

APPENDIXB

Annual Report for Academic Program

Annual Report Template for Academic Programs
Note: Submit this report to the Provost's Office. Due Date is July 1.

College: Education

Academic Year: 2014-2015

Information from Institutional Effectiveness (fall semester 11th day data)

Program Name	No. of Majors	No. of Minors	No. of Graduates	No. of FTE Faculty
Early Childhood Education	328	0	42	
Middle Level Language Arts/Social Studies	48	0	7	
Middle Level Math/Science Education	77	0	17	
Biology with Teacher Licensure	26	0	2	
Chemistry with Teacher Licensure	3	0	0	
English with Teacher Licensure	78	0	13	
History with Teacher Licensure	119	0	9	
Mathematics with Teacher Licensure	43	0	8	
Music with Teacher Licensure	50	0	6	
Spanish with Teacher Licensure	24	0	1	
Early Childhood AAS	12	0	6	
Special Education Endorsement	3	0	0	

Retention Data/Graduation Data

Program Name	Retention 2 nd Year	Retention 3 rd Year	Retention 4 th Year	2- or 4-Year Graduation	3- or 6-Year Graduation
Early Childhood Education	48.6	31.7	23.5	11.1	10.3
Middle Level Language Arts/Social	75	0	0	0	18.2
Middle Level Math/Science Education	100	20	50	50	11.1
Biology with Teacher Licensure	0	0	50		12.5
Chemistry with Teacher Licensure	50	0			
English with Teacher Licensure	40	6.7	29.4	23.5	18.8
History with Teacher Licensure	14.3	39.3	24	8	0
Mathematics with Teacher Licensure	35.7	57.1	20	15	10
Music with Teacher Licensure	66.7	45.5	30.8	15.4	0
Spanish with Teacher Licensure	33.3	100	0	0	0
Early Childhood AAS	33.3	14.3	0	0	28.6

Updated Faculty Information

Name of Faculty Member	Highest Academic Degree	Area of Specialization
Sara Davis	Doctorate	Early Childhood
Glenda Ezell	Doctorate	Higher Education Administration
Rosa (Shelli) Henehan	Doctorate	Adult Education
Barbara Hunt	Doctorate	Curriculum and Instruction
Luanne Lewis	Doctorate	Workforce Development Education
Deebe Milford	Doctorate	Higher Education
Christine Ralston	Doctorate	Educational Leadership

Linda Reid	Doctorate	Educational Studies
Ginger Osburn	Masters (NBCT)	Early Childhood
Donna Scoggins	Doctorate	Higher Education
Lois Yocum	Doctorate	Middle Level Education

Major Scholarly Accomplishments of Faculty and Students

Note: Attach addition sheets if necessary. Include:

- a. Faculty papers, performances, and publications.
 - Davis, Sara: (2016) “Integrated Math and Science in Early Childhood Classrooms through Big Ideas: A constructive approach. Pearson. Chaille, C. & Davis, S.M.
 - Davis, Sara: (2015) “Implementing the Common Core State Standards Across the Early Childhood Curriculum” edited by Lora Battle Bailey, Springer Book, the title of the chapter is, “Integrating Math and Science Through Big Ideas”, Davis, S.M. & Chaille, C.
 - Davis, Sara: (December, 2014) “A retrospective on Kamii’s 1988-1998 seminar of Piaget’s theory”, National Annual Meeting for Association of Constructivist Teaching Conference, Charleston, South Carolina.
 - Ezell, Glenda: (September 2014) “Collaboration and Innovation – Digital Learning and Pre-Service Teacher Preparation”, ArACTE Conference, Russellville, Arkansas.
 - Ezell, Glenda: (2014) Provided AIMM Workshops,
 - Henehan, Shelli: (2014) Use of career guidance to help teachers implement TESS. “Set sail to success”, Arkansas Department of Education Career Development Conference, Hot Springs, Arkansas.
 - Henehan, Shelli: (2014) “Including Informational Books in the Classroom”, Arkansas Early Childhood Association Conference. Hot Springs, Arkansas: Division of Child Care and Early Childhood Education.
 - Henehan, Shelli: (2014) “Prop Boxes for Outdoor Play and Learning”, Arkansas Early Childhood Association’s Conference. Hot Springs, Arkansas: Division of Child Care and Early Childhood Education
 - Henehan, Shelli: (2014) “Updates on KITS – In-house Training Guides”, ASU Administrators’ Conference. Little Rock, Arkansas: Division of Child Care and Early Childhood Education.
 - Lewis, Luanne: completed TESS Training to become a certified TESS Trainer
 - Lewis, Luanne: completed AIMM Training to become a certified AIMM Trainer
 - Milford, Deebe: (2014) “Self-efficacy in teacher education majors: Development and maintenance during the capstone internship semester” ProQuest Dissertation and Theses database. (Accession No. 10423). Successful completion and defense of doctoral dissertation.
 - Milford, Deebe: (2014) “Professional Development School Partnership”. Arkansas Association of Teacher Educators Conference.
 - Milford, Deebe: (2014) “Scholarship: Your Job in Greek Life is a Big Deal”. UAFS Greek Life Officer Retreat.
 - Osburn, Virginia: (2015) Presentation for Western Arkansas Early Childhood Conference
 - Ralston, Christine: (2014) “Teachers Empower Data” 23rd Annual Conference of the Consortium for Research on Educational Assessment and Teacher Effectiveness.
 - Ralston, Christine: (2014) Began a Blog focusing on issues related to assessment for pre-service teachers and in-service teachers, as well as teacher preparation faculty. <http://everyoneelsebringdata.blogspot.com/>
 - Ralston, Christine: Became an official scorer for edTPA. This will provide additional expertise to serve our faculty and students.
 - Scoggins, Donna: (2014) 4 A’s to Resolving Conflict: Steps to Diffuse Potentially Disruptive Behavior. Association for Middle Level Educators (AMLE) Conference, Nashville, TN
 - Scoggins, Donna: (2014) Qualitative Results: Free-Responses from Recent Graduates Suggest Ways to Improve MLED Program. Association for Middle Level Educators (AMLE) Conference, Nashville, TN
 - Yocum, Lois: (2014) Qualitative Results: Free-Responses from Recent Graduates Suggest Ways to Improve MLED Program. Association for Middle Level Educators (AMLE) Conference, Nashville, TN

b. Faculty grants

- \$177,000.00 – Education Renewal Zone (ERZ)
 - \$134,000.00 ERZ creates partnerships between UA Fort Smith, the Western Arkansas Education Service Cooperative, and 32 public schools within 11 districts to work together to impact student achievement
 - \$5,000.00 ADE Professional Development
 - \$10,000.00 ADE General Use
 - \$28,000.00 ADE Grant
- \$253,972.50 – Institute of Mathematics and Science Education
 - \$86,500.00 ADE Math Instructional Specialist
 - \$86,500.00 ADE Science Instructional Specialist
 - \$6,232.50 AR National Board Support Site Grant
 - \$6,000.00 AR STEM Coalition (Science Equipment Grant)
 - \$60,860.00 ADHE: NCLB TEACH NGSS 2
 - \$7,880.00 AR STEM Coalition Girls Grant B2 = Beauty and Brains
- \$289,220.03 – Early Childhood Pre-school Education
 - \$64,220.03 UA ECPP MOA
 - \$225,000.00 DCCEDE CCDF Grant

c. Student and faculty presentations

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

d. Other faculty accomplishments.

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

- Davis, Sara: National Association of Early Childhood Teacher Educators Foundation Board, serves as Secretary on the Board.
- Davis, Sara: Journal of Early Childhood Teacher Educators, reviewer
- Davis, Sara: Letter of Support for "Exploration is Primary: Virtual Innovation Collaboratives to Support K-3 Teacher Engagement in the Scholarship of Science Teaching, Learning and Assessment". NSF Grant written by Wendi Laurence, Ed.D.
- Davis, Sara: National Association of Early Childhood Teacher Educators past president (2013-2014) Responsibilities, Chairing the nomination committee and election for board positions beginning in Fall 2014.
- Ezell, Glenda: Governor Beebe's Early Childhood Education Commission
- Ezell, Glenda: Arkansas Association of Colleges for Teacher Education, serves as Secretary on the Board.
- Ezell, Glenda: Arkansas Deans Council member
- Henehan, Shelli: (2014-2016) Arkansas Early Childhood Association, serves as Treasurer for the Board.
- Henehan, Shelli: Arkansas Early Childhood Cohort (AECC), Charter member
- Holland, Helen: Advisory Board of the Fountain of Youth Adult Day Care Center
- Milford, Deebe: Fort Smith Public Schools Orientation to Teaching Advisory Board
- Milford, Deebe: Several SPA Program Reviews for NAEYC
- Milford, Deebe: Review of one scholarly journal article for School-University Partnerships publication.
- Osburn, Virginia: Assist candidates for National Board for Professional Teachers
- Osburn, Virginia: Best Robotics Judge for local and regional competition
- Ralston, Christine: (September 2014) Served on state panel to review the Arkansas Department of Education Elementary Education competencies in English/Language Arts and Mathematics.
- Ralston, Christine, Milford, Deebe, and Osburn, Ginger: (September 2014) ETS Test Review for Elementary Education Reading and Language Arts, and Elementary Education Mathematics Praxis tests required for K-6 elementary teacher licensure.
- Reid, Linda: Lincoln Childcare Advisory Board

Placement Statistics (within six to nine months of graduation)

Program Name	No. of Graduates	No. Placed	Percent Placed	Percent Licensed/Certified
Early Childhood AAS	5	0	0%	100%
Early Childhood Education	61	36	59%	100%
Middle Level Education	19	12	63%	100%
Biology with Teacher Licensure	3	2	67%	100%
English with Teacher Licensure	13	11	84%	100%
History with Teacher Licensure	9	3	33%	100%
Mathematics with Teacher Lic.	3	1	33%	100%
Music with Teacher Licensure	8	4	50%	100%
Spanish with Teacher Licensure	1	1	100%	100%

Significant Changes or Improvements in Curriculum

The School of Education continued its second year of piloting edTPA, a national performance assessment for pre-service teachers. The Council for the Accreditation of Educator Preparation (CAEP) standards call for nationally-normed assessments of teacher candidate proficiency in the InTASC standards. UAFS was the first educator preparation program in Arkansas to pilot edTPA. In 2014, three other educator preparation programs in Arkansas began piloting edTPA in collaboration with the Arkansas Department of Education. The edTPA tasks were integrated into the Practicum and Internship coursework in an effort to increase rigor as well as the validity and reliability of program assessments. In May, randomly selected candidate edTPA portfolios were submitted to Pearson for external review. In June, the SOE faculty and secondary representatives voted to keep the edTPA assessments in place using trained local evaluators to assess candidate work while continuing to use Pearson evaluators for randomly selected candidate portfolios. This option allows the SOE to establish inter-rater reliability as required by CAEP.

In Fall 2014, the School of Education implemented the Charlotte Danielson Framework for Teaching in all programs. Arkansas Department of Education requires all candidates to be trained in the framework before completing the program of study. The Danielson framework is the foundation for Teacher Excellence Support System (TESS), the Arkansas teacher evaluation system. The Danielson framework is introduced in *Introduction to Education* and reinforced throughout the program. All practicum and internship observations are conducted following the Danielson protocol and criteria. During Internship, the candidates complete a training in TESS, as required for teacher licensure.

The Arkansas Department of Education licensure standards for educators required all P-4 Early Childhood Education degree programs to change to a K-6 Elementary Education degree program by Fall, 2015. The UAFS School of Education faculty completed the K-6 Elementary Education program of study following the required protocol and submitted it to ADHE and ADE for approval

in February, 2015. The program was approved by ADE and will be implemented in Fall 2015.

The Arkansas Department of Education licensure standards for educators required significant changes in the Middle Childhood Education (4-8) programs of study. The ADE required competencies for K-6 and 4-8 overlapped in several areas. The UAFS School of Education early childhood faculty and middle school faculty collaborated to create K-8 courses that would meet the needs of the K-6 program and the revised Middle Childhood 4-8 programs. The revised Middle Childhood 4-8 programs of study were completed following the required protocol and submitted it to ADHE and ADE for approval in February, 2015. The programs were approved by ADE and will be implemented in Fall 2015.

Due to changes made by the Arkansas Department of Education, several programs of study were added, deleted, or revised during 2014-2015. Following is a list of curriculum items that were approved by the Arkansas Higher Education Coordinating Board meeting on May 1, 2015.

1. Addition of B.S. In Elementary Education (K-6), replaces B.S. in Early Childhood Education (P-4)
2. Addition of B.S. in Middle Childhood Education (4-8), replaces B.S. in Middle Childhood Education with Emphasis in Math/Science 4-8 AND Middle Childhood Education with Emphasis in Language Arts/Social Studies 4-8
3. Addition of B.S. in Spanish with Teacher Licensure (K-12), replaces B.S. in Spanish with Teacher Licensure (7-12)
4. Deletion of CP for 8th Grade Algebra I Licensure/Endorsement
5. Deletion of CP for 5th and 6th Grade Licensure (P-4)
6. Deletion of CP for 5th and 6th Grade Licensure (7-12)
7. Deletion of CP for Special Education P-4 Licensure/Endorsement
8. Deletion of CP for Special Education 4-12 Licensure/Endorsement
9. Deletion of TC for 7-12 Coaching Endorsement
10. Deletion of B.S. in Chemistry with Teacher Licensure

The Arkansas Department of Education changed the licensure requirements for clinical experiences; thereby, creating some changes in the SOE policies regarding field experiences. The Coordinator of Teacher Licensure and Field Placements collaborated UAFS faculty and public school administrators to ensure the new guidelines were being met.

Innovative Teaching and Learning Strategies

The Professional Development School (PDS) collaboration with the Van Buren School District has been very successful for both Early Childhood and Middle Level Education Programs of study. Candidates, faculty, and public school personnel have given positive feedback concerning the program. The PDS model is considered best practice in education preparation and is in alignment with CAEP Standard 2.

Faculty in the SOE made an innovative change in the Practicum I Middle Level/Secondary course in

Fall, 2014. In the past, education faculty observed the practicum candidates in their assigned classroom teaching their first lesson. In an effort to utilize more technology to improve teaching and learning, the Middle Level/Secondary Practicum faculty decided to have the candidate video-tape his/her teaching segment and review with the faculty member. This process would enable the candidate to critique his/her teaching and identify strengths and weaknesses. It would also enable faculty to have meaningful dialogue with the candidate during the video review. This innovative teaching strategy was reviewed at the Faculty Retreat in June. Strengths and weaknesses of the strategy were discussed and the Practicum I Secondary/Middle Level faculty believed the strategy was successful.

The School of Education hired a consultant, Dr. Lance Tomei, to conduct a SWOT analysis of its programs and assessments. Dr. Lance Tomei provided an intensive analysis of the assessment system and the programs. He provided recommendations that would assist the SOE in preparing for CAEP accreditation. He presented an excellent rubric-writing workshop for the SOE and Secondary Education faculty.

The School of Education faculty, Teacher Education Council members, secondary education faculty, alumni, and public school partners attended a 3-day Faculty Retreat in June, 2015 to review the curriculum and assessment data for program and unit improvement. The Tomei SWOT Analysis recommendations were the topics addressed during the retreat. The first two days were held at the Drennan-Scott home in Van Buren, Arkansas. The third day was held on the UAFS campus. The sessions were facilitated by the faculty. The retreat allowed faculty, alumni, and school partners to collaborate on program, assessment, and unit revisions.

Anticipated Program Changes or Improvement

Collaboration has begun to create an Education minor. Further work in this area needs to be explored to provide the best program of study for all Secondary Education majors

The Professional Development School (PDS) has been considered a success by the SOE faculty, candidates, and public school partners. Unfortunately, due to the lack of additional school district partners and the space available at Van Buren, no all candidates have the opportunity to participate in the PDS. The SOE recognize the value of the model in the preparation of its candidates and plans to expand the model to other school districts. A major goal for the 2015-2016 school year is to establish PDS sites with other school districts.

Several changes voted on and approved by the faculty during the Faculty Retreat will be implemented in Fall, 2015. The portfolio assessment will no longer be required as a unit assessment. EdTPA will be implemented as part of the unit assessment system. A common syllabus template that will meet the NCTQ criteria will be created and implemented for all courses (this will not invalidate the UAFS syllabus requirement, only require additional information). A master rubric was created as a template for unit assessment and for faculty to use when creating their coursework rubrics. The Disposition Rating rubric will transition to a 4-point scale in Fall,

2016 (revisions will be made 2015). Curriculum matrices aligned with ADE requirements will be completed for all programs.

As part of the revised assessment system, evidence needs to be collected to show candidates and graduates have a positive impact on P-12 learning.

Cross-cutting themes for CAEP accreditation standards include technology and diversity. The SOE must address these themes in regards to CAEP Standards; particularly, the area of diversity. Efforts should be made to recruit and mentor candidates from diverse populations.

Changes in education are happening very quickly in Arkansas. There are several on-going initiatives taking place that could significantly impact educator preparation programs in this state. Faculty must stay apprised of these initiatives by attending ADE meetings. The Director of the School of Education should be an active member of the Arkansas Deans Council and attend all meetings.

School of Education faculty will meet annually to review the assessment reports for program improvement. The disaggregated data will inform faculty concerning strengths and weaknesses of the programs.