

# 2012 Part C of the AACTE / NCATE Annual Report

## Institutional Information

<b>NCATE ID:</b>	20607	<b>AACTE SID:</b>	102880
<b>Institution:</b>	University of Arkansas - Fort Smith		
<b>Unit:</b>	College of Education		

### Section I. Program Completer

How many candidates completed programs that prepared them to work in preschool through grade 12 settings in the 2011-2012 academic year (September 1, 2011-August 31, 2012) ?

104

Include candidates who

- completed a program that made them eligible for a teaching license,
- are licensed teachers who completed a graduate program, and
- completed a program to work as a school administrator, school psychologist, school library media specialist, reading specialist, and other specialties in schools.

Include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. Programs may or may not be tied to a state license or credential.

### Section II. Display of Candidate Performance Data

Where is candidate performance data displayed on your institution's website?

Candidate Performance data are displayed on the university website on the college of education web page under Public Information.:

<http://uafs.edu/education/coe-home>

### Section III. Substantive Changes

Have any of the following substantive changes occurred at your institution or unit during the 2011-2012 academic year?

1. Addition or removal of a preparation program at any level (e.g., a master degree).  
No Change / Not Applicable
2. Changes in program delivery from traditional to distance learning programs in which more than 50 percent of the courses are not delivered face-to face.  
No Change / Not Applicable
3. Change in control of institution. Please indicate any changes in control or ownership of the institution such as a merger with another institution, separation from an institution, purchase of an institution, etc.  
No Change / Not Applicable
4. Increased in program offerings for education professionals at off-campus sites both within and outside the United States.  
No Change / Not Applicable
5. Significant changes as the result of a natural disaster or other unforeseen circumstances.  
No Change / Not Applicable
6. Significant change (25 percent increase or decrease) in Delivery of a program in whole or in significant part by a non-profit or for-profit partner  
No Change / Not Applicable
7. Significant change (25 percent increase or decrease) in Budget  
No Change / Not Applicable
8. Significant change (25 percent increase or decrease) in Candidate enrollment  
No Change / Not Applicable
9. Significant change (25 percent increase or decrease) in Size of the full-time faculty  
No Change / Not Applicable

## Section IV. Areas for Improvement

Summarize activities, assessments and outcomes toward correcting AFI (s) cited in the last Accreditation Action Report, if applicable.

## Section V: Continuous Improvement Pathway

1. Check the standard your unit has selected to move toward target level for your next onsite visit.

Std. 1

Std. 2

Std. 3

Std. 4

Std. 5

Std. 6

2. Summarize progress toward target level performance on the standard(s) selected.

Beginning in the fall semester of 2012 the Units Conceptual Framework was redesigned and both school-based faculty and unit faculty were involved in the design process. Beginning in the spring semester of 2013 the unit implemented phase one in creating professional development schools in an area school district. The PDS has enabled school-based faculty and university faculty to share expertise by designing curricula that benefit teacher candidates and P-12 students. The PDS also allows the unit to share resources that support greater depth to P-12 student learning. This collaborative effort between the unit and its school partner has provided better field experiences and clinical practice sites. Candidate learning is integrated into the school program and into teaching practice. The experiences gained while in the PDS gives candidates time to work as teams, and at the same time allows them to be participants in making professional decisions. Candidates work collaboratively with other candidates and clinical faculty to critique and reflect on each others' practice and their effects on student learning with the goal of improving practice.

3. Summarize data to demonstrate that the unit continues to meet Standard 2: Assessment System and Unit Evaluation in the area of unit operations. Submit sample data/evidence/exhibits, one or two samples.

The College of Education (COE) assessment system, based on the COE Conceptual Framework and aligned to InTASC standards, represents an ongoing process that uses authentic, comprehensive, and integrated assessment measures to evaluate the achievement of the COE mission and goals. The College of Education assessment system is designed to monitor candidates as they progress through their approved programs and into careers in education. Monitoring is achieved through ongoing assessment of the content knowledge, pedagogical and other professional knowledge and skills, and core dispositions of the candidates throughout their enrollment at UA—Fort Smith. Both qualitative and quantitative data dealing with candidate and graduate performance are utilized in making needed changes in all aspects of the teacher preparation program. In an effort to eliminate bias and establish fairness, accuracy and consistency of unit operations, direct assessments that have external reliability, such as PRAXIS, are utilized and inter-rater summary scores are calculated on rubric data. Additionally, data are triangulated to look for patterns in student performance. As a result, additional assessment measures are being investigated to provide more accurate and timely data connected to student learning outcomes and predictability of candidate success. The Director of Assessment has a collaborative relationship with the University information technology department to streamline the data collection and analysis process to get the most up-to-date data available for program evaluation and decision-making. Program evaluation data supported the need for a full-time Director of Advising for the College of Education. In the fall of 2011 a full-time Director of Advising was hired. When program assessment data were evaluated across stakeholder groups, (including faculty, mentor teachers, internship supervisors, teacher candidates and graduates) four areas were identified for program improvement: lesson planning, classroom management, assessment and technology integration. The four areas were intentionally integrated into the syllabi for every Unit course beginning in Spring 2013. In addition, the Introduction to Education course, course assignments and assessments were revised to provide an additional focus on the four areas identified for improvement.

Exhibits that support the narrative:  Assessment Report Fall 2012.doc

## Report Preparer's Information

Name: Dr. John Jones

Phone: 479-788-7912

E-mail: john.jones@uafs.edu