School of Education

2015 CASAA Report

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1. **What are the Student Learning Outcomes (SLOs) for your unit?**
   Candidates (students) completing a degree in the School of Education must be able to demonstrate the five strands of the Conceptual Framework (the underlying structure in the School of Education that gives conceptual meaning to the unit's operations through an articulated rationale and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability) which includes Knowledge, Diversity, Pedagogy, Professionalism, and Technology.

   The successful undergraduate candidate (student) must be able to model the following outcomes:

   <u>**Knowledge**</u>
   - Teacher candidates (students) in initial programs of study will develop an extensive content knowledge base in order to reach and teach all learners in a diverse society.

   <u>**Pedagogy**</u>
   - Teacher candidates (students) in initial programs of study will develop pedagogical skills that result in improved learning and achievement for a diverse population of learners.

   <u>**Diversity**</u>
   - Teacher candidates (students) in initial programs of study will express an understanding of diversity and its impact on learners, other constituencies, and the greater society they serve to improve teaching and learning.

   <u>**Professionalism**</u>
   - Teacher candidates (students) in initial programs of study will model professionalism as they interact with students, parents, colleagues, and others.

   <u>**Technology**</u>
   - Teacher candidates (students) in initial programs of study will select and utilize multiple classroom technology resources and tools to improve teaching and learning.

   The successful graduate candidate (student) must be able to model the following outcomes:

   <u>**Knowledge**</u>
   - Educators and other school personnel in advanced programs of study will develop in-depth content knowledge and will be recognized as experts in the content they teach.

   <u>**Pedagogy**</u>
   - Educators and other school personnel in advanced programs of study will express expertise in pedagogical knowledge through leadership and mentoring.

   <u>**Diversity**</u>
   - Educators and other school personnel in advanced programs of study serve as role models by actively promoting a school climate and culture that values differences among groups of people and individuals based on ethnicity, race,

socio-economic status, age, gender, exceptionalities, language, religion, sexual orientation, and geographic areas.

Professionalism
- Educators and other school personnel in advanced programs will be role models for fairness and integrity in working with their colleagues, students, families, and the community at-large.

Technology
- Educators and other school personnel in advanced programs will be aggressive advocates of the benefits of instructional technology and will make available the necessary resources to acquire the latest technology tools.

Unit goals can be found by visiting:
http://uam-web2.uamont.edu/PDFs/Education/UnitGoals.pdf
http://uam-web2.uamont.edu/PDFs/Education/ConceptualFramework.pdf

Accreditation
The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). School of Education has been NCATE accredited since 1968 and is seeking **continuing accreditation** in the fall semester of 2015. The School of Education must seek reaccreditation every seven years. The NCATE Reaccreditation Letter can be found by visiting http://uam-web2.uamont.edu/pdfs/Education/NCATE%20Letter.pdf.

1a. How do you inform the public and other stakeholders (students, potential students, the community) about your SLOs?
The School of Education informs the public and other stakeholders about the student learning outcomes by placing the outcome results on the School of Education website, in stakeholders' reports, in syllabi, on recruitment materials, in the School of Education Conceptual Framework.

2. Describe how your unit's Student Learning Outcomes fit into the mission of the University.

The University of Arkansas at Monticello shares with all universities the commitment to search for truth and understanding through scholastic endeavor. The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. The University provides learning experiences which enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.

The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational and technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. The University assures

opportunities in higher education for both traditional and non-traditional students and strives to provide an environment which fosters individual achievement and personal development. The School of Education seeks to fulfill the university mission through the stated student learning outcomes. The outcomes are aligned to state and national standards and are a direct reflection of the UAM mission.

The student learning outcomes one and three, for both the undergraduate and graduate programs, are a direct reflection of the School of Education's expectations that candidates (students) meet the UAM mission to enhance and share knowledge, to preserve and promote the intellectual content of society, and to education people for critical thought. The student learning outcome one ensures that candidates (students) develop an extensive knowledge base to reach and teach all leaners in a diverse society.

Through student learning outcomes two, five, and six, for both the undergraduate and graduate programs, the School of Education ensures that candidates (students) have opportunities develop skills through a contemporary disciplinary curricula.

Student learning outcomes three and five, for both the undergraduate and graduate programs, reflect the School of Education's efforts to enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.

Efforts to ensure opportunities in higher education for both traditional and non-traditional students and strives to provide an environment which fosters individual achievement and personal development are met through student learning outcome four, in both the undergraduate and graduate programs.

Early and often throughout the undergraduate and graduate programs candidates (students) are assessed to determine they are meeting the student learning outcomes and the mission of the university.

3. **Provide an analysis of the student learning data from your unit. How is this data used as evidence of learning?**

Candidates in the initial and advanced programs are prepared through a comprehensive curriculum that prepares them to teach and work as professionals in schools with diverse student populations. All initial and advanced programs were submitted for review by Specialized Professional Associations (SPA) and/or the Arkansas Department of Education (ADE). One hundred percent of initial and advanced licensure programs submitted for SPA review received National Recognition.

In order to achieve national recognition the School of Education carefully aligns the five strand of the conceptual framework to state and national standards, as well as, the Danielson Frameworks for Teaching model for all initial and advanced programs to provide validity for its own programs. Specific assessment identified as signature assessments have also been aligned with these standards to provide the School of Education with the data

necessary to determine if candidates (students) are meeting the unit goals. There are twenty major assessments that are considered undergraduate unit assessments for the School of Education.

Fall 2013 Summative Evaluation	P-4 Early Childhood		Middle Childhood		Physical Education		Music Education		Total	
	n	mean	n	mean	n	mean	n	mean	n	mean
Clinical Internship I Cooperating Teacher Summative Evaluation	20	2.67	3	2.66	3	2.30	4	2.60	30	2.55
Clinical Internship I University Supervisor Summative Evaluation	20	2.44	3	2.36	3	2.47	4	2.09	30	2.34
Clinical Internship II Cooperating Teacher Summative Evaluation	3	2.74	4	3.00	4	2.75	2	2.32	13	2.70
Clinical Internship II University Supervisor Summative Evaluation	3	2.79	4	2.76	4	2.68	2	2.82	13	2.76
Spring 2014 Summative Evaluation	P-4 Early Childhood		Middle Childhood		Physical Education		Music Education		Total	
	n	mean	n	mean	n	mean	n	mean	n	mean
Clinical Internship I Cooperating Teacher Summative Evaluation	4	2.26	2	2.77	3	2.47	2	2.66	11	2.54
Clinical Internship I University Supervisor Summative Evaluation	4	2.07	2	1.77	3	2.22	2	2.14	11	2.05
Clinical Internship II Cooperating Teacher Summative Evaluation	20	2.87	3	2.88	3	2.80	4	2.82	30	2.84
Clinical Internship II University Supervisor Summative Evaluation	20	2.81	3	2.95	3	2.80	4	2.52	30	2.77
Fall 2014 Summative Evaluation	P-4 Early Childhood		Middle Childhood		Physical Education		Music Education		Total	
	n	mean	n	mean	n	mean	n	mean	n	mean
Clinical Internship I Cooperating Teacher Summative Evaluation	19	2.54	2	2.55	3	2.50	1	2.50	25	2.53
Clinical Internship I University Supervisor Summative Evaluation	19	2.35	2	1.95	3	2.50	1	2.09	25	2.33
Clinical Internship II Cooperating Teacher Summative Evaluation	4	2.89	2	2.98	3	3.00	2	3.00	11	2.95
Clinical Internship II University Supervisor Summative Evaluation	4	2.80	2	3.00	3	2.79	2	2.95	11	2.85
Spring 2015 Summative Evaluation	P-4 Early Childhood		Middle Childhood		Physical Education		Music Education		Total	
	n	mean	n	mean	n	mean	n	mean	n	mean
Clinical Internship I Cooperating Teacher Summative Evaluation	8	2.64	1	2.68	0	0	1	2.41	10	2.62
Clinical Internship I University Supervisor Summative Evaluation	8	2.51	1	2.59	0	0	1	1.91	10	2.45
Clinical Internship II Cooperating Teacher Summative Evaluation	19	2.90	2	2.93	3	3.00	1	2.73	25	2.91
Clinical Internship II University Supervisor Summative Evaluation	19	2.88	2	3.00	3	2.79	1	2.68	25	2.89

The data above are based on an unacceptable (1), acceptable (2), or target (3) scale. Target level is more difficult to achieve and is primarily reached after extensive experience. The data above are color coded to indicate the same group of candidates that were in internship I and in internship II. Based on a two tailed t-test with a 95% confidence interval and a P value of .0099, there is a statistically significant difference from internship I scores and internship II scores. This is a strong indication of growth in the candidates (students) from one internship to another. It is through the alignment of the conceptual framework to the state and national standards that the School of Education can state with confidence that candidates (students) that score at the target or acceptable level on state and national standards have also met the unit goals for student learning outcomes. The School of Education is confident that candidates (students) in all programs are performing at a level that indicates they are meeting the units learning outcome goals.

The data below were collected from the teacher work sample portfolio. All undergraduate candidates (students) must complete a teacher work sample portfolio during internship II.

Fall 2013 Teacher Work Sample Portfolio	P-4 Early Childhood		Middle Childhood		Physical Education		Music Education		Total	
	n	mean	n	mean	n	mean	n	mean	n	mean
Portfolio Task 1: Context for Learning	3	4.00	4	4.00	4	4.00	2	4.00	13	4.00
Portfolio Task 2 Planning Instruction and Assessment	3	3.78	4	4.00	4	4.00	2	3.00	13	3.87
Portfolio Task 3: Instructing Students and Supporting Learning	3	3.83	4	3.90	4	3.63	2	3.50	13	3.77
Portfolio Task 4 Assessing Student Learning	3	3.67	4	3.80	4	3.50	2	3.00	13	3.62
Portfolio Task 5: Reflecting on Teaching and Learning	3	4.00	4	4.00	4	3.75	2	4.00	13	3.92
Spring 2014 Teacher Work Sample Portfolio	P-4 Early Childhood		Middle Childhood		Physical Education		Music Education		Total	
	n	mean	n	mean	n	mean	N	mean	n	mean
Portfolio Task 1: Context for Learning	20	3.86	3	3.80	3	4.00	4	4.00	30	3.89
Portfolio Task 2 Planning Instruction and Assessment	20	3.92	3	3.60	3	3.75	4	3.87	30	3.85
Portfolio Task 3: Instructing Students and Supporting Learning	20	3.91	3	3.60	3	3.63	4	3.90	30	3.83
Portfolio Task 4 Assessing Student Learning	20	3.64	3	4.47	3	3.00	4	3.47	30	3.52
Portfolio Task 5: Reflecting on Teaching and Learning	20	3.78	3	3.40	3	3.50	4	3.40	30	3.65
Fall 2014 Teacher Work Sample Portfolio	P-4 Early Childhood		Middle Childhood		Physical Education		Music Education		Total	
	n	mean	n	mean	n	mean	n	mean	n	mean
Portfolio Task 1: Context for Learning	4	4.00	2	4.00	3	3.67	2	4.00	11	3.90
Portfolio Task 2 Planning Instruction and Assessment	4	4.00	2	4.00	3	3.89	2	3.67	11	3.93
Portfolio Task 3: Instructing Students and Supporting Learning	4	4.00	2	4.00	3	3.83	2	4.00	11	3.95
Portfolio Task 4 Assessing Student Learning	4	3.50	2	3.50	3	3.22	2	3.33	11	3.40
Portfolio Task 5: Reflecting on Teaching and Learning	4	4.00	2	4.00	3	4.00	2	4.00	11	4.00

The data above are based on an unacceptable (1), needs improvement (2), acceptable (3), or target (4) scale. Based on a One-way ANOVA F=2.22 and F Crit =3.24 the determination was made that there were no statistically significant differences between the different programs. This would indicate that the candidates in all programs are performing at similar levels. With a scoring range from 3-4 statistically all candidates are acceptable or target on the assessment. It is through the alignment of the conceptual framework to the state and national standards that the School of Education can state with confidence that candidates (students) that score at the target or acceptable level on state and national standards have also met the unit goals for student learning outcomes. The School of Education is confident that candidates (students) in all programs are performing at a level that indicates they are meeting the units learning outcome goals.

The data below are generated from the Praxis Core Academic Skills assessments required for admission to teacher education. Based on the data candidates (students) seem to be struggling with the assessments, specifically the math portion of the exam. The percent passing did increase from 2013-2014 to 2014-2015.

Test Name	Passing Score	Testing Year	Mean Score	% Passing
Core Academic Skills for Ed: Math (5732/0732)	150	2013-2014	148.05	43.75
	150	2014-2015	150.60	52.63
Core Academic Skills for Ed: Reading (5712/0712)	156	2013-2014	171.91	81.03
	156	2014-2015	173.48	82.61
Core Academic Skills for Ed: Writing (5722/0722)	162	2013-2014	160.71	58.68
	162	2014-2015	162.47	53.27

Candidates (students) at the graduate level are scored based on the Specialty Professional Association (SPA) standards. The following information is based on the SPA requirements.

Master of Education in Educational Leadership program was designed to meet all of the ELCC standards. Each of the six assessments were developed to insure that the standards were being addressed and to demonstrate how well the candidates were meeting those standards. Candidates demonstrate expert knowledge of educational leadership through the Educational Leadership Constituent Consortium (ELCC) approved key assessments. All candidates scored acceptable or target on key assessments requiring candidates to demonstrate knowledge of educational leadership through inquiry, critical analysis, and synthesis of the subject. Candidates in the Educational Leadership program are required to pass the required state licensure examination prior to completion of their degree. The 2011-2014 data indicate 100% of all program completers passed the School Leadership Licensure Assessment (SLLA) required for licensure.

The data below are based on an unacceptable (1), acceptable (2), or target (3) scale. Target level is more difficult to achieve and is primarily reached after extensive experience.

Fall 2013 Teacher Work Sample Portfolio	Fall 2013		Spring 2014		Fall 2014		Spring 2015		Total	
	n	mean	n	mean	n	mean	n	mean	n	mean
Standard 1: Shared School Vision	3	3.00	4	3.00	18	2.89	7	2.86	32	2.81
Standard 2: Sustaining a School Culture and Instructional Program	3	3.00	4	3.00	18	2.83	7	2.71	32	2.84
Standard 3: School Management and Operational Systems	8	2.88	4	3.00	10	2.70	7	2.86	29	2.83
Standard 4: Promoting the Success of Every Student	8	3.00	4	3.00	10	2.60	7	2.71	29	2.79
Standard 5: Academic and Social Success	8	3.00	4	3.00	8	2.88	7	2.71	27	2.88
Standard 6: Adapting School-Based Leadership Strategies	8	3.00	4	2.75	10	2.80	7	2.71	29	2.79

Based on a One-way ANOVA F=10.01 and F Crit =3.09 the determination was made that there was a statistically significant difference between the semesters. This would indicate that the candidates preformed at varying levels on the standards. With a scoring range from 2.60-3.00 statistically all candidates are acceptable or target on the assessment. It is through the alignment of the conceptual framework to the state and national standards that the School of Education can state with confidence that candidates (students) that score at the target or acceptable level on state and national standards have also met the unit goals for student learning outcomes. The School of Education is confident that candidates (students) in all programs are performing at a level that indicates they are meeting the units learning outcome goals.

4. Based on your analysis of student learning data in Question 3, include an explanation of what seems to be improving student learning and what should be revised.

Each year the faculty review the data to determine the areas that need to be addressed. Through this review the faculty determined that candidates (students) demonstrate a thorough understanding of the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards through various SPA and ADE approved key assessments. The data indicate 100% of all program completers scored acceptable to target on all key assessments used to measure student learning outcomes. The data confirm candidates (students) have an in-depth understanding of the content that they plan to teach and can differentiate instruction so that all students learn. Additionally, the data verify candidates demonstrate the ability to present content to the students in challenging, clear, and compelling ways for appropriately using technology.

Review of additional Praxis Core Academic Skills assessment data provided the faculty with clear result that indicated candidates (students) needed additional preparation in these areas. Based on the data the faculty recommended the development of two new courses designed to provide additional preparation for the Praxis Core Academic Skills assessments. Additionally, the faculty recommended adding a pre-requisite of a 19 on the ACT in the areas of mathematics and English or the completion of a Praxis Core seminar for math and reading/writing to EDUC 3583 Assessment Techniques, EDUC 3573 Classroom Management, READ 2023 Introduction to Teaching Reading, and SPED 2213 Characteristics of Exceptional Learning Needs. These modifications were sent through C&S in the spring of 2015 and became effective in the summer of 2015.

The School of Education faculty will continue to meet and review the data to determine areas that need to be addressed. During those meetings curriculum alignment and review will continue.

5. Other than course level/grades, describe/analyze other data and other sources of data whose results assist your unit to improve student learning.

The School of Education uses multiple strategies and assessments to measure the effectiveness of the unit program quality. These include the analysis of demographic data to ensure that signature assessments are fair, consistent, accurate, and free from bias, the quality of faculty lectures and presentations; the quality and availability of advisors; the quality of assessments; and the variety, quality, and supervision of field and internship experiences. They are assessed using disaggregated data from items included in candidate (student) internship surveys, graduate surveys, and employer surveys. Additionally, all candidates (students) are scored using the School of Education disposition rubric that reflects their ability to work with students, families, colleagues, and communities. The disposition rubric is designed around the five strands of the Conceptual Framework, which are directly correlated with the student learning outcomes. Candidates are required to score acceptable or above on all parts of the disposition rubric by the end of Internship II.

Average Disposition Score

	Average Score Out of 5
2012-2013	4.03
2013-2014	4.12
2015-2015	4.14
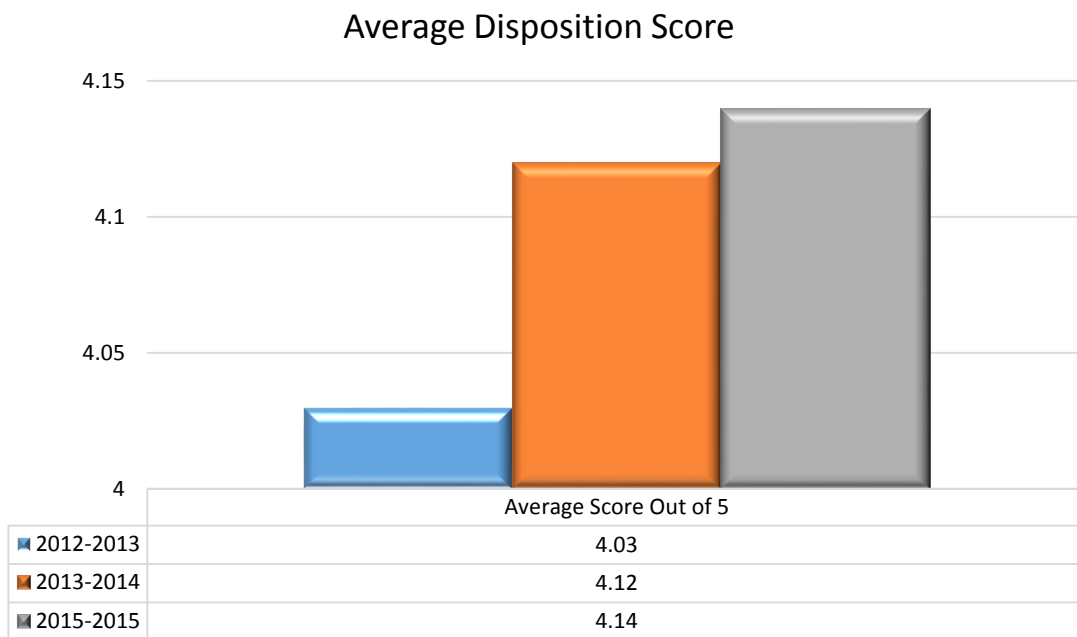
The internship survey is administered at the end on internship II. The survey is anonymous to allow candidates provide information that is free from the possibility of retribution.

Candidate (student) responses for the 2012-2013 academic year indicated that 50% strongly agreed, 25% moderately agreed, 13% agreed, less than 1% disagreed, 3% moderately disagreed, 9% strongly disagreed that the teacher education program helped them to develop the knowledge and skills they needed to be effective teachers. The School of Education

reviewed the data for the 2012-2013 academic year and based on positive comments on the survey provided by candidates (students) the data may have been skewed. During the 2013-2014 academic year candidate (student) responses indicated that 58% strongly agreed, 16% moderately agreed, 21% agreed, and 5% disagree that the teacher education program helped them to develop the knowledge and skills they needed to be effective teachers. The 2014-2015 data indicated 68% strongly agreed, 21% moderately agreed, 11% agreed, less than 1% disagreed, 0% moderately disagreed, 0% strongly disagreed that the teacher education program helped them to develop the knowledge and skills they needed to be effective teachers.

The School of Education faculty realized that 1% of the candidates (students) over the last two years indicated that they disagreed that the teacher education program helped them to develop the knowledge and skills they needed to be effective teachers. Areas that candidates (students) indicated lower agreement included use of technology in planning and delivery, and analysis of learning and instruction. This is an area that the faculty had decided to focus on in the coming year. The faculty understand they need to be more proficient in this area if the candidates (students) are going to become more proficient.

Clinical Intern Post-Internship Survey Results																					
The Teacher Education Program has helped me develop the knowledge and skills to:	Strongly Disagree			Moderately Disagree			Disagree			Agree			Moderately Agree			Strongly Agree			Total # Responses		
	12-13	13-14	14-15	12-13	13-14	14-14	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Understand the central concepts and processes of inquiry of the subject matter I teach.	4	0	0	0	0	0	0	2	0	4	7	1	9	5	7	16	16	16	**33**	30	24
Create learning experiences that make subject matter meaningful to students.	3	0	0	1	0	0	0	2	0	4	7	2	7	3	5	18	18	17	**33**	**30**	24
Use alternative theoretical perspectives and research to guide instructional decision making and reflection on practice.	2	0	0	2	0	0	0	1	1	4	5	1	8	7	6	17	17	16	**33**	**30**	24
Use knowledge about individual differences to plan, deliver, and analyze instruction.	3	0	0	1	0	0	0	1	0	4	5	4	9	7	3	15	17	17	**33**	**30**	24
Plan meaningful learning experiences that promote	3	0	0	1	1	0	0	1	1	4	4	3	9	5	3	16	19	17	**33**	**30**	24

student achievement and engagement in learning.																					
Use a variety of instructional strategies to promote student achievement and engagement in learning.	3	0	0	1	0	0	0	2	0	3	7	4	7	4	3	18	17	17	**33**	**30**	24
Use a variety of formal and informal assessments to evaluate classroom learning and teaching.	3	0	0	1	0	0	0	2	0	5	7	4	9	4	3	15	17	17	**33**	**30**	24
Create and maintain a safe and productive learning environment.	3	0	0	1	0	0	0	1	0	4	5	1	9	3	7	16	21	16	**33**	**30**	24
Use technology in planning, delivery, and analysis of learning and instruction.	3	1	0	1	0	0	0	1	0	5	7	2	7	5	6	17	16	16	**33**	**30**	24
Support and expand student literacy skills.	3	1	0	1	0	0	0	1	0	5	6	2	8	5	6	16	17	15	**33**	**30**	24
Model effective communication.	3	1	0	0	0	0	1	1	0	4	7	3	8	5	4	17	16	17	**33**	**30**	24
Foster relationships with the home, school, and community to support student learning and well-being.	3	0	0	1	1	0	0	1	0	4	6	5	8	5	4	16	17	15	**33**	**30**	24
Display beliefs, values, and behaviors that guide the ethical dimensions of professional practice.	3	0	0	0	0	0	1	0	0	4	7	2	8	4	4	17	19	18	**33**	**30**	24
	39	**3**	**0**	**11**	**2**	**0**	**2**	**17**	**2**	**54**	**80**	**34**	**106**	**62**	**61**	**214**	**227**	**214**	**429**	**390**	**312**

Candidate (student) responses for the 2012-2013 academic year indicated that 51% strongly agreed, 25% moderately agreed, 13% agreed, 2% moderately disagreed, 9% strongly disagreed that the teacher education program provided with candidates with a variety of field experiences, that they would recommend UAMs education program to someone else, and that the instructors taught them to think critically. During the 2013-2014 academic year candidate (student) responses indicated that 61% strongly agreed, 17% moderately agreed, 18% agreed, and 4% disagreed that the teacher education program provided with candidates with a variety of field experiences, that they would recommend UAMs education program to someone else, and that the instructors taught them to think critically. Candidate (student) responses for the 2014-2015 academic year indicated that 70% strongly agreed, 20% moderately agreed, 10% agreed, and less than 1% disagreed that the teacher education program provided with candidates with a variety of field experiences, that they would recommend UAMs education program to someone else, and that the instructors taught them to think critically.

The School of Education faculty realized that 1% of the candidates (students) over the last two years indicated that they disagreed the teacher education program provided with candidates with a variety of field experiences, that they would recommend UAMs education program to someone else, and that the instructors taught them to think critically. Areas that candidates (students) indicated lower agreement included helping candidates (students) develop as professionals. This is an area that the faculty had decided to focus on in the coming year.

Indicate how much you agree with each statement	Strongly Disagree			Moderately Disagree			Disagree			Agree			Moderately Agree			Strongly Agree			Total # Responses		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
I was involved in a variety of learning experiences in my classes.	3	0	0	1	0	0	0	0	0	5	7	1	10	4	6	14	19	17	**33**	**30**	24
My field experiences helped me relate principles and theory to teaching practices.	3	0	0	1	0	0	0	1	1	4	5	1	7	7	4	18	17	17	**33**	**30**	24
The Teacher Education Program at UAM helped me develop as a professional.	3	0	0	1	1	0	0	1	0	4	4	1	8	7	5	17	17	17	**33**	**30**	24
If someone asked me whether he or she should enroll in the Teacher Education program at UAM, I would say yes.	3	1	0	1	0	0	0	1	0	5	5	3	8	5	3	16	18	18	**33**	**30**	24

	Poor			Fair			Average			Above Average			Good			Excellent			Total # Responses		
Issues of exceptionality and cultural diversity as they relate to teaching and learning were covered in my classes.	3	0	0	1	0	0	0	1	0	4	5	4	7	4	5	18	20	15	**33**	**30**	24
My instructors in the Teacher Education Program encouraged me to think critically and self-reflect.	3	0	0	1	0	0	0	0	0	3	5	4	9	5	3	17	19	07	**33**	**30**	24
As a result of the Teacher Education Program, I have developed confidence in my abilities as a teacher.	3	1	0	1	0	0	0	0	0	2	7	3	9	4	6	17	18	15	**33**	**30**	24
	21	**2**	**0**	**7**	**1**	**0**	**0**	**4**	**1**	**27**	**38**	**17**	**58**	**36**	**32**	**117**	**128**	**116**	**231**	**210**	168

Candidate (student) responses for the 2012-2013 academic year indicated that indicated that 50% rated the courses in the teacher education program as excellent, 25% rated the courses good, 15% rated the courses above average, 10% rated the courses as average, 2% rated the courses as fair, and 2% rated the courses as poor. During the 2013-2014 academic year candidate (student) responses indicated that 55% rated the courses in the teacher education program as excellent, 23% rated the courses good, 5% rated the courses above average, 11% rated the courses as average, 5% rated the courses as fair, and 2% rated the courses as poor. Candidate (student) responses for the 2014-2015 academic year indicated that indicated that 52% rated the courses in the teacher education program as excellent, 37% rated the courses good, 7% rated the courses above average, 4% rated the courses as average, 0% rated the courses as fair, and 0% rated the courses as poor.

The School of Education faculty realized that 1% of the candidates (students) over the last two years indicated that the School of Education was poor in the categories of academic advising. This is an area that the faculty had decided to focus on in the coming year. The faculty understand they need to be more proficient in this area and be more available for candidates.

Please rate the following aspects of the courses you completed as part of the Teacher Education Program.	Poor			Fair			Average			Above Average			Good			Excellent			Total # Responses		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Quality of lectures and other presentations given by faculty (e.g., clarity, relevance, organization).	0	0	0	0	2	0	3	5	3	3	0	0	10	8	13	16	15	8	**33**	**30**	24

Availability of your advisor.	2	0	0	2	1	0	5	3	1	3	2	1	6	6	6	16	18	16	**33**	**30**	24
Quality of academic and personal advising.	2	0	0	2	2	0	4	2	1	5	2	2	5	5	8	17	19	13	**33**	**30**	24
Quality of assessments of your work (e.g., fair, relevant, informative).	0	1	0	0	2	0	4	3	1	5	2	3	11	8	11	13	13	9	**33**	**30**	24
Professional quality of faculty.	0	0	0	0	0	0	0	4	0	8	2	2	5	7	6	20	16	16	**33**	**30**	24
	4	**1**	**0**	**4**	**7**	**0**	**16**	**17**	**7**	**24**	**8**	**8**	**37**	**34**	**44**	**82**	**81**	**62**	**165**	**150**	**120**

The data derived from this survey was used to determine if there were any changes needed in the courses, field experiences, or pedagogy being taught in the program. Based on the data presented the faculty are confident that any changes made in the assessment and instruction from earlier data presented will positively impact the data from the survey in the future.

The School of Education has implemented several efforts to ensure professional community involvement and to maintain fairness and freedom from bias in its assessments. The School of Education solicits formal review and feedback from its Teacher Education Committee, which includes both university and P-12 representation, during the annual Stakeholders Meeting each spring, and through graduate surveys and principal surveys.

The principal survey is aligned to the conceptual framework and to the SLOs for the unit. This alignment will provide data that will assist the School of Education in assessing candidates (students) that have graduated and are currently teaching. The data below indicate that employers believe that candidates (students) that complete the UAM education program are on average satisfactorily to strongly prepared for the position for which they were hired.

Employer/Principal Survey How well are UAM graduates prepared to:	2011-2012 Rating Average out of 5.0 45% Rate of	2012-2013 Rating Average out of 5.0 52% Rate of	2013-2014 Rating Average out of 5.0 39% Rate of	2014-2015 Rating Average out of 5.0 54% Rate of
Monitoring students' progress using strategies that are appropriate to learning outcomes.	3.71	3.80	3.88	3.76
Interpreting data from standardized assessments.	3.52	3.58	3.73	3.54
Employing a cycle of planning, implementing and evaluating instruction.	3.57	3.60	3.54	3.70
Providing constructive feedback on students' individual work and behavior.	3.71	3.70	3.31	3.33

Analyzing the effects of your teaching on the learning environment and student outcomes.	3.67	3.65	3.42	3.61
Engaging in self- improvement and professional development activities.	3.90	4.00	3.54	3.50
Using a variety of strategies to engage students in critical thinking.	3.52	3.61	3.23	3.50
Engaging students in learning activities and projects that require them to demonstrate problem-solving skills.	3.52	3.53	3.50	3.43
Analyzing students' learning needs to accommodate linguistic and cultural differences.	3.33	3.41	3.00	3.41
Encouraging the exploration of diverse points of view.	3.43	3.50	3.50	3.67
Following the Code of Ethics and Principles of Professional Conduct for educators.	4.05	4.50	4.77	4.50
Modifying instructional plans based on assessment of student outcomes.	3.67	3.67	3.58	3.76
Working collaboratively with parents and families to meet students' needs.	3.81	3.90	4.08	3.90
Working with other faculty and school administrators to improve the educational experiences of students.	4.00	3.98	4.08	4.00
Maintaining an orderly and disciplined classroom conducive to student learning.	3.76	3.88	3.42	3.88
Using technology as a resource to enhance student learning.	4.10	4.50	4.00	4.00
Using technology for personal and teacher productivity.	4.00	4.10	3.92	4.00
Using technology to engage students in authentic, complex tasks.	3.76	3.88	3.50	3.42

The Arkansas Department of Education has implemented a process for guaranteeing a 100% rate of return on completer (graduate) surveys. The department now has individuals complete the survey as a part of their mentoring process in the public schools. The date reported by the School of Education from this point forward on completer (graduate) surveys will be generated by the department; however, the analysis of the data will be conducted by the School of Education.

The data below indicate that candidates (students) that complete the UAM education program believe they are on average well prepared for the position for which they were trained. Compared to state averages UAM candidates (students) are as prepared as other candidates (students) in other universities in the state. The School of Education has noted four areas of concern that will need to be monitored to determine if changes need to be made to the curriculum. Those areas include, managing student behavior, communicating with families, extent that your instructors modeled best teaching practices and use of technology, and availability of resources

to support instruction and research. Even though UAM not performing poorly in these areas the School of Education is determined to not have scores below the state in any area in the future.

Instructions were as follows: "Please choose the number that most accurately reflects your level of preparation for each of the statement topics."		
SCALE: **1.** Not at all prepared **2.** Inadequately prepared **3.** Adequately prepared **4.** Well prepared **5.** Very well prepared		
Novice Teacher Survey Results	**UAM scores (n=89)**	**State Scores (n=1,245)**
Knowledge of learner development	4.13	4.14
Content knowledge preparation	4.18	4.18
Lesson planning skills	4.13	4.16
Instructional strategies and skills	4.21	4.16
Use of instructional technology	4.16	3.99
Consideration of diversity among your students	4.24	4.20
Establishing a culture for learning	4.22	4.24
Creating an effective learning environment (classroom management)	4.00	4.06
Managing student behavior	3.83	3.85
Assessment of student learning	4.10	4.03
Communicating with families	3.97	3.87
Leadership, collaboration and professional growth	4.07	4.12
Extent that your instructors modeled best teaching practices and use of technology	3.98	4.03
Availability of resources to support instruction and research	3.96	4.09
Quality of student teaching experience	4.01	4.16
Avg. of all 15 items	4.08	4.09

Source: ADE Novice Teacher Surveys – May 2014

6. As a result of the review of your student learning data in previous questions, explain what efforts your unit will make to improve student learning over the next assessment period. Be specific indicating when, how often, how much, and by whom these improvements will take place.

The School of Education unit assessment system is designed for the collection, analysis, summarization and use of data for unit, initial and advanced program improvements. The electronic system is supported by Chalk and Wire, which is an ePortfolio, assessment, and data analysis tool. The system is comprehensive and houses data from all unit programs, unit assessments and surveys which are aligned with national, state and professional standards. The assessment system was developed through collaborative efforts of teacher education faculty, candidates (students), public school educators, and other stakeholders.

The assessment system of the professional education program is focused on candidate outcomes rather than program inputs. This focus resulted in the development of a greater emphasis on performance assessments to evaluate candidate performance as they matriculate through the transition points in the initial and advanced programs. Data on candidate performance from both internal and external assessment sources are used to evaluate and improve unit and program effectiveness, as well as the programs' graduates.

The assessment process involves the collection, aggregation, and analysis of data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates (students), the unit, and its programs. The assessment system is cyclical, in nature, starting and ending with the Conceptual Framework.

The assessment system evaluates how well the unit and the initial and advanced programs integrate the strands of the Conceptual Framework into the curriculum and aligns the candidate proficiencies with unit and program standards. Signature assessments, disposition rubrics, Praxis scores, and the Teacher Candidate Rating Instrument (TCRI) yield data to evaluate candidate performance as well as program and unit effectiveness. Program and unit data are aggregated, analyzed, and reviewed by the Curriculum and Assessment Committee, program faculty, Teacher Education Committee, and other stakeholders to make program and unit decisions. The continuous review of program and unit data enables the School of Education to ensure the alignment of programs to the Conceptual Framework, to state and national standards and to identify possible unit and program improvement needs. The data also provide multiple evidences at various transition points to monitor candidate performance and to ensure candidates (students) are prepared to positively impact student learning.

The reliability and validity of data are critically important in the planning and assessment of unit and program outcomes. The assessment system was developed to ensure the data are fair, consistent, accurate, and void of bias through triangulation and cross-analysis of data for each candidate and program. Multiple and varied assessments are administered throughout all programs to minimize bias for diverse populations. In addition, programs at the initial and advanced levels use standardized, commercially produced examinations such as Praxis exams and the School Leadership Licensure Assessment as part of its assessment measures. Program faculty members assist in the development of program signature assessments, and scoring rubrics which are reviewed periodically by faculty committees to ensure understanding, fairness, validity, and reliability. All assessment tools are developed in alignment with national standards. The unit also utilizes multiple measures which are administered at various points throughout the programs of study. The measures include standardized tests, course-imbedded assessments, field-experience measures, and surveys and rubrics that are completed by faculty, initial and advanced candidates (students), university supervisors, graduates, cooperating teachers and public school administrators. Gathering data from multiple evaluators and cross-referencing the data from one assessment to another allows for triangulation to ensure validity.

Program faculty continuously review the curriculum to ensure candidates (students) are provided opportunities to learn, practice, and demonstrate their knowledge in each of the five strands of the Conceptual Framework and that the curriculum is aligned with standards and assessments. Faculty constructed state approved curriculum/standards matrices, as part of state program review. The matrices indicate where in the curriculum candidates (students) have

opportunities to learn and practice what is specified in the standards. In addition, candidates (students) are provided information on how the rubrics are used to score the assessments and how the rubrics and assessments are used to measure candidate performance.

The unit utilizes multiple strategies and various assessments to measure the effectiveness of the unit operations and quality of the programs. Specific questions are embedded in the Pre/Post Internship Surveys that allow candidates (students) to rate faculty and the courses in the teacher education program. Candidates (students) are given the opportunity to provide feedback on field and internship experiences by answering questions on the Pre/Post Internship Surveys. Candidates (students) complete evaluations of the faculty using the university student evaluation each semester. Candidates (students) can also provide both positive and negative feedback through the grievance procedure described in the syllabi, handbooks, and on the SOE Website. The cooperating teachers are asked to complete an evaluation of the clinical internship each semester. The evaluation allows cooperating teachers to rate the unit on the effectiveness and organization of the internship process.

The unit strategic plan and university annual report are utilized as self-studies and provide an opportunity for the faculty to evaluate the operations of the unit. The strategic plan is reviewed by the faculty each year to determine goals that have been met and goals for the future. The annual report for the university provides a concise overview of various aspects of the unit operations including workloads, internship placements, the number of graduates from the program, and the number of minorities graduating each year.

The system clearly specifies the data to be collected, the frequency of data collection, who is responsible for collecting the data, and who is responsible for analyzing and evaluating data and monitoring its use to support candidate learning and effective program and unit operations and quality.

Various data are housed in the university registrar's off and in the SOE Chalk and Wire system. General data such as grades are maintained by the registrar. Unit and program data are housed in the Chalk and Wire system. The collection and analysis of unit and program data is the responsibility of the unit Assessment Coordinator. Data reports are reviewed by the Teacher Education Committee, the Assessment and Curriculum Committee, comprised of arts/sciences representatives, the unit/program faculty, public school partners, teacher candidates (students), and with participants at the stakeholders' meetings. Data are generated as candidate grades are entered into the Weevilnet system. Data, such as admission dates, completion dates, licensure applications, are entered into the university and unit databases by university and unit staff. Test data, such as ETS reported Praxis I and II scores are accessed and analyzed using the ETS Data Manager. Data intern performance are reported by university supervisors and cooperating teachers using the TCRI scoring rubric and placed in Chalk and Wire. Each initial and advanced program has six to eight program-specific key performance-based assessments that yield data specific to candidate performance as it relates to program and unit standards.

The School of Education Candidate Grievance Procedure is made to candidates (students) in the Teacher Education Handbook, on the School of Education website and is referenced in the syllabi. The procedure states that a candidate should first discuss course concerns and complaints with the faculty member responsible for the course in which the complaint lies. If a complaint is not satisfactorily resolved, the candidate may present the matter in writing to the Dean of the

School of Education. If the issue remains unresolved, the candidate may appeal to the Teacher Education Committee.

The Curriculum and Assessment Committee and the Teacher Education Committee regularly review data results to determine strengths and areas for improvement in the unit, initial and advanced programs, and initial and advanced candidate performance. Results of key assessments are shared with candidates (students) throughout the program. In addition to feedback from faculty, candidates (students) compare their scores to the indicators on the scoring guide or rubric to evaluate how they might improve based upon the indicator criteria. Faculty advisors, individual faculty, program coordinators, university supervisors, and the partnership coordinator share performance data with candidates (students) to identify areas for improvement and to identify strengths. Results of disposition and diversity rubrics are also shared with candidates (students) and recommendations for improvement are made, if needed. Data are shared in faculty meetings to identify possible areas of concern or inconsistencies in scoring of key assessments as well as diversity and disposition rubrics. Faculty evaluations include a self-evaluation, peer evaluations, classroom observations and the dean's analysis of how well faculty perform in the five strands of the unit conceptual framework. Faculty are encouraged to use the data to identify instructional strengths and areas for improvement in their teaching as well as areas for professional development needs. Faculty are provided with a rich array of professional development activities that are linked to indicators of effective practice including the five strands of the unit conceptual framework.

See Attachment A for the detailed description of responsibilities and data collection.

7. What new tactics to improve student learning has your unit considered, experimented with, researched, reviewed or put into practice over the past year?

The faculty observed that candidates (students) were struggling with the content in READ 2023 Introduction to Reading. Based on this observation pre-requisites of Composition I and Composition II were add to the course. Pre-requisites were added to EDUC 3583 Assessment Techniques and EDUC 3573 Classroom Management that included lower level education courses. The pre-requisites were put into effect to allow candidates (students) more time to develop background knowledge which will make them more successful in the courses. Scores on the Praxis II: Principals of Learning and Teaching exam were lower than the School of Education expected; therefore, the faculty modified the Effective Instructional Strategies course again. A new book was added, and more strategies were added. An alignment of the Robert Marzano's strategies and general strategies was developed to provide candidates with a wide range of instructional strategies. Robert Marzano is considered to be the leading researcher in educational instructional strategies. His instructional strategies are used in all of the School of Education partnership districts.

Review of additional Praxis Core Academic Skills assessment data provided the faculty with clear result that indicated candidates (students) needed additional preparation in these areas. Based on the data the faculty recommended the development of two new courses designed to provide additional preparation for the Praxis Core Academic Skills assessments. Additionally, the faculty recommended adding a pre-requisite of a 19 on the ACT in the areas of mathematics

and English or the completion of a Praxis Core seminar for math and reading/writing to EDUC 3583 Assessment Techniques, EDUC 3573 Classroom Management, READ 2023 Introduction to Teaching Reading, and SPED 2213 Characteristics of Exceptional Learning Needs. These modifications were sent through C&S in the spring of 2015 and became effective in the summer of 2015.

Based on data collected from the completer (graduate) survey the School of Education has place more emphasis on instructors modeling best practices with the use of technology. The faculty have been encouraged to integrate more hands-on technology into their instruction.

8. How do you ensure shared responsibility for student learning and assessment among students, faculty and other stakeholders?

The School of Education host an annual stakeholders meeting that includes members of the community, principals, superintendents, teachers, faculty from other university units, School of Education faculty, and candidates (students). During this meeting, stakeholders are presented with information regarding new School of Education programs, new rules and regulations governing teacher preparation, NCATE updates, and curriculum changes within School of Education programs. Stakeholders have an opportunity to participate in round table discussions and voice concerns about past and future events.

Candidates (students) serve as members of the Teacher Education Committee and serve on the UAM Graduate Council as voting members. Both of these allow candidates (students) to have input on a number of matters dealing with program decisions as well as candidate (student) matters.

The School of Education has a candidate (student) comments and concerns form available online for students to communicate directly with the dean any issues or concerns that they may have. The dean responds to all candidate (student) concerns and the response is documented and placed in the NCATE files with the name of the candidate (student) removed for privacy.

A candidate having a complaint in regard to the School of Education programs of study or coursework should discuss the concern with their advisor or the faculty member responsible for the course in which the complaint lies. If a complaint is not satisfactorily resolved, the candidate may present their complaint to the Dean of the School of Education using the form on the School of Education homepage

Concerns in regard to School of Education programs should first be presented the program coordinator for the major area of concern. Candidates may present unresolved issues in writing to the Dean of the School of Education. If the issue remains unresolved, the candidate may appeal to the School of Education Teacher Education Committee.

Complaints involving the Dean of the School of Education should be directed to the Provost. The candidates may ultimately appeal all concerns about current programs to the Provost and then to the Chancellor after the above steps have been taken.

Procedure for Academic/Course Concerns:
1. A candidate should schedule an appointment with the instructor/professor. At this meeting the presentation of the complaint and all discussion will be entirely informal. The instructor/professor will attempt to resolve the complaint. Where his or her complaint is not satisfactorily resolved, a candidate has the right to submit a written formal complaint to the Dean of the School of Education. When a candidate presents a complaint in writing, the Dean of the School of Education will conduct an investigation and issue a written decision.

2. The candidate or the person(s) involved in the complaint may appeal the decision issued by the Dean of the School of Education by forwarding his or her complaint in writing to the School of Education Teacher Education Committee. Upon receipt of a complaint, the School of Education Teacher Education Committee will, at its regularly scheduled meeting, investigate the matter and issue a decision. The decision of the School of Education Teacher Education Committee will be made to the candidate and the person(s) involved in the grievance. If the decision of the School of Education Teacher Education Committee is not satisfactory to the candidate, he/she may appeal the decision to the Provost and then to the Chancellor.

Procedure for Program Concerns:
1. A candidate should schedule an appointment with the Program Coordinator with supervisory responsibility for the area where the complaint lies. At this meeting the presentation of the complaint and all discussion will be entirely informal. The Program Coordinator will attempt to resolve the complaint. Where his or her complaint is not satisfactorily resolved, the candidate has the right to submit a written complaint it to the Dean of the School of Education. The Dean of the School of Education will conduct an investigation and issue a written decision.

2. The candidate or the person(s) involved in the complaint may appeal the decision issued by the Dean of the School of Education by forwarding his or her complaint in writing to the School of Education Teacher Education Committee. Upon receipt of a complaint, the School of Education Teacher Education Committee will, at its regularly scheduled meeting, investigate the matter and issue a decision. The decision of the School of Education Teacher Education Committee will be made to the candidate and the person(s) involved in the grievance. If the decision of the School of Education Teacher Education Committee is not satisfactory to the candidate, he/she may appeal the decision to the Provost and then to the Chancellor.

9. Describe and provide evidence of efforts your unit is making to recruit/retain/graduate students in your unit/at the University. (A generalized statement such as "we take a personal interest in our students" is <u>not</u> evidence.)

The School of Education continued for the fifth year the Pinning Ceremony for candidates (students) admitted to teacher education.

The School of Education hosted the fourth annual hotdog picnic to help keep candidates (students) actively engaged in campus events. Welcome Back flyers were given to every

candidate (student) taking an education course and candidates (students) were contacted by their advisor personally welcoming them back in the spring. The School of Education believes that events such as these keep candidates (students) in regular contact with faculty outside of regular advising.

Specific activities are listed below.

Date:	Activity:	Number & Medium:
6/9/15	SEABEC Teacher Cadet Recruitment	32 emails sent
5/13/15	Educational Leadership Interview	1, face-to- face
5/12/15	Correspondence to Mat's and Masters"	105 emails, 3 letters
5/11/15	Correspondence to MAT's & Masters'	30 emails, 1 letter
4/21/15	STEM Leadership Day for Girls	104 girls & sponsors
4/6/15-	Needs of Diverse Learners Classes	Approx. 36 SOE
4/24/15	interacting w/AR Baptist Home Children& Vera Lloyd Home's school students for 3 hrs.	students
4/2/15	SOE Hot Dog & Hamburger Picnic, Willard's Lawn. w/ Jazz Band	73 students signed-in, emails sent to registered
4/1/15	UAM Career Day, SOE participated, 10-1:00 p.m.	10 signatures, face-to-face; 10 emails
2/9/15	Weevil Welcome Day, organized SOE's part	4 faculty present
2/6/15	Weevil Welcome Day, organized SOE's part	5 faculty present
2/2/15	Recruitment Letters for UAM Scholarship Awards	23 letters mailed
1/23/15	Recruitment Letters for UAM Scholarship, Awards	27 letters mailed
1/15/15	Spring Applications, 2015, for Math & Science Teachers	4 emails sent
1/15/15	Whiting's H.S. Information Cards for Ed.	3 letters, 7 emails
1/15/15	Undergraduate, Spring Registration	14 emails sent
1/13/15	Whiting's H.S. Information Cards	3 letters, 12 emails
1/13/15	Whiting's H.S. Information Cards	12 emails, 0 letters
1/13/15	Whiting's H.S. Information Cards	46 emails, 16 letters
12/23/14	Gen St., undergraduate applicants	11 letters
12/23/14	PreFreshmen Admt.	18 letters
12/23/14	Education's New Graduate Students for Spr., 2015	5 letters
12/23/14	ADE Fair- Becoming an AR Teacher	15 emails sent
12/23/14	New Ed. St5udents for Spr., 2015	15 letters
12/22/14	New General Studies Students for Spr., 2015	25 letters mailed
12/22/14	Pre-Freshmen for Spr., 2015	4 letters
11/26/14	UAM Scholarship Award Letters, Future Students	19 letters
11/10/14	UAM Scholarship Award Letters, Future Students	20 letters
11/3/14	Advising Request for a Teaching Degree	1 email
10/31/14	H.S. Seniors from Mary Whiting's Visits	93 emails
10/30/14	UAM Scholarship Award Letters, Future Students	8 letters mailed
10/29/14	Degree to Teach H.S. English	1 email

10/7/14	H.S. Seniors from Mary Whiting's Visits	13 emails, 13 letters
9/29/14	Bachelor of General Studies student wants P4-K degree	1 email
9/24/14	Email Reply, "Interested in UAM's SOE"	1 email from him, another from me
9/24/14	Working w/ Dr. King on P.E. student	1 email
9/23/14	Email Reply, "Interested in UAM's SOE"	1 email from him, another from me
9/23/14	Email Reply, "Interested in UAM's SOE"	1 phone call
9/8/14	Transfer Student for Fall 2015, Mary Whiting's notification	1 email
9/6/14	UAM Family Day Tailgating, Games, & free Football Game w/Vera Lloyd Presbyterian Home Services	About 23 children, Dr. Martin, 2 sponsors, Kappa Delta Pi members,

Retention

Date:	Activity:	Number & Medium:
4/28/15	SOE Pinning Ceremony	21 Candidates Inducted
4/24/15	"How to Interview"	Intern II's & KDP
4/2/15	SOE Hot Dog & Hamburger Picnic, Willard's Lawn, w/Jazz Band	
3/19/15	Education Club Mtg., 12:30-1:30 p.m.	
12/22/14	Parent/Family Appreciation Day, 9/6/14	3 emails, 1 letter
12/1/14	Email to Heather Wall on Student's non-attendance	email sent
10/10/14	Prospective Members for KDPi Honor Society	5 emails, 4 letters Mailed
10/3/15	Student Missing Class, call to Heather Wall	1 email
10/3/14	UAM Scholarship Award Letters for adm.'15	18 letters
9/24/14	letter of recommendation for scholarship for a SOE student	email & letter
9/23/14	Email to All UAM SOE Teacher Candidates On Praxis I CORE Workshop w/ Dr. Martin On Oct. 9, 2014, Willard Hall, Rm. 117	UAM Student Net list
7/8/14	Opening classes for fall, 2014, P-4th people	27 emails/ phone calls
7/6/14	Opening classes for fall, 2014, BSTL	13/emails/phone calls

University of Arkansas at Monticello
School of Education
Retention Plan for

UAM School of Education Mission/Vision Statement

The University of Arkansas at Monticello School of Education is committed to the development of highly qualified professional educators who are caring and competent practitioners and who are dedicated to meeting the needs of a changing and diverse society. The UAM School of Education faculty, teacher candidates, and prospective building level administrator candidates serve the communities through active participation in academic studies and field experiences that develop high level competencies in content knowledge, pedagogy, professionalism, and diversity. The UAM School of Education, in close partnership and collaboration with partnering schools and the arts and sciences, is dedicated to providing the highest level of teacher training and excellence in southeast Arkansas.

The UAM School of Education Retention Plan

The UAM School of Education (SOE) plan for retention is guided by the unit Conceptual Framework. The SOE is committed to bridging the gap in supply and demand of high quality teachers in Arkansas schools by aggressively recruiting a diverse population of prospective candidates and offering challenging curricula and programs that will retain students in the SOE.

The UAM School of Education Retention Coordinator will be the facilitator for the implementation of the UAM School of Education's Retention Plan. The goals will be effectively achieved through the following actions.

Action Statement 1: The School of Education (SOE) Faculty will continue to promote retention of the diverse student body by using research-based instructional strategies that require students/teacher candidates to be active participants in learning and positions faculty to be facilitators of learning. (CF: Knowledge, Pedagogy, Technology, Diversity, Professionalism; NCATE Standards 1, 5 & 6)

Objective – Promote the retention of students/teacher candidates by adjusting instructional approaches to meet the diverse learning styles and, therefore, enhancing student/teacher candidate learning. (CF: Knowledge, Pedagogy, Diversity, Professionalism; NCATE Standards 5 & 6)

Strategy	Actions	Who is responsible	Resources	Outcomes	Assessments	Time
Adjust instruction to meet diverse teacher candidates' learning styles	Provide Professional Development to SOE faculty to meet the learning needs of diverse populations and at-risk students.	Teacher Education Coordinator; Faculty	Internet resources, supplemental resources, modeling by instructors	Communication enhanced, instruction improvement, student/teacher understanding, successful completion of courses	Student/teacher candidates' grades; student/teacher candidates' evaluations; data from signature assessments	Ongoing

Objective - The School of Education in partnership with the Educational Renewal Zone will establish a retention advisory committee comprised of all stakeholders to develop and implement creative and innovative practices to promote retention of students/ teacher candidates.

Strategy	Actions	Who is responsible?	Resources	Outcomes	Assessments	Time
Develop & implement creative and innovative practices to promote retention of students/teacher candidates	ERZ and School of Education partner to form committee with stakeholders for retention of teacher candidates	ERZ Director and SOE Recruitment/Retention Committee	Human resources & financial resources	Retention of candidates	Number of Students/teacher candidates in programs increasing	Meetings each semester

Action Statement 2- The SOE Kappa Delta Pi advisor and student members will assist and support the retention and promotion of success in the School of Education (CF: Diversity; Professionalism; NCATE Standard 4)

Objective - Increase the diversity of teacher candidates in the honorary educational society, Kappa Delta Pi by 30%.
(CF: Diversity; Professionalism; NCATE Standard 4)

Strategy	Actions	Who is responsible	Resources	Outcomes	Assessments	Time
KDPi Members assist and support the retention and promotion of success in the School of Education by serving as peer mentors to first and second year, student/teacher candidates.	Begin mentoring student/teacher candidates in pre-admission courses.	Kappa Delta Pi counselor; KDPi members; SOE faculty, student/teacher candidates	Emails, one-on-one communication, "Meet and Greet" after Classes	Increase retention of student/teacher candidates	Numbers of student/teacher candidates retained increases in classes.	Each semester

Action Statement 3- The SOE will implement two new courses to prepare students for the Praxis Core exam, admission to teacher education, and retention in the university. Web-based resources will also be provided to further promote student success on the exam. (CF: Knowledge; Technology, Pedagogy; NCATE Standards 1, 2, and 4)

Objective - Implement Praxis Core Preparation courses that prepare students for Praxis Core exams and for admission to the teacher education Program. (CF: Knowledge; Technology, Pedagogy; NCATE Standards 1, 2, and 4)

Strategy	Actions	Who is responsible	Resources	Outcomes	Assessments	Time
Implement Praxis Core Preparation courses Seek supplement materials to refine & enhance skills to be mastered on Praxis Core	Begin courses in fall 2015 Provide resources to students in Praxis Core preparation courses	Instructors of courses	F2F classroom instruction; Internet	More teacher candidates admitted to SOE teacher education and progressing in programs of study	Data from Praxis Core Exam; Passing rates	Bi-annually

Action Statement 4- The School of Education faculty will improve student/teacher candidate advisement, promote student/teacher candidate engagement in learning, improve faculty/ student/teacher candidate communication/interaction, utilize university support services and, as a result, create student/teacher candidate success. (CF: Diversity; Professionalism; NCATE Standard 4)

Objective - Faculty will better utilize university support services to provide assistance for students.

Strategy	Actions	Who is responsible	Resources	Outcomes	Assessments	Time
Utilize the University Behavioral Intervention Team (UBIT) for at-risk students	Make faculty better aware of resources and ensure understanding of how to make referrals	Faculty Advisors	Academic Affairs	Students receiving necessary interventions	Data on referrals/ outcomes	Ongoing

Objective - The School of Education will improve advising students/teacher candidates by improving the advising skills of faculty and their abilities to analyze and /use advisement reports as a tool to track appropriate students/teacher candidates progress toward graduation. (CF: Professionalism, Diversity; NCATE Standard 5)

Strategy	Actions	Who is responsible?	Resources	Outcomes	Assessments	Time
SOE Faculty will analyze and advise student/teacher candidates with advisement reports to track progress	SOE faculty will analyze students/teacher candidates' advisement reports to track progress	Faculty advisors	Advisement Reports; SOE Faculty, candidates, UAM catalogs, SOE Program Planning Sheets	Progression on degree completion	Graduation rates	Ongoing

Action Statement 5 -The SOE will promote additional opportunities to immerse student/teacher candidates in diverse public school settings to interact with faculty, peers, and public school students and teachers from diverse backgrounds.
(CF: Diversity; NCATE Standards 3, 4, and 5)

Objective - Promote opportunities to immerse teacher candidates in public school settings to interact with faculty, peers, and public school students and teachers from diverse backgrounds, cultures, races and genders, and to better practice their skills.

Strategy	Actions	Who's Responsible	Resources	Outcomes	Assessments	Time
Immerse student/teacher candidates early and often in diverse field and clinical settings.	Students/Teacher Candidates will observe and participate in public school peer & faculty events some of which include parents.	University supervisors, ERZ Partnership Coordinator, and Faculty teaching classes	UAM SOE Faculty, university supervisors, public school students, public school teachers and student/teacher candidates	Student/Teacher candidates' knowledge , pedagogy, & professionalism will grow in ways to promote diversity	TCRI's, log sheets and reflections.	Each semester

Action Statement 6- The unit assessment data will be reviewed at end of the spring semester by the Curriculum/Assessment Committee and Program Committees to determine areas of concern in student/teacher candidate performance and to develop strategies for program improvement as needed.
(CF: Knowledge, Pedagogy, Diversity, and Professionalism, NCATE Standards # 1, #2, #4, #5)

Objective -The unit data will be reviewed annually by the SOE Curriculum and Assessment Committee and Program Committees to determine areas of concern in teacher candidate performance and to develop strategies for program improvement, as needed.

Strategy	Actions	Who is responsible?	Resources	Outcomes	Assessments	Time
SOE Curriculum & Assessment Committee will annually review program data & develop strategies w/ program committees for improvement	Program committees meet annually to review data to determine if changes need to be made.	Curriculum & Assessment Committee, Program Committee, & Assessment Coordinator	SOE Faculty, Data System, Committees	Student/Teacher Candidates' continuous improvements	Signature Assessments, Dispositions, Praxis exams	On-going & bi-annually reviewed

Action Statement 7- The School of Education will continue the SOE Pinning Ceremony and the "Intern of the Year" award. (CF: Professionalism, Knowledge, Pedagogy; NCATE Standard 5)

Objective - Promote the retention and professionalism of students/teacher candidates through the formal SOE pinning ceremony as induction into teacher education program.

Strategy	Actions	Who is responsible	Resources	Outcomes	Assessments	Time
Retention of students/teacher candidates through enhancing professionalism and recognition of accomplishments.	SOE pinning ceremony for Students/teacher candidates newly admitted to the teacher education program & Intern of the year Award	Teacher Center Coordinator	UAM Media Center; University supervisors, cooperating teachers, and SOE faculty	Professionalism and retention in the SOE program	Increasing retention rates	Annually

Attachment A

University of Arkansas at Monticello
School of Education
Assessment System

The School of Education at the University of Arkansas at Monticello continues to refine a comprehensive assessment system that addresses national, state and Specialized Professional Associations standards. The assessment system was developed through the collaborative efforts of teacher education faculty, public school educators and our candidates. The process began in the Fall of 2006 with the appointment of an Assessment Coordinator and continues today. The Unit Assessment System is aligned with the conceptual framework and uses assessments that are consistent with the demands for greater accountability and focus on our candidates' ability to impact student learning.

The assessment system of the professional education program is focused on candidate outcomes rather than program inputs such as the course syllabus. This focus has resulted in the development of and a greater emphasis on performance assessments to evaluate our candidates as they matriculate through the program. Data on candidate performance from both internal and external assessment measures have been compiled and are used to evaluate and improve the Unit's effectiveness, as well as the program's final outcomes—its graduates.

Unit Assessment System

The School of Education (SOE) at the University of Arkansas at Monticello (UAM) has aligned the unit assessments to the InTASC, SPA, Charlotte Danielson's Framework for Teaching, state, and NCATE standards for the initial programs. The Educational Leadership program is aligned to SPA, and NCATE standards. The advanced programs that do not lead to an additional licensure are aligned to the NBPTS, Charlotte Danielson's Framework for Teaching, state, and NCATE standards. (See Appendix A)

NCATE Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

The UAM School of Education meets NCATE Standard 1 at the target by ensuring that candidates preparing to work in schools as teachers or other 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.

The School of Education's initial licensure undergraduate programs are composed of the following four transition points from which data are collected.
- Transition Point 1: Pre-Admission
- Transition Point 2: Admission to Teacher Education
- Transition Point 3: Admission to Clinical Internship
- Transition Point 4: Graduation and Licensure

The charts to follow describe the types of evidence collected, where the evidence originates, where it's housed, when it's collected, and when it is reported to the faculty for each of the transition points.

Initial Licensure Undergraduate Assessment Points

Transition Point 1 Evidence: Pre-Admission Requirements

Evidence	Origin	Housed	Collected	Report Completed
Application for Admission	Candidate	Chalk &Wire/ Partnership Coordinator's Office	Fall and Spring	Yearly
Cumulative GPA 2.75	WeevilNet	WeevilNet	Fall and Spring	Yearly
Specific Coursework with a "C" or better	WeevilNet	WeevilNet	Fall, Spring, Summer	Yearly
Specific EDUC Pre-Admission Courses with a "B" or better	WeevilNet	WeevilNet	Fall, Spring, Summer	Yearly

Praxis I Exam	Educational Testing Services	Partnership Coordinator's Office	Fall, Spring, Summer	Yearly
Two Letters of Recommendation	Faculty	Chalk &Wire/ Partnership Coordinator's Office	Fall and Spring	Yearly

Transition Point 2 Evidence: Admission to Teacher Education Requirements

Evidence	Origin	Housed	Collected	Report Completed
Application for Admission	Candidate	Chalk &Wire/ Partnership Coordinator's Office	Fall and Spring	Yearly
Specific Coursework with a "B" or better	WeevilNet	WeevilNet	Fall, Spring, Summer	Yearly
SPA Assessments	Candidates	Chalk &Wire	Fall, Spring, Summer	Yearly
Praxis II Exam	Educational Testing Services	Partnership Coordinator's Office	Continuously	Yearly

Transition Point 3 Evidence: Admission to Clinical Internship I

Evidence	Origin	Housed	Collected	Report Completed
Cumulative GPA 3.00	WeevilNet	WeevilNet	Fall and Spring	Yearly
Specific Coursework with a "B" or better	WeevilNet	WeevilNet	Fall, Spring, Summer	Yearly
SPA Assessments	Candidates	Chalk &Wire	Fall, Spring, Summer	Yearly
Formative and Summative Evaluation of Performance Standards using the TCRI	Cooperating Teacher and University Supervisor	Chalk &Wire	Fall and Spring	Yearly

Transition Point 4 Evidence: Internship II

Evidence	Origin	Housed	Collected	Report Completed
Cumulative GPA 3.00	WeevilNet	WeevilNet	Fall and Spring	Yearly

Praxis II: Principles of Learning and Teaching	Educational Testing Services	ETS Data Manager	Fall, Spring, Summer	Yearly
Formative and Summative Evaluation of Performance Standards using the TCRI	Cooperating Teacher and University Supervisor	Chalk &Wire	Fall and Spring	Yearly

Transition Point 5 Evidence: Graduation and Licensure

Evidence	Origin	Housed	Collected	Report Completed
Cumulative GPA 2.75	WeevilNet	WeevilNet	Fall and Spring	Yearly
SPA Assessments	Candidates	Chalk &Wire	Fall, Spring, Summer	Yearly
Teacher Work Sample Portfolio	Candidate	Chalk &Wire	Fall, Spring, Summer	Yearly
Completion of All Degree Requirements	Registrar	WeevilNet	Fall, Spring, Summer	Yearly
Degree Conferral	Registrar	WeevilNet	Fall, Spring, Summer	Yearly

The School of Education's initial licensure Master of Arts in Teaching program are composed of the following four transition points from which data are collected.

- Transition Point 1: Pre-Admission
- Transition Point 2: Admission to the Master of Arts in Teaching Program
- Transition Point 3: Program Completion
- Transition Point 4: Graduation and Licensure

The charts to follow describe the types of evidence collected, where the evidence originates, where it's housed, when it's collected, and when it is reported to the faculty for each of the transition points.

Initial Licensure Master of Arts in Teaching Assessment Points

Transition Point 1 Evidence: Pre-Admission Requirements

Evidence	Origin	Housed	Collected	Report Completed
Application for Admission	Candidate	Graduate Coordinator's Office	Fall and Spring	Yearly
Conferred Bachelor's Degree	Candidate	Graduate Coordinator's Office	Fall and Spring	Yearly
Cumulative GPA 2.70 or 3.0 Last 60 Hours	Candidate	Graduate Coordinator's Office	Fall and Spring	Yearly
Praxis I and II Exam	Educational Testing Services	Graduate Coordinator's Office	Fall and Spring	Yearly
Three Letters of Recommendation	Candidate	Graduate Coordinator's Office	Fall and Spring	Yearly

Transition Point 2 Evidence: Admission to the Master of Arts in Teaching Program

Evidence	Origin	Housed	Collected	Report Completed
Completion of 30 Hours of Prescribed Coursework	Transcript	WeevilNet	Spring	Yearly
SPA Assessments	Candidates	Chalk &Wire	Fall, Spring, Summer	Yearly

Complete 2 Formal Observations	Candidate	Chalk & Wire	Fall and Spring	Yearly

Transition Point 3 Evidence: Program Completion

Evidence	Origin	Housed	Collected	Report Completed
Praxis II: Principles of Learning and Teaching or Pedagogy Exam	Educational Testing Services	Graduate Coordinator's Office	Fall and Spring	Yearly
SPA Assessments	Candidates	Chalk &Wire	Fall and Spring	Yearly

Transition Point 4 Evidence: Graduation and Licensure

Evidence	Origin	Housed	Collected	Report Completed
Cumulative GPA 3.0	WeevilNet	WeevilNet	Spring	Yearly
Teacher Work Sample Portfolio	Candidate	Chalk &Wire	Spring	Yearly
Completion of All Degree Requirements	Registrar	WeevilNet	Spring	Yearly
Degree Conferral	Registrar	WeevilNet	Spring	Yearly

The School of Education's Advanced Non-Licensure Master of Education program are composed of the following four transition points from which data are collected.

- Transition Point 1: Pre-Admission
- Transition Point 2: Admission to the Master of Education
- Transition Point 3: Capstone Course
- Transition Point 4: Graduation and Licensure

The charts to follow describe the types of evidence collected, where the evidence originates, where it's housed, when it's collected, and when it is reported to the faculty for each of the transition points.

Advanced Non-Licensure Master of Education Assessment Points

Transition Point 1 Evidence: Pre-Admission Requirements

Evidence	Origin	Housed	Collected	Report Completed

Application for Admission	Candidate	Graduate Coordinator's Office	Fall and Spring	Yearly
Teacher Licensure	Candidate	Graduate Coordinator's Office	Fall and Spring	Yearly
Cumulative GPA 3.0 or 3.0 Last 60 Hours	Candidate	Graduate Coordinator's Office	Fall and Spring	Yearly
Praxis I and II Exam	Educational Testing Services	Graduate Coordinator's Office	Fall and Spring	Yearly
Three Letters of Recommendation	Candidate	Graduate Coordinator's Office	Fall and Spring	Yearly

Transition Point 2 Evidence: Admission to the Master of Arts in Teaching Program

Evidence	Origin	Housed	Collected	Report Completed
Completion of 30 Hours of Prescribed Coursework	Transcript	WeevilNet	Spring	Yearly

Transition Point 3 Evidence: Capstone Research

Evidence	Origin	Housed	Collected	Report Completed
Completion of Capstone Course Requirements	Candidate	Chalk & Wire	Fall and Spring	Yearly

Transition Point 4 Evidence: Graduation and Licensure

Evidence	Origin	Housed	Collected	Report Completed
Cumulative GPA 3.0	WeevilNet	WeevilNet	Spring	Yearly
Completion of All Degree Requirements	Registrar	WeevilNet	Spring	Yearly

Degree Conferral	Registrar	WeevilNet	Spring	Yearly

The School of Education's Advanced Licensure Master of Education in Educational Leadership program are composed of the following four transition points from which data are collected.
- Transition Point 1: Pre-Admission
- Transition Point 2: Admission to the Master of Education in Educational Leadership
- Transition Point 3: Portfolio/Internship
- Transition Point 4: Graduation and Licensure

The charts to follow describe the types of evidence collected, where the evidence originates, where it's housed, when it's collected, and when it is reported to the faculty for each of the transition points.

Advanced Licensure Master of Education in Educational Leadership Assessment Points

Transition Point 1 Evidence: Pre-Admission Requirements

Evidence	Origin	Housed	Collected	Report Completed
Application for Admission	Candidate	Graduate Coordinator's Office	Fall and Spring	Yearly
Arkansas Teacher Licensure	Candidate	Graduate Coordinator's Office	Fall and Spring	Yearly
Cumulative GPA 3.0 or 3.0 Last 60 Hours	Candidate	Graduate Coordinator's Office	Fall and Spring	Yearly
Proof of Teaching Experience	Candidate	Graduate Coordinator's Office	Fall and Spring	Yearly
Three Letters of Recommendation	Candidate	Graduate Coordinator's Office	Fall and Spring	Yearly
Writing Prompt	Candidate	Graduate Coordinator's Office	Fall and Spring	Yearly

Transition Point 2 Evidence: Admission to the Master of Arts in Teaching Program

Evidence	Origin	Housed	Collected	Report Completed
Completion of 33 Hours of Prescribed	Transcript	WeevilNet	Spring	Yearly

Coursework				
SPA Assessments	Candidates	Chalk &Wire	Fall, Spring, Summer	Yearly

Transition Point 3 Evidence: Internship/Portfolio

Evidence	Origin	Housed	Collected	Report Completed
Completion of Internship/Portfolio	Candidate	Chalk & Wire	Fall and Spring	Yearly
SLLA Exam	Educational Testing Services	Graduate Coordinator's Office	Fall and Spring	

Transition Point 4 Evidence: Graduation and Licensure

Evidence	Origin	Housed	Collected	Report Completed
Cumulative GPA 3.0	WeevilNet	WeevilNet	Spring	Yearly
Completion of All Degree Requirements	Registrar	WeevilNet	Spring	Yearly
Degree Conferral	Registrar	WeevilNet	Spring	Yearly

The University of Arkansas at Monticello School of Education has identified specific evidence that demonstrate that the School of Education meets each sub-element of standard 1 at the target level.

NCATE Standard 1a-Content Knowledge for Teacher Candidates

The UAM School of Education teacher candidates have in-depth knowledge of the content that 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 in states that require examinations for licensure. Candidates in advanced programs for teachers are recognized experts in the content that they teach.

The charts to follow describe the types of evidence collected, where the evidence originates, where it's housed, when it's collected, and when it is reported to the faculty for each of the transition points.

Standard 1a Teacher Preparation Program Evidences –Initial Undergraduate

Evidence	Origin	Housed	Collected	Report Completed
Title Two Report	Assessment Coordinator		Spring	Yearly
Praxis II: Specialty Exam	Educational Testing Services	Partnership Coordinator's Office	Fall and Spring	Yearly
SPA Reviews	Program Coordinators	WeevilNet	As Needed	Yearly
Formative and Summative Evaluation of Performance Standards using the TCRI Specifically 1a, 1c, 3a, 3c	Cooperating Teacher and University Supervisor	Chalk & Wire	Fall and Spring	Yearly
Internship I Survey	Candidate	Chalk & Wire	Fall and Spring	Yearly
Internship II Survey	Candidate	Chalk & Wire	Fall and Spring	Yearly
Employer Survey	Principal	Chalk & Wire	Spring	Yearly

Standard 1a Teacher Preparation Program Evidences –Initial Graduate MAT

Evidence	Origin	Housed	Collected	Report Completed
Title Two Report	Assessment Coordinator		Spring	Yearly
Praxis II: Specialty Exam	Educational Testing Services	Graduate Coordinator's Office	Fall and Spring	Yearly
State Review	Program Coordinator	WeevilNet	As Needed	Yearly
Formative and Summative Evaluation of	Cooperating Teacher	Chalk & Wire	Fall and Spring	Yearly

Performance Standards using the TCRI Specifically 1a, 1c, 3a, 3c	and University Supervisor			
Employer Survey	Principal	Chalk & Wire	Spring	Yearly

Standard 1a Teacher Preparation Program Evidences –Advanced Non-Licensure M.Ed.

Evidence	Origin	Housed	Collected	Report Completed
Title Two Report	Assessment Coordinator		Spring	Yearly
Praxis II: Specialty Exam	Educational Testing Services	Graduate Coordinator's Office	Fall and Spring	Yearly
Capstone Research Project	Candidate	Chalk & Wire	Fall and Spring	Yearly
Employer Survey	Principal	Chalk & Wire	Spring	Yearly

NCATE Standard 1b-Pedagogical Content Knowledge and Skills for Teacher Candidates

The University of Arkansas at Monticello School of Education teacher 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 that they plan to teach and are able to provide multiple explanations and instructional strategies so that all students learn. They present the content to students in challenging, clear, and compelling ways, using real-world contexts and integrating technology appropriately. Candidates in advanced programs for teachers have expertise in pedagogical content knowledge, and share their expertise through leadership and mentoring roles in their schools and communities. They understand and address student preconceptions that hinder learning. They are able to critique research and theories related to pedagogy and learning. They are able to select and develop instructional strategies and technologies, based on research and experience that help all students learn.

The charts to follow describe the types of evidence collected, where the evidence originates, where it's housed, when it's collected, and when it is reported to the faculty for each of the transition points.

Standard 1b Teacher Preparation Program Evidences –Initial Undergraduate

Evidence	Origin	Housed	Collected	Report Completed
Title Two Report	Assessment Coordinator		Spring	Yearly
Praxis II: Specialty Exam	Educational Testing Services	Graduate Coordinator's Office	Fall and Spring	Yearly
Formative and Summative Evaluation of Performance Standards using the TCRI Specifically 1c, 1d, 3b, 3c,3d	Cooperating Teacher and University Supervisor	Chalk & Wire	Fall and Spring	Yearly
Internship I Survey	Candidate	Chalk & Wire	Fall and Spring	Yearly
Internship II Survey	Candidate	Chalk & Wire	Fall and Spring	Yearly
Employer Survey	Principal	Chalk & Wire	Spring	Yearly

Standard 1b Teacher Preparation Program Evidences –Initial Graduate MAT

Evidence	Origin	Housed	Collected	Report Completed
Title Two Report	Assessment Coordinator		Spring	Yearly
Praxis II: Specialty Exam	Educational Testing Services	Partnership Coordinator's Office	Fall and Spring	Yearly
Formative and Summative Evaluation of Performance Standards using the TCRI Specifically 1c, 1d, 3b, 3c,3d	Cooperating Teacher and University Supervisor	Chalk & Wire	Fall and Spring	Yearly

Employer Survey	Principal	Chalk & Wire	Spring	Yearly

Standard 1b Teacher Preparation Program Evidences –Advanced Non-Licensure M.Ed.

Evidence	Origin	Housed	Collected	Report Completed
Title Two Report	Assessment Coordinator		Spring	Yearly
Praxis II: Specialty Exam	Educational Testing Services	Graduate Coordinator's Office	Fall and Spring	Yearly
Capstone Research Project	Candidate	Chalk & Wire	Fall and Spring	Yearly
Cumulative GPA 3.0	WeevilNet	WeevilNet	Fall and Spring	Yearly
Employer Survey	Principal	Chalk & Wire	Spring	Yearly

NCATE Standard 1c – Professional and Pedagogical Knowledge and Skills for Teacher Candidates

The University of Arkansas at Monticello School of Education teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. They develop meaningful learning experiences to facilitate learning for all students. They reflect on their practice and make necessary adjustments to enhance student learning. They know how students learn and how to make ideas accessible to them. They consider school, family, and community contexts in connecting concepts to students' prior experience and applying the ideas to real-world issues. Candidates in advanced programs for teachers develop expertise in certain aspects of professional and pedagogical knowledge and contribute to the dialogue based on their research and experiences. They take on leadership roles in the professional community and collaborate with colleagues to contribute to school improvement and renewal.

The charts to follow describe the types of evidence collected, where the evidence originates, where it's housed, when it's collected, and when it is reported to the faculty for each of the transition points.

Standard 1c Teacher Preparation Program Evidences –Initial Undergraduate

Evidence	Origin	Housed	Collected	Report Completed
Title Two Report	Assessment Coordinator		Spring	Yearly
Praxis II: Specialty	Educational	Partnership	Fall and Spring	Yearly

Evidence	Origin	Housed	Collected	Report Completed
Exam	Testing Services	Coordinator's Office		
Formative and Summative Evaluation of Performance Standards using the TCRI Specifically 1a, 1a, 3a,3b, 3c,3d, 4a,4d	Cooperating Teacher and University Supervisor	Chalk & Wire	Fall and Spring	Yearly
Internship I Survey	Candidate	Chalk & Wire	Fall and Spring	Yearly
Internship II Survey	Candidate	Chalk & Wire	Fall and Spring	Yearly
Employer Survey	Principal	Chalk & Wire	Spring	Yearly

Standard 1c Teacher Preparation Program Evidences –Initial Graduate MAT

Evidence	Origin	Housed	Collected	Report Completed
Title Two Report	Assessment Coordinator		Spring	Yearly
Praxis II: Specialty Exam	Educational Testing Services	Graduate Coordinator's Office	Fall and Spring	Yearly
Formative and Summative Evaluation of Performance Standards using the TCRI Specifically 1a, 1a, 3a,3b, 3c,3d, 4a,4d	Cooperating Teacher and University Supervisor	Chalk & Wire	Fall and Spring	Yearly
Employer Survey	Principal	Chalk & Wire	Spring	Yearly

Standard 1c Teacher Preparation Program Evidences –Advanced Non-Licensure M.Ed.

Evidence	Origin	Housed	Collected	Report Completed
Title Two Report	Assessment Coordinator	WeevilNet	Spring	Yearly

Praxis II: Specialty Exam	Educational Testing Services	Graduate Coordinator's Office	Fall and Spring	Yearly
Capstone Research Project	Candidate	Chalk & Wire	Fall and Spring	Yearly
Cumulative GPA 3.0	WeevilNet	WeevilNet	Fall and Spring	Yearly
Employer Survey	Principal	Chalk & Wire	Spring	Yearly

NCATE Standard 1d - Student Learning for Teacher Candidates

The University of Arkansas Monticello School of Education teacher candidates focus on student learning and study the effects of their work. They assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students. Candidates in advanced programs for teachers have a thorough understanding of assessment. They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn. They collaborate with other professionals to identify and design strategies and interventions that support student learning.

The charts to follow describe the types of evidence collected, where the evidence originates, where it's housed, when it's collected, and when it is reported to the faculty for each of the transition points.

Standard 1d Teacher Preparation Program Evidences –Initial Undergraduate

Evidence	Origin	Housed	Collected	Report Completed
Formative and Summative Evaluation of Performance Standards using the TCRI Specifically 1a, 1a, 3a,3b, 3c,3d,4a,4d	Cooperating Teacher and University Supervisor	Chalk & Wire	Fall and Spring	Yearly
SPA Assessments	Candidate	Chalk & Wire	Fall, Spring, Summer	Yearly
Employer Survey	Principal	Chalk & Wire	Spring	Yearly

Standard 1d Teacher Preparation Program Evidences –Initial Graduate MAT

Evidence	Origin	Housed	Collected	Report Completed
Formative and Summative Evaluation of Performance Standards using the TCRI Specifically 1a, 1a, 3a,3b, 3c,3d,4a,4d	Cooperating Teacher and University Supervisor	Chalk & Wire	Fall and Spring	Yearly
Employer Survey	Principal	Chalk & Wire	Spring	Yearly

Standard 1d Teacher Preparation Program Evidences –Advanced Non-Licensure M.Ed.

Evidence	Origin	Housed	Collected	Report Completed
Capstone Research Project	Candidate	Chalk & Wire	Fall and Spring	Yearly
Employer Survey	Principal	Chalk & Wire	Spring	Yearly

NCATE Standard 1e - Knowledge and Skills for Other School Professionals

The University of Arkansas Monticello School of Education candidates for other professional school roles have an in-depth understanding of professional knowledge in their fields as delineated in professional, state, and institutional standards. They collect and analyze data related to their work, reflect on their practice, and use research and technology to support and improve student learning.

The charts to follow describe the types of evidence collected, where the evidence originates, where it's housed, when it's collected, and when it is reported to the faculty for each of the transition points.

**Standard 1e Other School Professional Preparation Program Evidences –Advanced
Licensure M.Ed. Educational Leadership**

Evidence	Origin	Housed	Collected	Report Completed
Title Two Report	Assessment Coordinator			
SLLA	Educational Testing Services	Graduate Coordinator's Office		
SPA Signature Assessments	Candidate	Chalk & Wire	Fall and Spring	Yearly
Employer Survey	Principal	Chalk & Wire	Spring	Yearly

NCATE Standard 1f – Student Learning for Other School Professionals

The University of Arkansas Monticello School of Education candidates for other professional school roles have an in-depth understanding of knowledge in their fields as delineated in professional, state, and institutional standards and demonstrated through inquiry, critical analysis and synthesis. They collect and analyze data related to their work, reflect on their practice, and use research and technology to support and improve student learning.

The charts to follow describe the types of evidence collected, where the evidence originates, where it's housed, when it's collected, and when it is reported to the faculty for each of the transition points.

**Standard 1f Other School Professional Preparation Program Evidences –Advanced
Licensure M.Ed. Educational Leadership**

Evidence	Origin	Housed	Collected	Report Completed
SPA Signature Assessments	Candidate	Chalk & Wire	Fall and Spring	Yearly
Employer Survey	Principal	Chalk & Wire	Spring	Yearly

NCATE Standard 1g – Professional Dispositions for All Candidates

The University of Arkansas Monticello School of Education candidates work with students, families, colleagues and communities in ways that reflect the professional dispositions expected of professional educators as delineated in professional, state, and institutional standards. Candidates demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students. Candidates recognize when their own professional dispositions may need to be adjusted and are able to develop plans to do so.

The charts to follow describe the types of evidence collected, where the evidence originates, where it's housed, when it's collected, and when it is reported to the faculty for each of the transition points.

Standard 1g Teacher Preparation Program Evidences –Initial Undergraduate

Evidence	Origin	Housed	Collected	Report Completed
Candidate Self Evaluation	Candidate	Chalk & Wire	Internship I and Internship II	Yearly
Formative and Summative Evaluation of Performance Standards using the TCRI Specifically 1a, 1a, 2a,2b,2c,2d,3b, 3c,3d, 4a,4c,4d	Cooperating Teacher and University Supervisor	Chalk & Wire	Fall and Spring	Yearly
Disposition Rubric	Faculty, Cooperating Teacher and University Supervisor	Chalk & Wire	Fall and Spring	Yearly
Internship I Survey	Candidate	Chalk & Wire	Fall and Spring	Yearly
Internship II Survey	Candidate	Chalk & Wire	Fall and Spring	Yearly
Employer Survey	Principal	Chalk & Wire	Spring	Yearly

Standard 1g Teacher Preparation Program Evidences –Initial Graduate MAT

Evidence	Origin	Housed	Collected	Report Completed
Candidate Self Evaluation	Candidate	Chalk & Wire	Internship I and Internship II	Yearly
Formative and Summative	Cooperating Teacher	Chalk & Wire	Fall and Spring	Yearly

Evaluation of Performance Standards using the TCRI Specifically 1a, 1a, 2a,2b,2c,2d,3b, 3c,3d, 4a,4c,4d	and University Supervisor			
Disposition Rubric	Faculty and University Supervisor	Chalk & Wire	Fall and Spring	Yearly
Employer Survey	Principal	Chalk & Wire	Spring	Yearly

Standard 1g Teacher Preparation Program Evidences –Advanced Non-Licensure M.Ed.

Evidence	Origin	Housed	Collected	Report Completed
Candidate Self Evaluation	Candidate	Chalk & Wire	Capstone Course	Yearly
Employer Survey	Principal	Chalk & Wire	Spring	Yearly
Disposition Rubric	Faculty and University Supervisor	Chalk & Wire	Fall and Spring	Yearly

Standard 1g Other School Professional Program Evidences –Advanced Licensure M.Ed. Educational Leadership

Evidence	Origin	Housed	Collected	Report Completed
Candidate Self Evaluation	Candidate	Chalk & Wire	Beginning and End of Program	Yearly
Internship II Survey	Candidate	Chalk & Wire	Internship II	Yearly
Disposition Rubric	Faculty and University Supervisor	Chalk & Wire	Fall and Spring	Yearly

Standard 2: Assessment System and Unit Evaluation

The assessment system that is in place for the University of Arkansas at Monticello School of Education can be viewed from two perspectives: the program perspective and the unit perspective. Additionally, the assessment system is cyclical in nature starting and ending with the conceptual framework.

The conceptual framework was developed using NCATE standard one and the research of the professional education community. The conceptual framework is also guided by the program and unit outcomes.

Additionally, the conceptual framework acts as a guide for the program and unit outcomes. NCATE standards, Arkansas Department of Education standards, SPA standards, and Charlotte Danielson's Framework for Teaching are the guiding force behind the establishment of the program outcomes. The data to document program outcomes are established through the signature SPA assessments. The program assessments are those that were established to document candidate outcomes for the SPAs. Once the program data are collected and analyzed, the information is disseminated to the appropriate faculty to use in making program decisions.

The unit outcomes were established using NCATE standards, Arkansas Department of Education standards, and the SPA standards. The data to document unit outcomes are established through the key unit assessments. The unit assessments include, but are not limited to, candidate dispositions, Praxis scores, etc. Once the unit data are collected and analyzed, the information is disseminated to the appropriate faculty to use in making unit decisions.

Once the unit and program decisions are made, the conceptual framework is revisited to determine if there are changes that need to be made. The continuous review of program and unit data enables the School of Education to ensure that the conceptual framework, programs, and the overall unit are not only meeting the standards, but are also preparing highly quality teachers and administrators for our public schools.

Program Decision Cycle
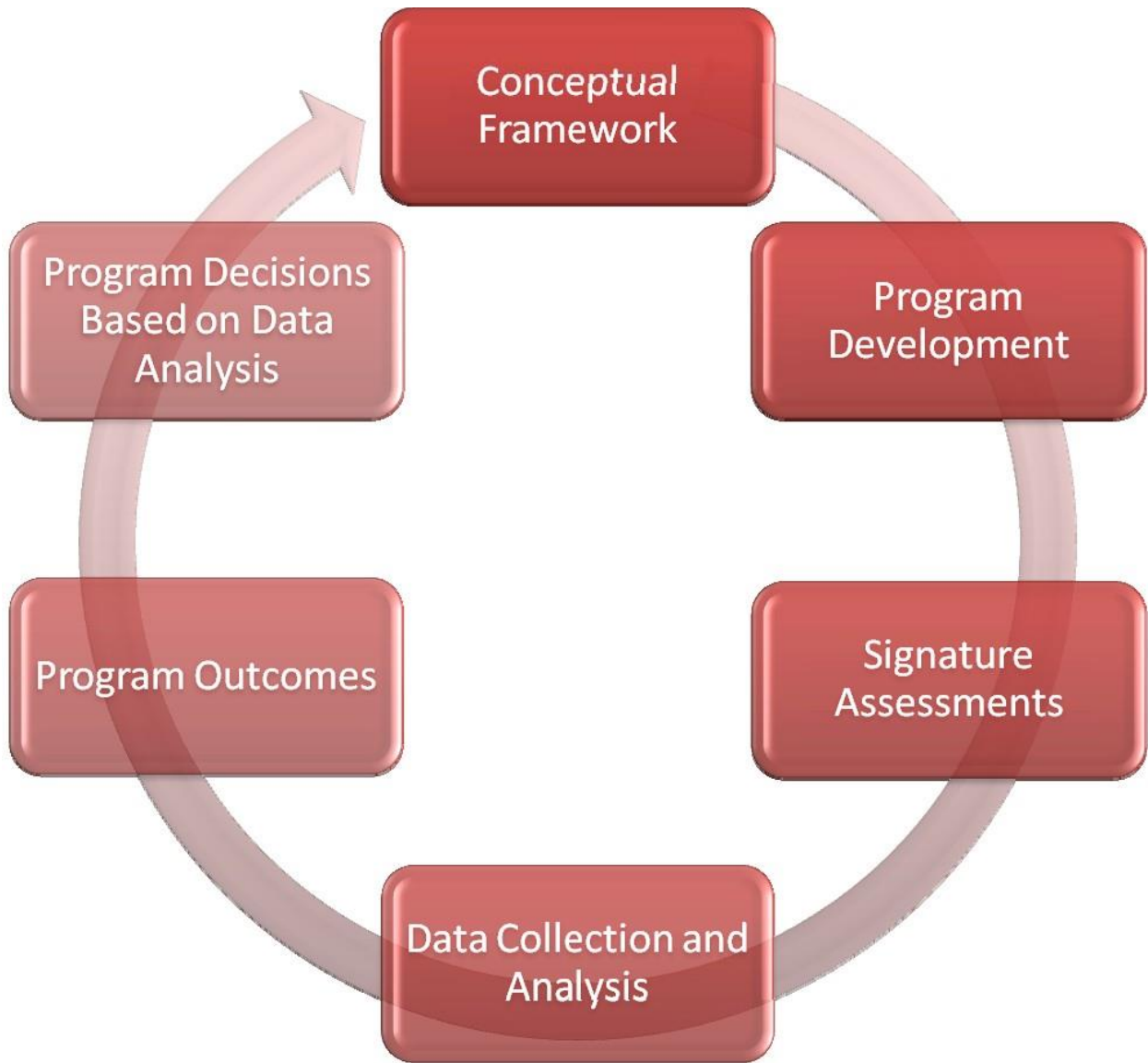
Unit Decision Cycle

NCATE Standard 3: Field Experiences and Clinical Practice

The University of Arkansas Monticello School of Education meets NCATE Standard 3 at the target level by ensuring 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.

NCATE Standard 3a – Collaboration Between Unit and School Partners

The University of Arkansas Monticello School of Education and school-based faculty are involved in designing, implementing, and evaluating the unit's conceptual framework(s) and the school program; they each participate in the unit's and the school partners' professional development activities and instructional programs for candidates and for children. The unit and its school partners share expertise and integrate resources to support candidate learning. They jointly determine the specific placements of student teachers and interns for other professional roles to maximize the learning experience for candidates and P–12 students.

The chart to follow describe the types of evidence collected, where the evidence originates, where it's housed, when it's collected, and when it is reported to the faculty for each of the transition points.

Standard 3a Program Evidences – Initial and Advanced

Evidence	Origin	Housed	Collected	Report Completed
Comments from Public School Professionals (qualitative)	School Professionals		Beginning and End of Program	Yearly
Field Experience Logs	Candidates		Fall and Spring	Yearly
Field Experience Activities Chart-List of Activities Required within each program	Program Reports	Chalk & Wire	Fall and Spring	Yearly
Stakeholders' Meeting	Stakeholders	Chalk & Wire	Annually	Yearly

Standard 3b Design, Implementation, and Evaluation of Field Experiences and Clinical Practice
The University of Arkansas Monticello School of Education field experiences allow candidates to apply and reflect on their content, professional, and pedagogical knowledge, skills, and professional dispositions in a variety of settings with students and adults. Both field experiences and clinical practice extend the unit's conceptual framework(s) into practice through modeling by clinical faculty and well-designed opportunities to learn through doing. During clinical practice, candidate learning is integrated into the school program and into teaching practice. Candidates observe and are observed by others. They interact with teachers, families of students, administrators, college or university

supervisors, and other interns about their practice regularly and continually. They reflect on and can justify their own practice. Candidates are members of instructional teams in the school and are active participants in professional decisions. They are involved in a variety of school-based activities directed at the improvement of teaching and learning, such as collaborative projects with peers, using of information technology, and engaging in service learning.

The University of Arkansas Monticello School of Education candidates in advanced programs for teachers participate in field experiences that require them to critique and synthesize educational theory related to classroom practice based on their own applied research. Candidates in programs for other school professionals participate in field experiences and clinical practice that require them to design, implement, and evaluate projects related to the roles for which they are preparing. These projects are theoretically-based, involve the use of research and technology, and have real-world application in the candidates' field placement setting.

The chart to follow describe the types of evidence collected, where the evidence originates, where it's housed, when it's collected, and when it is reported to the faculty for each of the transition points.

Standard 3b Program Evidences – Initial and Advanced

Evidence	Origin	Housed	Collected	Report Completed
Initial TCRI	Cooperating Teacher/University Supervisor	Chalk & Wire	Fall and Spring	Yearly
Program Assessments-Advanced	School of Education Faculty	Chalk & Wire	Fall and Spring	Yearly
Field Experience Log	Candidate	Partnership Coordinator's Office	Fall and Spring	Yearly
Field Experience Assignments and related work samples	School of Education Faculty	Chalk & Wire	Fall and Spring	Yearly
Cooperating Teacher and University Supervisor Credentials	Cooperating Teacher/University Supervisor	Chalk & Wire	Updated Annually	Yearly
Internship Handbook	Partnership Coordinator	School of Education Website	Updated Annually	Upon Revision
Field Placement and Hour Chart	SPA Reports	Chalk & Wire and AIMS	As Required	Upon Revision

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

The University of Arkansas Monticello School of Education candidates work collaboratively with other candidates and clinical faculty to critique and reflect on each other's practice and their effects on student learning with the goal of improving practice. Field experiences and clinical practice facilitate candidates' exploration of their knowledge, skills, and professional dispositions related to all students. Candidates develop and demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic/racial, linguistic, gender, and socioeconomic groups in classrooms and schools.

The chart to follow describe the types of evidence collected, where the evidence originates, where it's housed, when it's collected, and when it is reported to the faculty for each of the transition points.

Standard 3c Program Evidences – Initial and Advanced

Evidence	Origin	Housed	Collected	Report Completed
Teacher Work Sample Portfolio	Candidate	Chalk & Wire	Fall and Spring	Yearly
Praxis II: Specialty Exam	Educational Testing Services	Chalk & Wire	Updated Annually	Upon Revision
Praxis II: PLT or Pedagogy Exam	Educational Testing Services	Chalk & Wire	As Required	Upon Revision
TCRI	Cooperating Teacher and University Supervisor	Chalk & Wire	Fall and Spring	Yearly
Impact on P-12 Student Learning	SPA Assessments Teacher Work Sample Portfolio	Chalk & Wire	Fall, Spring, Summer	Yearly
Correlations: Conceptual Framework, TCRI, Arkansas Licensure Standards, Charlotte	Assessment Coordinator	Chalk & Wire	Fall and Spring	Yearly

Danielson's Framework for Teaching				

NCATE Standard 4: Diversity

The University of Arkansas Monticello School of Education 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.

Please Reference the University of Arkansas Monticello School of Education Diversity Plan

NCATE Standard 5: Faculty Qualifications, Performance, and Development

The University of Arkansas Monticello School of Education 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.

Standard 5a – Qualified Faculty

The University of Arkansas Monticello School of Education professional education faculty at the institution have earned doctorates or exceptional expertise, have contemporary professional experiences in school settings at the levels that they supervise, and are meaningfully engaged in related scholarship. Clinical faculty (higher education and school faculty) are licensed in the fields that they teach or supervise and are master teachers or well recognized for their competence in their field.

The chart to follow describe the types of evidence collected, where the evidence originates, where it's housed, when it's collected, and when it is reported to the faculty for each of the transition points.

Standard 5a Program Evidences

Evidence	Origin	Housed	Collected	Report Completed
School of Education Faculty List	Dean's Office	Dean's Office	Fall and Spring	Yearly
Faculty Vitae, Vita Summaries, and Educational Background Report	Faculty	Dean's Office/Chalk & Wire	Updated Annually	Yearly
Cooperating Teacher Information	Cooperating Teacher	Partnership Coordinator's Office/ Chalk & Wire	Fall and Spring	Yearly
Hiring Policies	University	Dean's Office	Upon Revision	Upon Revision

Standard 5b Modeling Best Professional Practices in Teaching

All professional education faculty 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. They exhibit intellectual vitality in their sensitivity to critical issues. Teaching by the professional education faculty reflects the proficiencies outlined in professional, state, and institutional standards; incorporates appropriate performance assessments; and integrates diversity and technology throughout coursework, field experiences, and clinical practices. Professional education faculty value candidates' learning and adjust instruction appropriately to enhance candidate learning. They understand assessment technology, use multiple forms of assessments in determining their effectiveness, and use the data to improve their practice. Many of the professional education faculty are recognized as outstanding teachers by candidates and peers across campus and in schools.

The chart to follow describe the types of evidence collected, where the evidence originates, where it's housed, when it's collected, and when it is reported to the faculty for each of the transition points.

Standard 5b Program Evidences

Evidence	Origin	Housed	Collected	Report Completed
Course Syllabi	Faculty	Dean's Office	Fall and Spring	Yearly
Vita (Awards section)	Faculty	Dean's Office/ Chalk & Wire	Fall and Spring	Yearly
Course Evaluations	Candidates	Dean's Office	Fall and Spring	Yearly
Faculty Self Evaluation	Faculty	Dean's Office	Fall	Yearly
Faculty Evaluation Peer	Faculty	Dean's Office	Fall	Yearly
Faculty Evaluation Dean	Dean	Dean's Office	Fall	Yearly

Standard 5c Modeling Best Professional Practices in Scholarship

The University of Arkansas Monticello School of Education professional education faculty demonstrate scholarly work related to teaching, learning, and their fields of specialization. Their scholarly work is driven by the missions of their units and institutions. They are actively engaged in inquiry that ranges from knowledge generation to exploration and questioning of the field to evaluating the effectiveness of a teaching approach.

The chart to follow describe the types of evidence collected, where the evidence originates, where it's housed, when it's collected, and when it is reported to the faculty for each of the transition points.

Standard 5c Program Evidences

Evidence	Origin	Housed	Collected	Report Completed
Vita (Grants, Presentations, Publications)	Faculty	Dean's Office/ Chalk & Wire	Fall and Spring	Yearly
Samples of Scholarly Activities	Faculty	Dean's Office/ Chalk & Wire	Fall and Spring	Yearly
Faculty Self Evaluation	Faculty	Dean's Office	Fall	Yearly
Faculty Evaluation Peer	Faculty	Dean's Office	Fall	Yearly
Faculty Evaluation Dean	Dean	Dean's Office	Fall	Yearly

Standard 5d Modeling Best Professional Practices in Service

The University of Arkansas Monticello School of Education professional education faculty are actively engaged in dialogues about the design and delivery of instructional programs in both professional education and P–12 schools. They collaborate regularly and systematically with P-12 practitioners and with faculty in other college or university units. They are actively engaged in a community of learners. They provide leadership in the profession, schools, and professional associations at state, national, and international levels.

The chart to follow describe the types of evidence collected, where the evidence originates, where it's housed, when it's collected, and when it is reported to the faculty for each of the transition points.

Standard 5d Program Evidences

Evidence	Origin	Housed	Collected	Report Completed
Vita	Faculty	Dean's Office/ Chalk & Wire	Fall and Spring	Yearly
Faculty Self Evaluation	Faculty	Dean's Office	Fall	Yearly
Faculty Evaluation Peer	Faculty	Dean's Office	Fall	Yearly

Faculty Evaluation Dean	Dean	Dean's Office	Fall	Yearly

NCATE 5e Unit Evaluation of Professional Education Faculty Performance

The University of Arkansas Monticello School of Education's systematic and comprehensive evaluation system includes regular and comprehensive reviews of the professional education faculty's teaching, scholarship, service, collaboration with the professional community, and leadership in the institution and profession.

The chart to follow describe the types of evidence collected, where the evidence originates, where it's housed, when it's collected, and when it is reported to the faculty for each of the transition points.

Standard 5e Program Evidences

Evidence	Origin	Housed	Collected	Report Completed
Vita	Faculty	Dean's Office/ Chalk & Wire	Fall and Spring	Yearly
Faculty Self Evaluation	Faculty	Dean's Office	Fall	Yearly
Faculty Evaluation Peer	Faculty	Dean's Office	Fall	Yearly
Faculty Evaluation Dean	Dean	Dean's Office	Fall	Yearly

NCATE 5f Unit Facilitation of Professional Development

The University of Arkansas Monticello School of Education has policies and practices that encourage all professional education faculty to be continuous learners. Experienced professional education faculty mentor new faculty, providing encouragement and support for developing scholarly work around teaching, inquiry, and service.

The chart to follow describe the types of evidence collected, where the evidence originates, where it's housed, when it's collected, and when it is reported to the faculty for each of the transition points.

Standard 5f Program Evidences

Evidence	Origin	Housed	Collected	Report Completed
Course Evaluation	Candidates	Dean's Office	Fall and Spring	Yearly
Faculty Self Evaluation	Faculty	Dean's Office	Fall	Yearly
Faculty Evaluation Peer	Faculty	Dean's Office	Fall	Yearly
Faculty Evaluation Dean	Dean	Dean's Office	Fall	Yearly
SOE Handbook	Dean	Dean's Office	Updated Annually	Yearly

NCATE Standard 6: Unit Governance and Resources

The University of Arkansas Monticello School of Education 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.

Standard 6a – Unit Leadership and Authority

The University of Arkansas Monticello School of Education provides the leadership for effectively coordinating all programs at the institution designed to prepare education professionals to work in P–12 schools. The unit's recruiting and admission practices are described clearly and consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current. The unit ensures that candidates have access to student services such as advising and counseling. The unit and other faculty collaborate with P–12 practitioners in program design, delivery, and evaluation of the unit and its programs. Colleagues in other units at the institution involved in the preparation of professional educators, school personnel, and other organizations recognize the unit as a leader. The unit provides professional development on effective teaching for faculty in other units of the institution.

The chart to follow describe the types of evidence collected, where the evidence originates, where it's housed, when it's collected, and when it is reported to the faculty for each of the transition points.

Standard 6a Program Evidences

Evidence	Origin	Housed	Collected	Report Completed
School of Education Faculty Meeting Minutes	Dean's Office	Chalk & Wire	Continuous	Each Semester
NCATE Committee Meeting Minutes	Committee Chairs	Chalk & Wire	Continuous	Each Semester
Program Committee Meeting Minutes	Committee Chairs	Chalk & Wire	Continuous	Each Semester
School of Education Annual Report	Dean's Office	Dean's Office	Annually	Yearly
Curriculum and Standards Committee Minutes	Committee Participant	Chalk & Wire	Continuous	Each Semester
Graduate Council Minutes	Committee Participant	Chalk & Wire	Continuous	Each Semester
Academic Council Minutes	Dean	Chalk & Wire	Continuous	Each Semester
Teacher Education Committee Minutes	Dean	Chalk & Wire	Continuous	Each Semester
Organizational Chart	Dean's Office	Dean's Office	Updated as Needed	Upon Demand

Standard 6b Unit Budget

The University of Arkansas Monticello School of Education 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, scholarship, etc., supports high-quality work within the unit and its school partners.

The chart to follow describe the types of evidence collected, where the evidence originates, where it's housed, when it's collected, and when it is reported to the faculty for each of the transition points.

Standard 6b Program Evidences

Evidence	Origin	Housed	Collected	Report Completed
School of Education Budgets	Dean	Dean's Office	Annually	See Dean
School of Education Budget Hearings	Dean	Dean's Office	Annually	See Dean
AACTE PEDS Report	Dean	Dean's Office	Annually	October

Standard 6c Personnel

The University of Arkansas Monticello School of Education 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 on-line course delivery in determining faculty load. The unit's use of part-time faculty and of graduate teaching assistants is purposeful and employed to strengthen programs, including the preparation of teaching assistants. Clinical faculty are included in the unit as valued colleagues in preparing educators. Unit provision of support personnel significantly enhances the effectiveness of faculty in their teaching and mentoring of candidates. The unit supports professional development activities that engage faculty in dialogue and skill development related to emerging theories and practices.

The chart to follow describe the types of evidence collected, where the evidence originates, where it's housed, when it's collected, and when it is reported to the faculty for each of the transition points.

Standard 6c Program Evidences

Evidence	Origin	Housed	Collected	Report Completed
Data on School of Education Faculty AACTE PEDS Report Faculty Vita Faculty Rosters Faculty Diversity	Dean	Dean's Office	Annually	Annually
Workload Policies and **Procedures** School of Education Faculty Handbook UAM Faculty Handbook Board Policies	Dean and University	Dean's Office/UAM Website	Annually	Annually
Data on School of Education Support **Personnel**	Dean	Dean's Office	Annually	Annually
Professional Development **Support** Travel Allocations and Record	Dean	Dean's Office	Annually	Annually

Standard 6d Unit Facilities

The University of Arkansas at Monticello School of Education has outstanding facilities on campus and with partner schools to support candidates in meeting standards. 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 chart to follow describe the types of evidence collected, where the evidence originates, where it's housed, when it's collected, and when it is reported to the faculty for each of the transition points.

Standard 6d Program Evidences

Evidence	Origin	Housed	Collected	Report Completed
School of Education Technology Facility and Campus Building Description	Dean	Dean's Office	Annually	Annually
Inventories	Technology Committee	Dean's Office	Annually	Annually
Public School Facilities	Public School Visits, Interview	Dean's Office	Annually	Annually
School of Education Technology Facility and Campus Building Description	Dean	Dean's Office	Annually	Annually

Standard 6e Unit Resources including Technology

The University of Arkansas Monticello School of Education aggressively and successfully secures resources to support high-quality and exemplary programs and projects to ensure that candidates meet standards. The development and implementation of the unit's assessment system is well funded. The unit serves as an information technology resource in education beyond the education programs—to the institution, community, and other institutions. Faculty and candidates have access to exemplary library, curricular, and electronic information resources that not only serve the unit, but also a broader constituency. Resources for distance learning programs provide exceptional reliability, speed, and confidentiality of connection in the delivery system.

The chart to follow describe the types of evidence collected, where the evidence originates, where it's housed, when it's collected, and when it is reported to the faculty for each of the transition points.

Standard 6e Program Evidences

Evidence	Origin	Housed	Collected	Report Completed
Capital Equipment Expenditures	Dean	Dean's Office	Annually	Annually
Distance Learning, Blackboard Offerings/Enrollment	AACTE PEDS Report	Dean's Office/AIMS	Annually	Annually
School of Education	Web	UAM Website	Annually	When Changes

Webpage				Occur
Fred Taylor Technology and Media Center Holdings	UAM Library	UAM Library	Annually	Annually
Full-Text Databases	UAM Library	UAM Library	Annually	Annually