at Prompt 4c.4 below.

Table 9
Candidate Demographics

	Candidates in Initial Teacher Preparation Programs n (%)	Candidates in Advanced Preparation Programs n (%)	All Students in the Institution n (%)	Diversity of Geographical Area Served by Institution (%)
American Indian or Alaska Native	52(4.8%)	NA	299(4.1%)	5.4%
Asian	14((1.3%)	NA	308(4.2%)	1.9%
Black or African American, non-Hispanic	29(2.7%)	NA	295(4.0%)	3.6%
Native Hawaiian or Other Pacific Islander	0	NA	0	0
Hispanic or Latino	37(3.4%)	NA	314(4.3%)	7.2%
White, non-Hispanic	945(88.0%)	NA	6106(83.3%)	81.9%
Two or more races	0	NA	0	0
Other	0	NA	0	0
Race/ethnicity unknown	0	NA	0	0
Total	1077	NA	7322	
Female	808(75%)	NA	4231(58.0%)	50.6%
Male	269(25%)	NA	3091(42.0%)	49.4%
Total	1077	NA	7322	

4c.3. What efforts does the unit make to recruit and retain candidates from diverse groups?

UA Fort Smith has seen progress in the recruitment and retention of minority students since 2000. The latest figures from fall 2008 demonstrate that the overall enrollment of minority students has increased at a rate of 11.1% (Artifact 4b.4B Minority Retention Report 2008-2009). The unit and institution's overarching goal is to recruit and retain students who reflect the growing population of our region. For 2008-2009, the Asian/Pacific Islander enrollment increased 16.8%, African – American enrollment increased 16.1%, American Indian or Alaskan Native population decreased by just under 1%, while the Hispanic enrollment increased 13.8%.

Strategies used for achieving the unit's and institution's recruitment goals are listed below and a complete list are found in the Minority Recruitment Plan (Artifact 4b.4A).

- Purchase one-time use of names to contact high-achieving (GPA), multicultural, high-scoring ACT test takers
- Identify or develop publications that reflect the diversity of the campus
- Identify and participate in local and regional college fairs
- Attend and participate in college night programs

Some of the fine diverse candidates already in the unit are assisting in recruiting others. For example, the current College of Education advertising brochure features five diverse candidates. The College of Education and the Future Educators Association have developed a close relationship with students in the

Orientation to Teaching classes at Northside (one of the most diverse high schools in the state) and Southside High Schools in the Fort Smith School District. The purpose of this relationship is to encourage these diverse students to become teachers.

Entry level analyses, mid-course interventions, Early Alert Program, Students Together Effectively Progressing, Vietnamese Student Assoc., Learning Academic Success Center, Phi Delta Kappa, and Kappa Delta Pi are all programs providing services and encouragement to candidates in terms of retention.

4c.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to candidate diversity may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

4d. Experiences Working with Diverse Students in P-12 Schools

4d.1. How does the unit ensure that candidates develop and practice knowledge, skills, and professional dispositions related to diversity during their field experiences and clinical practice?

Candidates are placed in a variety of field and clinical experience settings during the teacher education curriculum. For example, the unit places candidates in 35 school districts for field and clinical experiences (see Table 10, Demographics on Sites for Clinical Practice). Overall, 24 of these districts had a student body that was over 50% free and reduced lunch, 17 districts had minority populations of 10% or more, and 30 districts had special education populations of 10% or more. In order to ensure that candidates receive a broad range of experiences, the Coordinator of Field Experience monitors site placements. Diversity measures for those districts used for field placement indicate that teacher candidate's experiences in P-12 schools present them with a wide range of diversity, including ethnicity, culture, exceptionality, language, and socio-economic background (see Table 10). All candidates are placed in at least four different school settings before internship, thus providing each candidate with multiple diverse settings.

4d.2. How diverse are the P-12 students in the settings in which candidates participate in field experiences and clinical practice? Please complete Table 10 or upload your own table at Prompt 4d.4 below. [Although NCATE encourages institutions to report the data available for each school used for clinical practice, units may not have these data available by school. If the unit uses more than 20 schools for clinical practice, school district data may be substituted for school data in the table below. In addition, data may be reported for other schools in which field experiences, but not clinical practice, occur. Please indicate where this is the case.]

Table 10
Demographics on Sites for Clinical Practice in Initial and Advanced
Programs

Name of school	American Indian or Alaska Native	Asian	Black or African American, non-Hispanic	Native Hawaiian or Other Pacific Islander	Hispanic or Latino	White, non-Hispanic	Two or more races	Other	Race / ethnicity unknown	Students receiving free / reduced price lunch	English language learners	Students with disabilities
Alma	0.8%	0.6%	1.4%	0%	1.7%	95.5%	0%	0%	0%	46.8%	.08%	12.0%
Booneville	0.6%	1.7%	0.6%	0%	2.4%	94.9%	0%	0%	0%	55.6%	0.8%	9.8%
Cedarville	1.9%	0.4%	0.2%	0%	1.5%	95.9%	0%	0%	0%	70.8%	0%	8.6%
Charleston	0.6%	1.9%	1.1%	0%	1.1%	95.4%	0%	0%	0%	35.9%	0%	10.6%
Clarksville	0.2%	1.0	3.4%	0%	22.9%	72.5%	0%	0%	0%	60.5%	17.9%	10.3%
County Line	0.2%	4.4%	1.1%	0%	1.0%	93.4%	0%	0%	0%	50.7%	0%	11.4%
Farmington	0.5%	0.9%	2.3%	0%	5.8%	90.5%	0%	0%	0%	37.7%	2.4%	11.4%
Fort Smith	2.8%	6.6%	15.4%	0%	22.7%	52.6%	0%	0%	0%	65.2%	21.7%	11.3%
Greenland	3.2%	0%	1.4%	0%	3.6%	91.8%	0%	0%	0%	51.0%	3.6%	12.9%
Greenwood	2.4%	1.8%	0.5%	0%	2.4%	92.9%	0%	0%	0%	27.2%	0.6%	11.9%
Hackett	2.8%	0%	2.0%	0%	2.0%	93.1%	0%	0%	0%	45.3%	0%	11.1%
Hartford	1.8%	3.3%	0.4%	0%	3.5%	91.1%	0%	0%	0%	65.2%	0%	16.1%
Lavaca	2.1%	0.3%	1.2%	0%	2.3%	94.1%	0%	0%	0%	40.9%	0.1%	12.2%
Magazine	0.8%	4.9%	0%	0%	1.3%	93.0%	0%	0%	0%	71.2%	1.5%	12.0%
Mansfield	0.2%	2.4%	1.4%	0%	1.9%	94.1%	0%	0%	0%	46.6%	0.1%	10.3%
Mountainburg	3.3%	0%	0.4%	0%	0.4%	95.9%	0%	0%	0%	62.7%	0%	10.9%
Mulberry	1.5%	1.6%	0.6%	0%	1.1%	95.3%	0%	0%	0%	69.8%	0%	16.0%
Ozark	1.0%	1.6%	0.6%	0%	2.0%	94.9%	0%	0%	0%	46.7%	0.7%	9.9%
Paris	0.6%	4.2%	4.5%	0%	1.8%	88.9%	0%	0%	0%	53.6%	3.5%	9.9%
Russellville	0.9%	1.8%	7.6%	0%	12.8%	76.9%	0%	0%	0%	53.2%	8.3%	10.9%
Van Buren	5.4%	3.0%	2.6%	0%	12.3%	76.8%	0%	0%	0%	50.8%	8.0%	9.6%
Waldron	1.3%	7.1%	0.7%	0%	10.1%	80.9%	0%	0%	0%	60.9%	9.1%	10.9%
West Fork	0.7%	0.7%	1.3%	0%	1.3%	95.9%	0%	0%	0%	44.8%	0%	12.1%
West Side	0.3%	4.0%	0%	0%	2.2%	93.6%	0%	0%	0%	53.5%	3.4%	13.9%
Heavener, OK	48.9%	0.2%	0.3%	0%	29.4%	21.1%	0%	0%	0%	73.4%	0.8%	11.3%
Liberty, OK	22.2%	1.0%	1.0%	0%	4.3%	71.5%	0%	0%	0%	43.2%	0%	25.8%
Moffett, OK	39.7%	0%	26.7%	0%	0%	33.6%	0%	0%	0%	93.3%	0.2%	23.6%
Monroe, OK	27.9%	0%	3.9%	0%	1.9%	66.4%	0%	0%	0%	70.2%	0%	23.9%
Muldrow, OK	37.8%	0.9%	2.1%	0%	9.0%	53.3%	0%	0%	0%	66.5%	0.3%	17.5%
Pocola, OK	11.2%	0.2%	5.0%	0%	2.7%	80.9%	0%	0%	0%	61.7%	0.02%	14.4%
Poteau, OK	33.3%	0.6%	1.2%	0%	7.3%	57.7%	0%	0%	0%	55.4%	0.4%	17.8%
Roland, OK	31.8%	0.5%	7.1%	0%	3.0%	57.8%	0%	0%	0%	66.6%	0%	13.7%
Sallisaw, OK	44.8%	1.3%	2.2%	0%	4.4%	47.4%	0%	0%	0%	66.2%	0.2%	15.9%
Spiro, OK	24.8%	1.6%	9.1%	0%	2.7%	61.9%	0%	0%	0%	52.5%	0%	11.8%
Wister, OK	23.6%	0.5%	0%	0%	3.5%	72.4%	0%	0%	0%	69.7%	0.03%	18.1%

4d.3. How does the unit ensure that candidates use feedback from peers and supervisors to reflect on their skills in working with students from diverse groups?

Candidates receive feedback at many points during the curriculum through scores on the INTASC Principles/Intended Candidate Outcomes used in Practicum I, Practicum II, and Student Teaching Internship; the Disposition Rating Scale used in each class in the professional education curriculum; and the Diversity Rubric used in ECED 3053 Children and Families in a Diverse Society and SPED 3022 Survey of Diverse Populations. Almost all unit faculty utilize small work groups, team research presentations, and class discussion. All of these instructional methods provide feedback from peers.

During the Practica courses, candidates meet with their instructors and cooperating mentor teachers to review results from exams, portfolio presentations, lesson plans, and disposition rating scales. In the student teaching internship experience, candidates meet with their mentor teachers and university supervisors to reflect on teaching performance, self-evaluations, and portfolio artifacts. During ECED 3053 and SPED 3022, candidates obtain feedback through conferencing with the instructor regarding case study assignments, disposition rating scale results, and field experience logs. Throughout the process, this collaboration between the candidate, faculty, peers, and field site personnel allows for a better understanding of diverse populations and the issues involved in teaching and learning.

4d.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the diversity of P-12 students in schools in which education candidates do their field experiences and clinical practice may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

NCATE AIMS Standard 4 Artifacts

See Attachments panel below.

Optional

1. What does your unit do particularly well related to Standard 4?

Candidates have the opportunity to work with P-12 students with diverse needs and backgrounds. For example, Fort Smith Northside High School, one of the most diverse high schools in Arkansas, is the site of a variety of practica and intern experiences. In addition, the unit places candidates in 11 Oklahoma school districts for field experiences. These districts have large numbers of Native American students. This provides candidates with the opportunity to work with

students from backgrounds that they might not normally experience.

2. What research related to Standard 4 is being conducted by the unit or its faculty?

One faculty member is conducting research to improve student academic achievement by teaching to the learning styles and interests of boys and/or girls. This ex post facto quantitative study examines the difference in academic achievement between single-sex education and co-education classes on students' achievement in literacy and math as manifested in fifth grade students' scores on the 2008 Arkansas Benchmark Achievement Exam. Fifth grade students attending a predominately low socio-economic elementary school in Fort Smith, Arkansas received the intervention of single-sex education for one year. Data were collected from the students' fourth grade 2007 Arkansas Benchmark Exam and compared to the students' post intervention 2008 Arkansas Benchmark exam data to determine whether single-sex classes significantly improved academic achievement as measured by students' scores in literacy and math. Currently results indicate that there are no significant differences in academic achievement of fifth grade students in literacy and math.

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.

[In this section the unit must include the professional education faculty in (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

5a. Qualified Faculty

5a.1. What are the qualifications of the full- and part-time professional education faculty (e.g., earned degrees, experience, and expertise)? Please complete Table 11 or upload your own table at Prompt 5a.5 below. [Professional Education Faculty information compiled by AIMS from earlier reports submitted for the national review of programs and updated by your

institution (see Manage Faculty Information page in your AIMS workspace) can be imported into Table 11. For further guidance on completing this table, see the directions provided below (select link "click here") as well as in the Help document (click on "Help" in the upper right corner of your screen.)]

Table 11
Faculty Qualification Summary

Server Error in '/' Application.

Compilation Error

Description: An error occurred during the compilation of a resource required to service this request. Please review the following specific error details and modify your source code appropriately.

Compiler Error Message: BC30451: Name 'Response' is not declared.

Source Error:

```

Line 33: '      Response. Write("Session(""UserID"")=[" & sTemp & "]<br />")
Line 34:      If String.IsNullOrEmpty(sTemp) Then
Line 35:          Response. Write("Who R U???" & "<br />")
Line 36:          Response. End
Line 37:      End If

```

Source File: N:\inetpub\wwwroot\AIMS\UAS\MakeFacultyXLS.ashx Line: 35

[Show Detailed Compiler Output:](#)

[Show Complete Compilation Source:](#)

Version Information: Microsoft .NET Framework Version:2.0.50727.1873; ASP.NET Version:2.0.50727.1433

See Attachments panel below.

5a.2. What expertise qualifies professional education faculty members who do not hold terminal degrees for their assignments?

Five full-time and one-part-time unit faculty do not possess terminal degrees. Deebe Milford, the early childhood coordinator, is ABD and currently completing her dissertation. She has a master's degree in early childhood, 15 years

experience in the public schools and has been invited by NAEYC to become a SPA Reviewer. Jane Barnhill teaches in our early childhood program and is ABD. She has completed her comprehensive exams. She has 15 years of teaching experience in the public schools as an early childhood teacher and counselor. Luanne Lewis teaches instructional technology courses. She has a Master's degree in instructional technology, 22 years of public school teaching experience, and is currently pursuing a doctorate. Ginger Osburn has 30 years of teaching experience in Oklahoma and was honored during her public school teaching years as one of 25 master teachers from the state of Oklahoma. She is also a National Board Certified Teacher. Brenda Ross is ABD in Applied Linguistics and teaches Spanish. She has four years of teaching experience in El Colegio Ingles bilingual school in Montevideo, Uruguay, and one year in Minnesota. She is a SPA Reviewer for ACTFL. Kevin Jones has 10 years in the public schools, is ABD in English and supervises interns.

Part-time Institution and Unit Faculty:

Helen Holland – Holds a Master's Degree with 30 years in public schools.

Luann Williams – Holds a Master's Degree with 14 years in public schools.

Melony Davidson Barnes – Holds a Master's Degree with 18 years in public schools.

Paul Summerhill – Holds a Master's Degree with 26 years in public schools.

Sherri Penix – Holds a Master's Degree with 22 years in public schools.

Robin Finley – Holds a Master's Degree with 20 years in public schools.

5a.3. How many of the school-based faculty members are licensed in the areas they teach or are supervising? How does the unit ensure that school-based faculty members are adequately licensed?

Clinical faculty (higher education and school faculty) are licensed in the fields that they teach or supervise and are master teachers or recognized for their competence in their fields. It is an Arkansas Department of Education requirement that all teachers be highly qualified in areas they teach. Qualifications for school-based faculty members are found in the UA Fort Smith Internship Handbook (see Artifact 3b.5A). All school-based clinical faculty must be trained in the Pathwise Classroom Observation System of Teacher Evaluation, have at least three years of experience as a licensed teacher, be fully licensed in the appropriate content area, and be recommended by their school administrator.

5a.4. What contemporary professional experiences do higher education clinical faculty members have in school settings?

All clinical faculty have contemporary professional experience in school settings. They have an in-depth understanding of their fields and are teacher-scholars who integrate what is known about their content fields, teaching, and learning in their own instructional practice. Professional education faculty value candidates' learning and adjust instruction appropriately to enhance candidate learning, and

they understand how to use assessment data to improve practice. Faculty are recognized across the campus as master teachers in their fields. In addition to those experiences listed in Table 11, clinical faculty also provide tutoring services in after-school programs, workshops on reading improvement strategies, and professional development for teachers and administrators on school improvement.

5a.5. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty qualifications may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Standard 5 Artifacts

See Attachments panel below.

5b. Modeling Best Professional Practices in Teaching

5b.1. How does instruction by professional education faculty reflect the conceptual framework as well as current research and developments in the fields?

All faculty syllabi (General Artifact 7) reflect a commitment to the Conceptual Framework, "Professionals United to Ensure Continuous Learning and Success." All professional education faculty align their course objectives with the standards found in the Conceptual Framework, particularly the 10 INTASC Principles and the four Pathwise Domains and Criteria which are based on current research and theories. In addition, each program area is aligned with its appropriate specialized professional association standards. These include

- P-4 Early Childhood – National Association for the Education of Young Children (NAEYC)
- 4-8 Middle Childhood Education – National Middle School Association (NMSA)
- 7-12 Physical Science/Earth Science & and Life Science/Earth Science – National Science Teachers Association (NSTA)
- 7-12 English – National Council of Teachers of English (NCTE)
- 7-12 Social Studies (History) – National Council for the Social Studies (NCSS)
- 7-12 Mathematics – National Council of Teachers of Mathematics (NCTM)
- P-8 and 7-12 Music Education Vocal and Instrumental – National Association of Schools of Music (NASM)
- 7-12 Spanish – American Council of Teacher of Foreign Languages (ACTFL)
- Birth-4 and 4-12 Special Education – Council for Exceptional Children (CEC)

Examples of course activities and assignments that reflect the conceptual framework and current research can be found in course syllabi (General Artifact 7) located in the electronic exhibit center, through interviews with faculty, and by reviewing the table on scholarly activity (see Artifact 5b.1A).

5b.2. How do unit faculty members encourage the development of reflection, critical thinking, problem solving, and professional dispositions?

Faculty require all candidates to exhibit growth in reflection, critical thinking and problem solving, and to model the dispositions articulated in the conceptual framework. Reflection, critical thinking, and problem solving are encouraged through class discussions of course-related field experiences, required field experience journal entries, class discussion of current issues in the field, group collaboration and discussion of case studies, reflection and analysis of papers, and self-evaluation of performance on the unit's Intended Candidate Outcomes (INTASC Principles). Candidates use flip video cameras to create video clips of their classroom experiences, which are used for analysis and reflection on teaching and learning. These types of class activities and assignments are essential as faculty reflect with students on their teaching skills. In terms of professional dispositions, faculty observe the dispositions of candidates both in the classroom as well as during field work in P-12 settings. Faculty emphasize the meaning and importance of the eight unit professional dispositions (Artifact 1g.1A). These dispositions are found in two publications used by all candidates: the Policy and Procedures Manual (General Artifact 4) and the Internship Handbook (General Artifact 5). Instructors in EDUC 2753 Intro.to Ed. discuss the disposition section in the Policy and Procedures Manual with candidates and provide activities for review and clarification. In courses following Introduction to Education, instructors and coordinators emphasize the importance of the dispositions using explanatory handouts for emphasis. During the internship, the Coordinator of Field Experience discusses the disposition section in the Internship Handbook providing examples of appropriate behavior. Candidates complete self-evaluations using the Disposition Rating Scale (Artifact 1g.3A) Faculty evaluate candidate dispositions at the end of each course (see Artifact 1g.1A for instrument).

5b.3. What types of instructional strategies and assessments do unit faculty members model?

As discussed in the conceptual framework, unit faculty practice the concept of mastery learning. Faculty accomplish this by using a wide range of instructional strategies and assessment tools in their courses. The conceptual framework is at the center of our collective teaching efforts, and therefore, is woven throughout the curriculum. Instructional strategies in diversity are also integrated in courses while strategies in special education are a part of all programs, early childhood, middle level, and secondary. Candidates are assessed in a variety of ways including the use of standard-based and instructor-designed rubrics, portfolios, and authentic field-based performance tasks. The Unit Assessment System covered in Standard 2 depicts all assessments that are used by the unit to assess candidates throughout their program of study. Instructional strategies that are typically used by faculty are as follows:

- Case studies
- Inquiry-Learning
- Observational-Learning
- Problem Based Learning
- Project Learning
- Concept Learning
- Lecture
- Collaborative/Cooperative Learning
- Direct Instruction
- Outside Speakers
- Field Trips
- Multi-Media Strategies
- Self-Reflection
- Journals or Portfolios
- Demonstrations
- Book Reviews
- Oral Presentations
- Action Projects/Research
- Role Playing
- Smart Board Technology
- Flip Video Cameras
- Teacher Tube
- Video Streaming
- Camtasia Software, Wikis, Blogs
- Student-created Web Pages
- Electronic Portfolios
- Classroom Response System (clickers)

5b.4. How do unit faculty members incorporate the use of technology into instruction?

Unit faculty incorporate the use of technology into instruction in a variety of ways. Faculty utilize Blackboard and LiveText as online course management systems. The course syllabus, assignment descriptions and templates, and grading rubrics are posted on these sites along with links to other resources for candidate use. PowerPoint is widely used as a way to organize class lectures and share information with candidates. SmartBoard technology is currently available for candidate use and by faculty as they teach their courses. Many faculty utilize video streaming as a resource to support concepts related to effective teaching and Science Technology Engineering and Mathematics faculty have incorporated the Classroom Response System in courses they teach. Candidates are taught how to create their own web sites using different site hosts including Live Text and PB works-wiki. Using flip video cameras or other digital video cameras, candidates are taught how to record their own teaching in real classroom settings and how to edit these sessions so they can be posted on Teachertube.com or their own PB Works-Wiki site. This gives faculty and candidates the opportunity to reflect on teaching

sessions and to make modifications or improvements if necessary. In addition, grade documentation is modeled using Teacherease.com and candidates have learned how to use SmartBoards and Elmo document camera production. To elaborate on details of requirements of teacher candidates during their teaching experiences, one faculty member stated:

“Emphasis is placed on integrating technology across the curriculum in a manner that contextualizes learning for students in schools in the Arkansas River Valley region so that they are empowered to use various technologies in the daily lives. For example, students use PDAs provided through a grant to organize their assignments and extra- and co-curricular activities and to improve not only time management but also study skills. Literacy across the content areas extends learning as teacher candidates connect technology skills training with software programs used in classrooms and at home. Inspiration/Kidspiration as a graphic organizer/outlining program is used frequently to help students prepare written assignments that are enhanced with graphics and digital photographs. Currently, faculty members are working with teacher candidates to develop pre- and post-test rubrics and checklists that will quantitatively measure students' emerging technology skills through demonstrations and workplace-specific projects and products.”

5b.5. How do unit faculty members systematically engage in self-assessment of their own teaching?

Quality teaching is primary in the unit. This is also the case for UA Fort Smith where the art of teaching and student learning account for up to 75% of an instructor's performance evaluation. Teaching is about student success. Student success is evaluated in terms of content knowledge and other characteristics identified by the unit to be important in successful teachers, their appraisal of the significance of their instruction as measured by university evaluation forms, their ability to utilize self and external assessments for improvement, and their performance in professional endeavors. To assist in teaching excellence, the unit has adopted Cooperative Professional Development as a means for faculty to work together for their own professional growth. Faculty observe each other giving feedback about the observation. The Tool for Observation of Peers, (Artifact 5b.5A) a Pathwise based instrument, is used for peer observations. Faculty observe each other once in November and once again in March. These observations are used to assist faculty to improve instructional skills and to demonstrate to teacher candidates the teaching qualities and behaviors that are necessary for greater student achievement.

This three-step process is followed:

- Pre-conference – both parties agree on what is to be observed
- Classroom observation – observe what was agreed upon in pre-conference
- Post conference – review data from classroom observation

Faculty are provided data that compares scores from course evaluations to those from the TOP. This data gives faculty more information to use for personal reflection and instructional improvement (see Artifact 5b.5B for summary of data).

It should be noted that course evaluations from students are higher for unit faculty than for faculty from the institution.

The Dean of the unit performs an extensive annual evaluation of each faculty, including classroom visits, analysis of progress toward goals, and post-conference. Course evaluations for full-time and part-time faculty are conducted by candidates at the end of each course. Faculty use this information to make needed changes and to develop future professional goals. The objective is to focus with faculty on how improvements can take place to improve successes. The process provides a structure for evaluating three faculty roles: (1) Teaching/Learning; (2) Scholarly/Creative Activities; and (3) Service to the University, the communities it serves, and the profession.

5b.6. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty teaching may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5c. Modeling Best Professional Practices in Scholarship

5c.1. What types of scholarly work are expected of faculty as part of the institution's and unit's mission?

Scholarship leading to publications in academic journals is not the prime objective of the university; however, scholarship is currently expected for promotion and extensive utilization of research findings to define best practices and personal research in an area of professional interest is expected. Publication is encouraged in journals. Teaching should include preparation to assist students to discriminate among research findings, to utilize research findings, to learn to utilize data to improve instruction and learning, and to assist students to learn problem-solving techniques. Research also includes an attempt to secure grants.

Unit Expectations- Each fall, the Dean of the unit presents a proposed conference attendance plan that is based on faculty input provided during the summer, the Chancellor's goals for the University, priorities identified by the Provost, unit goals developed within the College of Education, and accreditation and specialized professional association expectations. Persons who have papers accepted for presentation at relevant educational conferences within the 48 contiguous United States may expect to have at least two-thirds of their expenses reimbursed by the unit. The unit is currently covering 100% of those costs. Normally, persons attending approved conferences in Arkansas will have all expenses reimbursed. Each full-time faculty member will strive to do one of the following on a yearly basis: one article accepted for publication in a professional journal; present at a professional state, regional, or national conference; and/or author, or co-author one or more successful grant(s) of at least \$10,000. The University has made it a priority to identify funding sources sufficient to allow deans to support faculty development and scholarship that includes practical research. Faculty denied

funding from the dean may receive funding from the UA Fort Smith Faculty Development Committee.

5c.2. In what types of scholarship activities are faculty members engaged? How is their scholarship related to teaching and learning? What percentage of the unit's faculty is engaged in scholarship? (Review the definition of scholarship in the NCATE glossary.) [A table could be attached at Prompt 5c.3 below to show different scholarly activities in which faculty members are involved and the number involved in each activity.]

Table 11 demonstrates that all full-time faculty are engaged 100% in scholarly activity, while the overall percentage including part-time faculty is 77%. Their scholarly work relates to teaching, learning, and their fields of specialization. They actively engage in inquiry that ranges from the knowledge generation, to exploration and questioning of the field, to evaluating the effectiveness of teaching. Faculty members have engaged in numerous publication activities (journal articles, book chapters, conference proceedings, and major presentations) and have presented peer-reviewed papers and/or workshops at state, national, and international levels. International presentations include countries such as Thailand and the United Kingdom. Clearly, the unit's professional education faculty maintain a scholarly reputation beyond the service region. See COE Scholarly Productivity of Faculty Table (Artifact 5b.1A) for specific scholarship activity items. In addition to the scholarly activity by the faculty, the unit has been awarded, over the past three years, approximately \$10,000,000 in grant funds. For example, in August 2009 the National Science Foundation awarded the University of Arkansas-Fort Smith and the University of Arkansas-Fayetteville a \$7,000,000 five-year grant to enhance mathematics and physics learning for all students in its 38 partner districts from Arkansas and Oklahoma. The major focus of the NSF College Ready Grant is to forge a network of partnering relationships across 7-12 and postsecondary lines to achieve educational preparation for college success at 9-12 and to create a high-quality mathematics and physics teacher workforce. The UA Fort Smith and the University of Arkansas-Fayetteville have committed to revising teacher preparation programs and courses in line with research on teacher education.

5c.3. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty scholarship may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5d. Modeling Best Professional Practices in Service

5d.1. What types of service are expected of faculty as part of the institution's and the unit's mission?

All unit faculty are actively engaged in dialogues about the design and delivery of instructional programs in professional education programs. They collaborate regularly and systematically with P-12 practitioners and with faculty in other colleges or university units. They are engaged as a community of learners. They provide leadership in the profession, schools, and professional associations at state and national levels, consistent with the institution and unit's mission, leadership and service are important components of the annual evaluation process and for promotion. Faculty are expected to be fully engaged in service to the university and unit. This service includes attending faculty meetings, serving on unit and institutional committees, participating in special events, meeting with prospective students, serving on search committees, advising students and organizations and participating in institution-wide academic programs. Unit faculty are also expected to serve in the community, especially in the public schools. In addition, eight faculty and the associate dean serve as NCATE National Program Reviewers (SPA). The unit has SPA reviewers for every program it offers. The dean of the unit is also a SPA reviewer for ELCC and an NCATE Board of Examiner.

5d.2. In what types of service activities are faculty members engaged? Provide examples of faculty service related to practice in P-12 schools and service to the profession at the local, state, national, and international levels (e.g., through professional associations). What percentage of the faculty is actively involved in these various types of service activities? [A table could be attached at Prompt 5d.3 below to show different service activities in which faculty members are involved and the number involved in each activity.]

Unit faculty play an active role in regional, state, national, and community organizations as they engage in service activities at all levels. COE faculty are involved in service with P-12 schools and students and/or service to the profession. Major importance is placed on involvement with professional associations, councils and boards, and on work with teachers and students in local schools. This allows faculty to contribute their skills and professional expertise. Examples of service include the following:

- Conducting professional development for staff members at local school districts on topics such as co-teaching, literacy, working with students with disabilities, and instructional improvement.
- Working with area building-level administrators on implementing inquiry based instructional methods
- Serving on advisory boards for local schools, districts, etc.

- Serving on executive boards of local and state professional organizations and on legislative-appointed boards.
- Conducting Praxis III assessments of entry-year teachers.
- Providing training to area and state teachers on Pathwise.
- ACCESS DESTINY – after school tutoring program.
- NCATE BOE Examiner.
- NCATE SPA Reviewers.

Service contributions of faculty are outlined in Artifact 5d.2A Faculty Service.

Additional Service Activities:

The COE Institute for Math and Science Education (IMSE) provides P-16 teachers and pre-service teachers with professional development opportunities in math, science, and technology. The IMSE maintains a resource center and curriculum library for teacher use in developing lessons and/or implementing new strategies. The IMSE math and science specialists provide mentoring, modeling and assistance to teachers in our region. The IMSE provides Pathwise training for mentoring teachers and support for pre-service teachers and assesses the needs of area teachers, then develops professional development, trainings and collaborative partnerships that help meet teacher needs. The IMSE partners with the College of Science Technology Engineering and Mathematics and area school districts in developing and submitting grant proposals that promote teacher quality and professional growth. Currently, the IMSE partners with 39 school districts and the University of Arkansas on a Math and Science Partnership seven-million-dollar grant funded by the National Science Foundation (NSF). This summer (2009) the grant offered eight workshops and served 172 math and science teachers. The COE has five NBPTS certified teachers. This expertise has allowed the IMSE to recruit and support teachers who want to achieve their national board certification. We are a state recognized National Board Candidate Support Site for AR and OK teachers pursuing their national board certification, serving 52 teachers from 21 school districts in the River Valley region.

5d.3. (Optional Upload) Tables, figures, and a list of links to key exhibits related to faculty service may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5e. Unit Evaluation of Professional Education Faculty Performance

5e.1. How are faculty evaluated? How regular, systematic, and comprehensive are the unit evaluations of adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants?

The unit's evaluation system includes regular and comprehensive reviews of full-time professional education faculty teaching, scholarship, and service. UAFS is a non-tenured multi-year contract institution and the faculty evaluation process for full-time faculty represents a comprehensive, individualized approach to reviewing

and evaluating faculty. It gives power to faculty members to define their own collective professional image. Full-time faculty enter into an annual evaluation agreement with the dean prior to the evaluation cycle. This gives faculty an opportunity to frame their evaluation within predetermined ranges around those roles in which they will be most heavily involved during an evaluation cycle. The Dean performs an annual evaluation of each faculty, including classroom visits, analysis of progress toward goals, and post-conference. Course evaluations, for full-time and part-time faculty, are conducted by candidates at the end of each course. Faculty use this information to make needed changes and to develop future professional goals. The objective is to focus on how improvements can be made. The process provides a structure for evaluating three faculty roles: (1) Teaching/Learning; (2) Scholarly/Creative Activities; and (3) Service to the University, the communities it serves, and the profession.

Teaching and Learning: Quality teaching is the goal. This is also the case for UAFS where the art of teaching and student learning account for up to 75% of an instructor's performance evaluation. Teaching is about student success! Student success is evaluated in terms of content knowledge and other characteristics identified by the unit to be important in successful teachers, their appraisal of the significance of their instruction as measured by university evaluation forms, their ability to utilize self and external assessments for improvement, and their performance in professional endeavors.

Service to the University, the Communities it Serves and the Profession: Service is defined in terms of service within the unit working positively in teams pursuing established, organizational goals; service to the unit in recruiting, advising, delivering lectures, and creating extracurricular opportunities; service to the University, service to the profession in terms of involvement with professional organizations and learned societies; and service to public schools.

Scholarship: Research leading to publications in academic journals is not the prime objective of the unit, but extensive utilization of research findings to define best practices and personal research in an area of professional interest is expected. Publication is encouraged. Teaching should include preparation to assist students to discriminate among research findings, to utilize research findings, to learn to utilize data to improve instruction and learning, and to assist students in learning problem-solving techniques. Research also includes an attempt to secure grant

5e.2. How well do faculty perform on the unit's evaluations? [A table summarizing faculty performance could be attached at Prompt 5e.4 below.)

Unit faculty (i.e., full-time and part-time) perform well on evaluations as indicated by qualitative and quantitative data. Student course evaluation results (Artifact 5e.2A) prove that unit faculty usually exceed the university mean scores in all of the 24 student course evaluation categories. Results from the Tool for Observation of Peers (TOP) (Artifact 5b.5B) also prove that faculty perform extremely well as

evidenced by these peer observation tools.

5e.3. How are faculty evaluations used to improve teaching, scholarship, and service?

Systematic and comprehensive evaluation of faculty is conducted by the unit to ensure that each faculty member is performing at the level expected by the institution and to provide background information for improvement of teaching, scholarship, and service. Deans use identified areas for improvement as the basis for future professional development activities for faculty members to meet instructional priorities. These evaluations also serve as the basis for any salary increments that may be awarded. The process of the annual performance evaluation operates as follows. The period to be evaluated is the academic year. By May 1, faculty members and their respective deans agree on a written plan for the faculty member for the next academic year. Each plan must address goals in each of the following areas:

- A. Teaching/Learning
- B. Scholarly/Creative activities
- C. Service to the University, the community, and the profession

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. Please also to 5b.5 and 5e.1

5e.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's evaluation of professional education faculty may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

5f. Unit Facilitation of Professional Development

5f.1. How is professional development related to needs identified in unit evaluations of faculty? How does this occur?

To maintain an Arkansas teaching license, all faculty are required to take part in, and document 60 hours of staff development per year. The intent is not only to take part in development activities that keep higher education faculty on the cutting edge of current curriculum and instruction developments, but to serve as models for candidates and for the public school teachers with whom we interact. Faculty submit a one-page summary of their professional development activities with their annual evaluation. The conceptual framework emphasizes "continuous learning." This applies not only to candidates but also to the faculty who model

striving for new knowledge. The unit provides professional development opportunities based on information derived from faculty evaluations. 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. Faculty 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. In addition, the dean of the unit performs an extensive annual evaluation of faculty, including a classroom visit, analysis of progress toward goals, and post-conference. Candidates evaluate each of their instructors/mentors/university supervisors as an end of course activity and at program completion. Faculty use information from all sources, plus the TOP (Art. 5b.5A) to make changes and to formulate future professional goals, including pertinent professional development activities. Listed are samplings of some professional goals that faculty list as needing improvement:

- Better understand the accreditation process
- Make state/national presentations based on current research
- Write chapters for sci/math texts

5f.2. What professional development activities are offered to faculty related to performance assessment, diversity, technology, emerging practices, and/or the unit's conceptual framework?

Faculty attend department-level training sessions provided by LiveText and SmartBoard trainers. In addition to participating in college-wide and departmental workshops on technology, faculty also work individually and cooperatively with the university's Management Information System to enhance skills in the use of online learning applications. Prior to the beginning of each semester, UAFS sponsors University Days, a time for renewal and growth for faculty. PD topics discussed on these days include legal issues in education, performance-based assessment, and innovative teaching strategies. Faculty also attend a number of activities provided by the university for both faculty and students dealing with diversity including the International Week and Festival; the Black History Celebration emphasizing African-American heritage; and the Spanish Festival focusing on the culture and language of Spain and Latin America. In addition, the unit provides professional development related to performance assessment, diversity, technology, and emerging practices. Each year the unit holds on campus, a Curricular Advisory Conference where faculty and candidates attend various sessions related to diverse topics. For information regarding the Curricular Advisory Conference Agenda see Artifact 5f.2A. Topics for the Fall 2009 conference were: Also see 5f.3

- Being a Teacher is Being a Learner
- Defining Assessment: Purposes, Uses, and Types
- Aligning Classroom Assessments to Standards

- Arkansas Comprehensive School Improvement Plan (ACSIP): An Overview

During the spring 2010 semester, the unit provided professional development involving a review of the conceptual framework. After viewing and discussing a special video presentation regarding the conceptual framework, faculty took a quiz regarding the structure and meaning of the framework. Later, during the semester, each faculty member provided a similar overview and quiz for their students. The unit also assigns experienced faculty as mentors for new faculty who assist and support the development of scholarly work, teaching and learning, and service.

Sabbatical Leave Rationale - Sabbatical leave is recognized as a means by which faculty may pursue activities which will result in professional growth and development. Because scholarly and creative endeavors are essential components to excellence in teaching, the university encourages and supports such efforts on the part of both its faculty and its students.

5f.3. How often does faculty participate in professional development activities both on and off campus? [Include adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants.]

The unit supports professional development opportunities for all faculty members by providing financial resources to attend instructional conferences and workshops. As mentioned in 5f.2, all full-time faculty have equal access to resources to support development. Faculty also have participated in university-wide professional development from BlackBoard training to workshops on Pathwise. An example of a faculty workshop provided by the unit was the SmartBoard training held in February 2010, that emphasized effective lesson creation and facilitation of activity-based learning. Faculty are also involved in professional development with public schools. For example, the Fort Smith School District invited unit faculty to participate in workshops provided by Dr. Ruby Payne regarding her Framework for Understanding Poverty. Faculty have participated with the Alma School District in professional development provided by Dr. Todd Whitaker, Professor at Indiana State University and author of numerous articles and books on teaching and school leadership. Overall, faculty are qualified and model best professional practices in scholarship, service and teaching. Faculty are good teachers in an institution with a strong teaching mission. Faculty are reflective and are "Professionals United to Ensure Continuous Learning and Success" as the theme of the unit's conceptual framework stipulates. Please see Artifact 5f.3A for examples of professional development activities.

5f.4. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's facilitation of professional development may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be

uploaded.]

Optional

1. What does your unit do particularly well related to Standard 5?

The IMSE assists 48 school districts in Arkansas and Oklahoma with quality PD related to mathematics and science. IMSE math and science specialists provide model lessons and hands-on training in the latest developments. The center was a catalyst in securing a seven million dollar NSF grant with the University of Arkansas-Fayetteville.

The College of Education has five National Board Certified Teachers. This plethora of experience has allowed the IMSE to recruit and support teachers who desire to achieve their national board certification. We are a state recognized National Board Candidate Support Site for Arkansas and Oklahoma teachers pursuing national board certification. We currently serve 52 teachers from 21 school districts.

The ACCESS:DESTINY Program – A collaboration that brings early childhood, middle school and secondary education majors together with public school professionals is the unit's supplemental tutoring program. The program provides focused instruction in reading and mathematics. The program is guided by faculty who work closely with pre-service teacher/tutors to research, plan, implement and assess learning experiences for more than three-hundred-fifty children at seven Fort Smith public schools.

Education Renewal Zone was established in 2005 to address the needs of schools in Crawford, Franklin, Johnson, Sebastian, and Scott counties. As part of the unit, the ERZ's objective is to improve student achievement. It partners with school districts and provides PD and mentoring, assists teachers in finding instructional resources, parent and student resources, leadership that supports the overall operation of a school, and best practices conferences.

Cooperative Professional Development - The unit supports quality instruction and believes that all faculty must be able to demonstrate this type of instruction. Therefore, the college has adopted Cooperative Professional Development as a means for faculty to work together for their own Prof.growth.

2. What research related to Standard 5 is being conducted by the unit or its faculty?

With the Education Renewal Zone (ERZ) the unit creates instructional partnerships with public schools. These partnerships provide schools with a 360-degree analysis of the instructional components that provide them with data to enhance the instructional leadership and teaching performance. This involves a year-long process where data are collected from students regarding teacher effectiveness, developing teacher peer observation teams, and teacher perception of principal as the instructional leader. Data are then shared with teachers and principal to determine strengths and weaknesses and to make modifications and improvements.

College Ready Mission and Research Project

In August of 2009 the NSF awarded the UA Fort Smith and the UA Fayetteville a \$7,000,000 five year grant to enhance mathematics and physics learning for students in its 38 partner districts from Arkansas and Oklahoma. The major focus of College Ready is to forge a network of partnering relationships across 7-12 and postsecondary lines to achieve educational preparation for college success at 9-12 and to create a high-quality mathematics and physics teacher workforce. The University of Arkansas-Fort Smith and the University of Arkansas-Fayetteville have committed to revising teacher preparation programs and courses in line with research on teacher education.

The mission of the College Ready Mathematics and Physics Partnership is to enhance mathematics and physics learning for all students in its partner districts and teacher-preparation programs in partner institutions, closing achievement gaps, and preparing students for success in mathematics, science, and teaching careers. This will be achieved by building learning communities of 7-12 teachers and college faculty that foster and nurture smooth access to, productive disposition toward, and preparation for success in college (see General Artifact 20).

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.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

6a. Unit Leadership and Authority

6a.1. How does the unit manage or coordinate the planning, delivery, and operation of all programs at the institution for the preparation of educators?

The unit is highly effective in the coordination, planning, and delivery of all programs that professionally prepare teacher candidates. Consisting of 35 faculty members from four colleges - Education; Humanities and Social Sciences; Science, Technology, Engineering, and Mathematics ; and Languages and Communications

- the unit has developed an infrastructure that supports continuous communication and collaboration. The Dean of the unit serves as the unit head and has the authority to make decisions within the unit. The unit head works effectively with the three other deans, department heads and program coordinators, and faculty members from all four colleges to resolve issues related to the preparation of quality teacher candidates. An organizational chart (Art 6a.1A) provides an overview of the structure within the college including those programs that are considered auxiliary programs.

Middle and early childhood level education programs leading to teacher licensure reside in the COE. Supervised by the Coordinator of Secondary Education, all secondary education programs reside in the colleges in which the major is located with teacher licensure in the College of Education (GA 16 Secondary Education Committee Meeting Minutes).

Within the unit several programs exist that support the overall mission of the unit. The Education Renewal Zone (Art 6a.1B) was established in 2003 by the Arkansas General Assembly to promote collaboration among public schools, education service cooperatives, colleges and universities, and parents and communities. The ERZ creates a two way-street for school partners and the university to collaborate for the success of students at all levels. The COE also houses the Institute for Mathematics and Science Education. (Art 6a.1C) The goal of the IMSE is to assist P-16 math and science teachers in meeting the math and science needs of their students through professional development, model lessons, coaching and hands-on training. The Institute offers customized services to meet the needs of individual schools or school districts in western Arkansas and eastern Oklahoma.

The committee structure within the unit forms a strong base of support for the unit's commitment to best practice and accountability. The Teacher Education Council consisting of internal and external professionals and candidates serves as an advisory body to the dean. The council's primary function is to oversee the entire teacher education program. The council makes recommendations regarding academic policies that strengthen programs leading to the preparation of teachers. It makes recommendations concerning university-wide responsibility for the preparation of teachers, and is charged with making recommendations concerning the admission and subsequent retention of candidates into the education program (Art 6a.1D for Responsibilities of the Teacher Education Council). The Dean's Leadership Team (Art 6a.1E) consists of the leadership of the COE whose purpose is to share information to aid in the effective and efficient operation of the college. The Teacher Credential and Standards Committee (Art 2b.3A) has responsibility for implementing all policies related to student admissions, continued enrollment, and teacher credentialing. This includes authorization for student entrance and enrollment in particular courses. The committee also hears and renders decisions of student appeals concerning admission, licensure and coursework standards and practices. It also serves as an appeal body for student grievances. The Superintendents' Advisory Committee (Art 6a.1F) consists of key educational leaders throughout the service area of the University. This committee serves as a

sounding board for new ideas proposed by the University as well as area school districts. It serves the important purpose of keeping the dean informed concerning expectations and aspirations of area school districts. The Curricular Advisory Committee's (Art 6a.1G) role is to advise faculty on best practices, standards, assessments, and state/national regulations emerging in the public schools in all curricular areas. This committee also serves as a forum for unit faculty to exchange perspectives with curricular specialists in the public schools with emphasis on student success and vertical alignment. Their important role is to see that education in the unit is relevant and effective. The NCATE Steering Committee (Art 6a.1H) provides ongoing work and focus on standards of accreditation and best practice.

The leadership of the unit includes:

- Dean
- Associate Dean, who serves as Coordinator of Teacher Licensure and Middle Level Education
- Coordinator of Secondary Education/Technology
- Director of Assessment
- Coordinator of Early Childhood Education
- Coordinator of Field Experience

The dean leads the efforts in:

- Program development
- Budget administration
- Personnel recruitment/retention
- Student recruitment/retention

6a.2. What are the unit's recruiting and admissions policies? How does the unit ensure that they are clearly and consistently described in publications and catalogues?

The College of Education works closely with the admissions office to provide accurate information regarding teacher preparation programs and to design recruitment brochures used in visits by university and unit personnel to high schools and university open houses. The University Communications Office oversees all communications to ensure that publications and brochures are accurate, clear, and consistent. This information is easily obtained in either written or electronic formats. The unit has also worked with the university to market education programs on television.

Unit personnel participate in high school and college career days sponsored by the university, attend meetings of counselors and high school administrators who participate in on-campus programs, and attend representative school district activities throughout the year. For example, unit faculty, teacher candidates, and the dean make yearly presentations to area high school Orientation to Education classes regarding the teaching profession. This allows unit representatives to have personal contact with students from various racial and ethnic groups. The unit

Coordinator of Secondary Education is a technology specialist who has worked with university technology personnel to create a College of Education website (Artifact 6a.4A) that clarifies program opportunities and admission requirements (Artifact 6a.4B).

6a.3. How does the unit ensure that its academic calendars, catalogues, publications, grading policies, and advertising are accurate and current?

The unit administration works closely with the university registrar to review all statements regarding education degree programs in the catalog to ensure they are accurate and current. The three coordinators work with the unit head to review the catalog, the alignment of printed literature with the college website, recruitment materials, and goals of the unit and university. The three deans from the other colleges that are part of the unit and department chairs and coordinators of secondary curricular areas are consulted regarding programs. Yearly calendars are established by university administration in consultation with the deans and area school superintendents. Input is provided to the university administration by the Faculty Senate. The schedule for the 2010 summer sessions, for example, will be modified at the suggestion of the Faculty Senate.

Grading practices reflect a view that faculty are the best persons to determine student grades based on the rigor of assignments and power of the tests. Students may petition a grade internally within the respective college, externally to a University Academic Integrity Committee, and finally to the Provost. Unit grading practices are based on the concept of mastery learning as opposed to the concept of sorting and selecting.

6a.4. How does the unit ensure that candidates have access to student services such as advising and counseling?

Annually, the unit provides an orientation to the university's advisors to clarify education program requirements. The university's advisors work with students during their first 30 hours of college enrollment. Students are then assigned to appropriate faculty advisors in the unit. The Coordinator of Secondary Education meets with program area advisors in the STEM, Humanities and Social Sciences, and Languages and Communication Colleges regarding requirements to insure coordinated advising. The Coordinators of Middle Level and Early Childhood Education meet with faculty in those areas to review program requirements. A hallmark of the unit is the personal attention and counsel provided students by faculty advisors. All candidates who are declared education majors meet with faculty advisors at least once per semester to review program goals and career plans.

At the institutional level the university provides such services as

- Career Services: provides employment assistance including resume development and graduate school information for current students and graduates.
- Gordon Kelly Learning Academic Success Center: provides programs designed to meet individual student curricular needs not met through the general curriculum.
- University Counseling Center: supports students' counseling and or psychotherapy needs.
- Dental Hygiene Clinic: provides dental hygiene needs for students.
- Powell Student Health Clinic: provides students with high quality non-emergency health care.
- Student ADA Services: provides reasonable accommodations and services to students who are physically and or learning disabled.

6a.5. Which members of the professional community participate in program design, implementation, and evaluation? In what ways do they participate?

All faculty in the unit work closely with program coordinators in program design, preparation of syllabi, program delivery, and program evaluation. This includes participation in new programs and courses. The unit works closely with school districts throughout the River Valley region in regard to program priorities. Meetings are held at least twice a year with superintendents on campus to review progress. In addition , meetings are also held with the superintendents from the four largest school districts and the dean. These meetings serve as informal review and two-way information sessions. The unit head participates in monthly meetings of the Western Arkansas Education Service Cooperative that consists of superintendents of 22 school districts. Furthermore, the dean also attends monthly meetings with superintendents from partner schools representing Oklahoma districts. These meetings help the college stay current on what is happening in these districts, as well as to seek advice on ways to improve the College of Education's teacher preparation program. The Teacher Education Council, Curriculum Advisory Committee, and various partnerships all involve collaboration with P-12 practitioners. Coordinators and faculty meet and/or consult frequently with P-12 practitioners on a variety of issues including field placements, curriculum, class management, and consultation regarding P-12 students. From the partnership districts throughout the region, the unit utilizes public school personnel in a variety of capacities, including guest presenters, evaluators of students at various gate points, partners in grant opportunities, partners in staff development programs, and consultants in regard to program priorities.

6a.6. How does the unit facilitate collaboration with other academic units involved in the preparation of professional educators?

Through the Teacher Education Council and meetings with the Colleges of Science Technology Engineering and Mathematics, Humanities and Social Sciences, and Languages and Communication faculty involved in secondary education, the unit provides a mechanism for collaboration between the unit faculty and other members of the organization involved in the preparation of candidates. The

Coordinator of Secondary Education holds periodic meetings with unit faculty advisors from these three colleges to review expectations and opportunities, to insure program articulation, standard alignment, student progress, common understandings concerning data collection and interpretation, SPA requirements, and to coordinate schedules and personnel as well as to review issues related to the preparation of teacher candidates. The deans of these four colleges work collaboratively to see that key personnel from all four colleges attend National Specialized Professional Association meetings. In addition, all four deans serve on the Teacher Education Council. Colleagues in other units at the institution involved in the preparation of professional educators and other organizations recognize the unit as a leader. One unit not affiliated with the preparation of teacher candidates, the College of Health Sciences, has asked the College of Education's Director of the Education Renewal Zone to provide professional development for its health science faculty regarding instructional improvement. This allows the unit to provide professional development activities for faculty in other units of the institution.

6a.7. (Optional Upload) Tables, figures, and a list of links to key exhibits related to unit leadership and authority may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Standard 6 Artifacts

See Attachments panel below.

6b. Unit Budget

6b.1. What is the budget available to support programs preparing candidates to meet standards? How does the unit's budget compare to the budgets of other units with clinical components on campus or similar units at other institutions?

Unit budgetary allocations permit faculty teaching, scholarship, and service that extend beyond the unit to P-12 education and other programs in the institution. The budget for curriculum, instruction, faculty, clinical work, and scholarship supports high-quality work within the unit and its school partners. The university provides the unit funding through an annual budget process. The COE Fiscal Budget (Artifact 6b.1A) is delineated by budget line items that are used to fund all programs including faculty and administrative development, professional memberships, and to support instructional and office supplies. The College of Education receives adequate funds at least proportional to the other six academic colleges to support its expanding programs, to meet standards, including clinical experiences essential for the preparation of professional educators. For fiscal year 2009-2010, the College of Education budget was \$1,667,813.00. This equates to 8.73% of the total budget.

In addition to the support from the university, the unit has been awarded, over the past three years, approximately \$10,000,000 in grant funds. This includes a \$7,000,000 grant from the National Science Foundation that was awarded to the unit and to the University Of Arkansas-Fayetteville. These funds augment the funding that is provided by the university and provide support for the unit's auxiliary programs such as the Education Renewal Zone and The Institute for Mathematics and Science Education.

The Dean's Instructional Enhancement Fund (Artifact 6b.1B) provides faculty additional outlets that might help them further improve their teaching. These are additional funds to be used to enhance the effectiveness of instruction in the unit. These funds can also be used to bring speakers to campus, pay for on-line/web streamed teaching conferences, fund brown-bag teaching workshops and seminars, develop other outreach efforts to improve teaching across the unit, implement high school/college teaching partnerships, and/or buy other teaching-related print materials. For the academic year of 2009-2010 this fund provided an additional amount of \$20,000 to the College of Education.

6b.2. How adequately does the budget support all programs for the preparation of educators? What changes to the budget over the past few years have affected the quality of the programs offered?

The budget for the unit is adequate to support the programs preparing candidates at the initial level. A review of the budget by college (Artifact 6b.2A) indicates equity and strong support for the College of Education. In 2007 the Chancellor reorganized the university and this resulted in the establishment of three new colleges. At that time the College of Arts and Sciences, the largest college on campus, was divided into three separate colleges; the College of Languages and Communication, College of Humanities and Social Sciences, and the College of Science, Technology, Engineering and Mathematics. This reorganization did not drastically impact the unit's budget as all budgets were restructured to accommodate the needs of all colleges. The unit also serves as a Supplemental Service Provider for the Fort Smith Public Schools and funds are generated through this program that further supports the unit and its programs.

6b.3. (Optional Upload) Tables, figures, and a list of links to key exhibits related to the unit's budget may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

6c. Personnel

6c.1. What are the institution's and unit's workload policies? What is included in the workloads of faculty (e.g., hours of teaching, advising of candidates, supervising student teachers, work in P-12 schools, independent study, research, administrative duties, and dissertation

advisement)?

Workload policies and practices permit and encourage faculty not only to be engaged in a wide range of professional activities including teaching, scholarship, assessment, advisement, work in schools, and service, but also to professionally contribute on a community, state, regional, or national basis. Formal policies and procedures have been established to include online course delivery in determining faculty load. Clinical faculty are included in the unit as valued colleagues in the preparation of teacher candidates.

Faculty members, therefore, have the responsibility to engage in all aspects of university life in order to assure that the mission of UA Fort Smith is accomplished and the commitment to the area served is maintained. This philosophy generates the requirement that all faculty members participate in designated core activities that form the foundation of a learning-centered institution: teaching, scholarly/creative activity, and service to the university/ profession/community. The purposes of this faculty workload policy (Artifact 6c.1A) are to assure: (a) expectations leading to achievement of the University's mission are met; (b) vigilant stewardship of scarce resources; (c) an environment in which all faculty members are fully engaged in the faculty development, evaluation, and promotion systems; and (d) fairness and consistency in assignments.

6c.2. What are the faculty workloads for teaching and the supervision of clinical practice?

The dean of each college, in consultation with chairs, coordinators, and/or directors, will develop a reasonable workload schedule for faculty for the ensuing semester. The dean makes the decision as to workload assignments, because he/she is responsible for managing student and course scheduling needs and for an equitable allocation of workload. Should the faculty member view the assigned workload to be unreasonable or inequitable, he/she may appeal to the provost/senior vice chancellor for academic affairs for a review of the assignment and its fairness and reasonableness. The provost makes the final decision on appeals.

Faculty members assigned to teach in the unit will be expected to carry a 12 hour teaching load. Supervising of interns and administrative responsibilities are part of the 12 hour teaching load. Teaching load for intern supervisors is one intern for .66 of the overall load. Therefore, five interns is the equivalent to a three hour teaching load. The university considers load to include teaching, scholarly/creative activity, and service to the university, profession, and community. The College of Education adheres to a supervision policy whereby faculty members do not supervise more than 18 teacher candidates in a fulltime assignment. All faculty members in the unit are engaged in teaching or other professional duties; therefore, supervision levels never reach the limit of 18 (see Artifact 6c.2A).

6c.3. To what extent do workloads and class size allow faculty to be engaged effectively in teaching, scholarship, and service (including time for such responsibilities as advisement, developing assessments, and online courses)?

The university workload policies allow faculty to be actively engaged in teaching, scholarship, and service, the core components of our mission as a comprehensive regional university. While a four course teaching load is typical of state universities, departments work to try and provide faculty members with a minimum number of preparations when possible to ease the workload. Faculty members are also involved in advising and dedicate eight office hours each week for time to meet with candidates. Class size is also a major consideration especially in professional education courses. We try to keep class size somewhere between 20 -25; however, with an 18% increase in numbers of students enrolled in the College of Education this year (2009-2010), some classes are larger.

6c.4. How does the unit ensure that the use of part-time faculty contributes to the integrity, coherence, and quality of the unit and its programs?

Part-time faculty members are valued by the unit for their special expertise and provide strong contributions to the programs through teaching and/or supervision activities. Department coordinators work closely with each part-time faculty member to ensure consistency and quality of teaching and assessment, as well as other professional expectations. Sample syllabi and course outcomes are provided by department coordinators in their mentoring activities with part-time faculty. Course evaluations are required by adjunct faculty members and department coordinators review these evaluations each semester. In addition, the dean and associate dean meet with adjunct faculty at the beginning of each semester regarding program requirements and updates regarding COE or university policy changes (see Artifact 6c.4A for Adjunct Faculty Orientation Agendas).

6c.5. What personnel provide support for the unit? How does the unit ensure that it has an adequate number of support personnel?

Support personnel within the unit provide outstanding service and contribute to the success of the administration, faculty, staff, and candidates. The dean and associate dean meet with the support staff each semester to discuss issues, monitor workload, and plan new initiatives. The unit considers support personnel as essential colleagues to the unit's mission and provides professional development activities for them to make sure they are current on issues related to the preparation and assessment of candidates and to increase their own professional skills. The unit has adequate numbers of support staff to meet the needs of the unit and its mission. Currently, the unit has the following positions that support the mission of the unit as it prepares candidates for the teaching profession:

- Administrative Assistant to the Dean
- Assessment Data Specialist
- Secretary for College of Education Admissions Office
- Secretary for Field Experience and Licensure
- Secretary for Education Renewal Zone (grant funded)
- Secretary for Pre-K Program (grant funded)
- Secretary for Institute for Mathematics and Science Education (grant funded)
- Secretary for Access Destiny - After School Tutoring Program (grant funded)

6c.6. What financial support is available for professional development activities for faculty?

Faculty professional development has been supported by the university as faculty attend and make presentations at state, national, and international conferences (see Art 6b.1B for Faculty Professional Development Budget). The dean of the unit allocates these funds based on requests from faculty. In most cases the unit covers 100% of the cost associated with professional development. For the past four years the following represents the financial support that goes to professional development.

- 2006-2007 - \$21,000.00
- 2007-2008 - \$30,000.00
- 2008-2009 - \$25,000.00
- 2009-2010 - \$25,000.00

These funds are in addition to operational funds received through the normal budget.

The Dean's Instructional Enhancement Fund (Art 6b.1B) provides faculty additional outlets to enhance the effectiveness of instruction in the unit. These funds can also be used to bring speakers to campus, pay for on-line/web streamed teaching conferences, fund brown-bag teaching workshops and seminars, develop other outreach efforts to improve teaching across the unit, implement high school/college teaching partnerships, and/or buy other teaching-related print materials. For the academic year of 2009-2010 this fund provided an additional amount of \$20,000 to the College of Education. Faculty who are denied funding from these two sources may submit an application to the Faculty Developmental Committee requesting a maximum of additional funding of \$1,500.00.

6c.7. (Optional Upload) Tables, figures, and a list of links to key exhibits related to personnel may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

6d. Unit facilities

6d.1. How adequate are unit--classrooms, faculty offices, library/media center, the technology infrastructure, and school facilities--to support teaching and learning? [Describe facilities on the main campus as well as the facilities at off-campus sites if they exist.]

The unit has excellent campus and school facilities to support candidates in meeting standards. An attractive environment contributes to an inviting climate for learning. UA Fort Smith has many modern buildings that are well-maintained including the Math/Science building that houses the College of Education. The campus is attractive and in 2003, the grounds won first place in a national horticulture competition. During the summer of 2009 the university completed major upgrades to the facilities used by the unit. Spending almost \$500,000, the curriculum laboratory was doubled in size including significant technology upgrades. In addition, five more offices were added in the building and three classrooms were upgraded with SmartBoard technology. Therefore, facilities support the most recent developments in technology that allow faculty to model the use of technology and candidates to practice its use for instructional purposes. The College of Education facilities include the following

1. Classrooms - Well-equipped classrooms are available for classroom instruction. Most classrooms are equipped with Smart-Boards or portable technology carts.
2. Faculty offices - Each full-time faculty member has an office that includes a computer and a printer. Adjunct faculty members have access to office space that also includes a computer.
3. The Math/Science Building houses a computer lab with 30 computers and Smart- Board for education majors. Other labs are available if needed.
4. Resource classroom - Beginning with the fall 2004 semester, room 312 in the Math/Science Building was designated as a curricular resource room; however, in the summer of 2009 the size of the curriculum lab was doubled and houses books, supplies, printers, and computers that teacher candidates use.
5. Administrative offices - The unit's office complex on the first floor of the Math/Science Building is designated for administrative and faculty offices. An attractive conference room is a part of the office complex.
6. Auxiliary programs - All auxiliary programs are housed in the Echols Building.
7. Access to additional meeting space and conference rooms - Attractive and functional conference rooms are available in Smith-Pendergraft Campus Center, the Flanders Business Center, and the Baldor Technology Center. The College of Education has held meetings in all of these buildings.

Modern facilities allow faculty to demonstrate and promote the use of appropriate technology and candidates to practice its use for instructional purposes. Other facilities throughout the campus are utilized for a variety of meetings. Examples include advisory committee meetings and superintendent meetings in the campus center, and internship capstone and seminar meetings in the Echols Building. The Echols Building also contains offices and classrooms used by the unit for offering

workshops to public school teachers and administrators.

6d.2. (Optional Upload) Tables, figures, and a list of links to key exhibits related to unit facilities may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

6e. Unit resources including technology

6e.1. How does the unit allocate resources across programs to ensure candidates meet standards in their field of study?

Each program area in the unit has its own budget and resources and funding is allocated as needed to each program. The unit has been allocated sufficient resources to support programs and to ensure candidates meet standards. Eight classrooms housed in the Math/Science Building are dedicated for use by the unit. These rooms are fully equipped with the latest technology that allows candidates to stay current on best practice that allows them to meet standards. In addition, three classrooms are used in the Echols Building for classroom instruction. They also contain state of the art technology. The unit actively pursues technology resources for students and faculty. The Live-Text Corporation awarded UA Fort Smith a "2003 Educational Excellence Award" for "inspirational leadership and innovation in the pursuit of excellence." This was in recognition of staff development and implementation of electronic portfolios for students. With increased technology proficiency requirements, the unit has successfully pursued resources to support outstanding programs and projects to the end that candidates can meet program standards and are prepared to utilize technology effectively when teaching students. The unit serves as an education information technology resource to the rest of UA Fort Smith's other units on this campus. One example was a presentation regarding electronic portfolios open to all campus faculty. Another was a presentation to the deans and university administration regarding the capabilities to support student learning available with the data collection and assessment system jointly created by the College of Education and University Instructional Technology Department. The University has adopted Live-Text and Banner as its sources for the Unit Assessment System.

6e.2. What information technology resources support faculty and candidates? What evidence shows that candidates and faculty use these resources?

Unit faculty have and use technology resources that support teaching and learning. The unit just purchased 20 laptop computers for candidate and faculty use in the curriculum laboratory. Flip Video cameras provide additional support for faculty and students. These cameras are used by candidates to video teaching episodes in practicum and student teaching internship experiences. The videos are then reviewed by faculty and candidates for improvement purposes. Candidates

also have access to 1,282 computers for student access in 68 locations on the campus. This is a ratio of 5.85 students per computer. These locations range from general student access areas such as the Library and Learning Center to specialized labs such as graphics design and computer-aided drafting. All of the computers on campus are connected to a wired Local Area Network. The speed of this LAN is one gigabit on the backbone with 100 megabits of bandwidth to the desktop. We are phasing in a bandwidth upgrade which will increase the backbone bandwidth to 10 gigabit with one gigabit to the desktop.

All buildings on the campus are equipped with Wireless Access Points (WAP). The wireless network is an extension of our wired network so that all users authenticate to the wireless network with the same credentials and security profile that they use on the wired network. Although students are not required to have a laptop computer of their own, many of our students do own their own laptop computers. Instructions are listed on our web site to aid students in setting up their laptop computers to access the wireless network. Students, faculty, and staff members who have difficulty with the wireless setup may obtain assistance from the Computer HelpDesk.

A new resource available to students and faculty in November 2009 is the Arkansas Research and Educational Optical Network (ARE-ON) a forty-gigabit optical network developed and supported by the ten public four-year degree-granting universities in the state plus the University of Arkansas for Medical Sciences .

Some goals of the network will be:

- To allow member institutions to share expensive resources such as super computers for instruction and research purposes,
- To facilitate distance learning through telepresence techniques,
- To facilitate telemedicine, and
- To foster disaster planning/recovery.

6e.3. What resources are available for the development and implementation of the unit's assessment system?

The unit's assessment system is well-funded. The unit serves as an information technology resource in education beyond the teacher education program to the entire institution.

The unit employs a Director of Assessment and Data Specialist to manage the unit's assessment system. The Data Specialist spends approximately 90% of her time dedicated to data collection, input, maintenance, and the creation of reports for the unit. She works closely with the dean, associate dean, and director of assessment to ensure effective data collection within the unit's assessment system. The unit currently utilizes Live Text and Banner for its data collection and storage. Data reports are currently shared with faculty so they can have access to aggregated and individual candidate data. The Director of Assessment works

closely with the Office of Management Information Systems to mine university data in support of the assessment system.

6e.4. What library and curricular resources exist at the institution? How does the unit ensure they are sufficient and current?

The Boreham Library is well positioned in terms of its resources, services, and facilities to support the instructional programs of the COE. Library collections include over 85,000 volumes, of which 5,700 are classified as education titles. There are also 7,525 titles for closely-related fields such as psychology, sociology, and child development. Collections represent a variety of formats, one of which is a collection of 21,394 electronic books. There are approximately 1,400 e-book titles for education. Credo Reference, Gale Virtual Reference Library, and Oxford Online are electronic reference collections that augment traditional print reference collections. Electronic resources are important to accommodate a variety of learning styles, to support distance learners, and also to facilitate currency and wide availability of materials. The library has a streamlined acquisition process which ensures that new titles in the field are acquired quickly and that outdated materials are weeded consistently. Faculty members continue to be active participants in collection development processes, and they actively request new materials to support instructional and research needs.

Access to full text of the core journals of education is essential for students and faculty to conduct effective research. The library maintains subscriptions to over 78 databases that provide access to over 21,000 full text journals. Core databases for education are Chronicle of Higher Education Online, ERIC, Education Research Complete, Mental Measurements Online, Professional Development Collection, PsycArticles, PsycInfo, and Tests in Print Online. These databases provide full text to education journals and indexing and abstracts for other publications. The interdisciplinary databases Academic Search Premier and Academic One File provide additional full text for another 10,000 journals. Statistics for searches in education databases indicate that they are used extensively for research. During fiscal year 2008-09, the following searches were completed for these titles

ERIC 6,487

Education Research Complete 3,935

Mental Measurements Online 2,159

Professional Development Collection 1,221

Library services include ILLIAD Interlibrary loan for obtaining articles, books, and other materials, library instruction in new computer labs, and research assistance from professional librarians. Faculty members have access to a journal current awareness service and to the assistance of a Library Liaison to the COE. To improve research facilities for students, Boreham Library recently remodeled to add two new computer labs with 24 computers. The library has study space and equipment for scanning and media production

6e.5. How does the unit ensure the accessibility of resources to candidates, including candidates in off-campus, distance learning, and alternate route programs, through electronic means?

The unit has no programs off campus; however, faculty use Blackboard for course delivery of courses that are either offered fully online or for those partially online. Candidates have access to approximately 1,400 e-book titles for education. Credo Reference, Gale Virtual Reference Library, and Oxford Online are electronic reference collections that augment traditional print reference collections. Electronic resources are important to accommodate a variety of learning styles, to support distance learners, and also to facilitate currency and wide availability of materials.

6e.6. (Optional Upload) Tables, figures, and a list of links to key exhibits related to unit resources, including technology, may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

Optional

1. What does your unit do particularly well related to Standard 6?

In addition to the support from the university, the unit has been awarded, over the past three years, approximately \$10,000,000 in grant funds. This includes a \$7,000,000 grant from the National Science Foundation that was awarded to the Unit and to the University of Arkansas-Fayetteville. These funds augment the funding that is provided by the university and provide support for the unit's auxiliary programs such as the Education Renewal Zone, The Institute for Mathematics and Science Education, and the Pre-School Early Childhood Program.

In addition to the funding provided for faculty professional development, the Dean's Instructional Enhancement Fund provides faculty additional outlets that might help them further improve their teaching. These are additional funds to be used to enhance the effectiveness of instruction in the unit. These funds can also be used to bring speakers to campus, pay for on-line/web streamed teaching conferences, fund brown-bag teaching workshops and seminars, develop other outreach efforts to improve teaching across the unit, implement high school/college teaching partnerships, and/or buy other teaching-related print materials. For the academic year of 2009-2010 this fund provided an additional amount of \$20,000 to the College of Education.

2. What research related to Standard 6 is being conducted by the unit or its faculty?

