

School of Education

2009

CASAA Annual Assessment  
Report

I want **YOU**  
to be a  
teacher!

Contact the UAM School of Education  
(870) 460-1062 / [www.uamont.edu](http://www.uamont.edu)



**1. List the students learning outcomes (goals) for your unit. Include the specific website address where the learning outcomes can be accessed.**

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 candidate must be able to demonstrate the following outcomes:

**Knowledge**

- 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.
- 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.

**Pedagogy**

- 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.
- Educators and other school personnel in advanced programs of study will demonstrate expertise in pedagogical knowledge through leadership and mentoring.

**Diversity**

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

- Teacher candidates (students) in initial programs of study will demonstrate professionalism as they interact with students, parents, colleagues, and others.
- 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**

- Teacher candidates (students) in initial programs of study will utilize multiple classroom technology resources and tools to improve teaching and learning.
- 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://www.uamont.edu/education/UnitGoals.pdf>

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 be 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://www.uamont.edu/Education/NCATE%20Letter.pdf>

2. Demonstrate how your unit’s specific student learning outcomes (goals) are linked to the mission of UAM. Please use your enumerated list from Question 1 to complete the section to the right.

	UAM MISSION STATEMENT	Unit Learning Outcomes
1	The mission the University of Arkansas at	SLO 1
2	Monticello shares with all universities is the	
3	commitment to search for truth, understanding through	
4	scholastic endeavor.	
5	The University seeks to enhance and share	SLO 1, 2 and 4
6	knowledge, to preserve and promote the intellectual	
7	content of society, and to educate people for critical	
8	thought.	SLO 1, 3, 4, and 5
9	The University provides learning experiences that	
10	enable students to synthesize knowledge, communicate	
11	effectively, use knowledge and technology with	
12	intelligence and responsibility, and act creatively within	
13	their own and other cultures.	SLO 1, 2, 3, 4, and 5
14	The University strives for excellence in all its	
15	endeavors. Educational opportunities encompass the	
16	liberal arts, basic and applied sciences, selected	
17	professions, and vocational/ technical preparation. These	
18	opportunities are founded in a strong program of general	
19	education and are fulfilled through contemporary	
20	disciplinary curricula, certification programs, and	
21	vocational/technical education or workforce training.	
22	The University assures opportunities in higher education	
23	for both traditional and nontraditional students and	
24	strives to provide an environment that fosters individual	

25	achievement and personal development.	
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3. Narrate and attach copies of specific evidence of the ways that your unit communicates student learning outcomes (from Question 1) to prospective and current students (Examples: website, catalog, syllabi (minimum of three), brochures, etc.)
  - a.) Teacher candidates (students) are provided course syllabi. The course objectives are identified in each syllabus and are aligned to the specific unit, state, and national standards/expected learning outcomes for each program. The expected learning outcomes which are aligned to the unit 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) that describes the vision, mission, philosophy, and goals of the unit and its programs. (Attachment A Syllabi)
  - b.) Candidates (students) can also download a copy of and read 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) on the School of Education Website, which provides detail learning outcomes that candidates (students) are expected to meet.  
[http://www.uamont.edu/education/CF\\_Narrative\\_final\\_October\\_7\\_08.pdf](http://www.uamont.edu/education/CF_Narrative_final_October_7_08.pdf)
  - c.) The assessments candidates (students) are expected to complete for each course is scored using a rubrics that is aligned to 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) as well as the state and national standards. The rubrics were developed using specific standards. The following alignment matrices were developed to demonstrate what state and national standard aligns to what strand of the conceptual framework. These alignment matrices are given to the candidates (students) in addition to the rubrics for specific assessments in courses. (Attachment B Alignment Matrix)

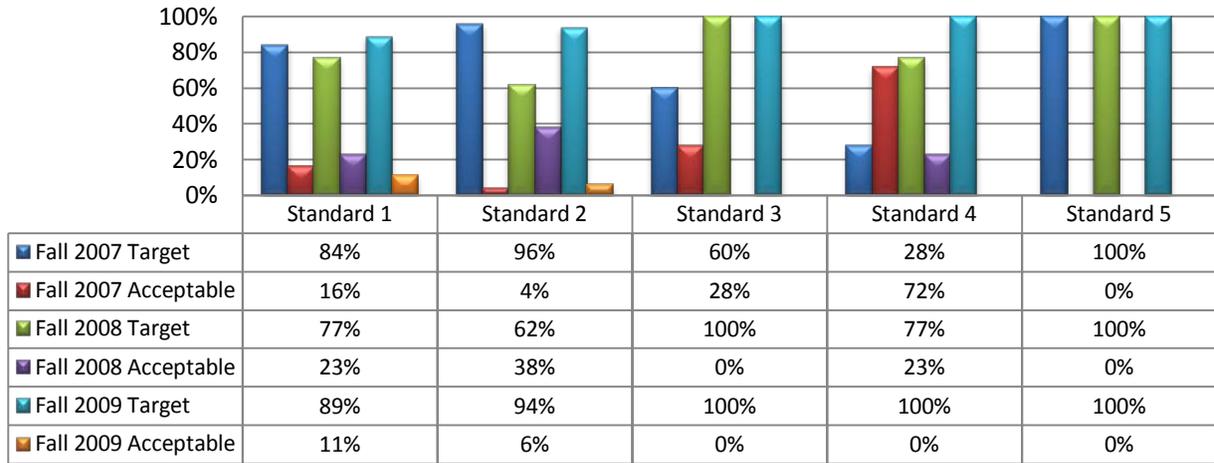
- d.) The School of Education attends various recruitment events across the state during which potential candidates (students) are provided the unit goals through flyers and through the information provided by the Recruitment and Retention Coordinator.
4. Provide specific evidence including historical patterns or trends of how your unit assesses whether students have achieved your unit's student learning outcomes. (Examples: pre/post tests, post tests, capstone courses, surveys, graduation rates, etc.)

The unit has carefully aligned the five strands of the conceptual framework to state and national standards and the Pathwise teaching model for all initial and advanced programs to provide validity for its own program. All signature assessments have also been aligned with these standards, and the unit has taken steps to ensure that they are fair, consistent, accurate, and free from bias. The assessment system itself is designed to evaluate how well the unit and the initial and advanced programs integrate the strands of the conceptual framework and with its signature assessments, disposition rubrics, Praxis scores, diversity rubrics, Teacher Candidate Rating Instrument (initial licensure programs), and capstone research experience (advanced programs) to yield the data that evaluates candidate (student) performance, as well as program and unit effectiveness.

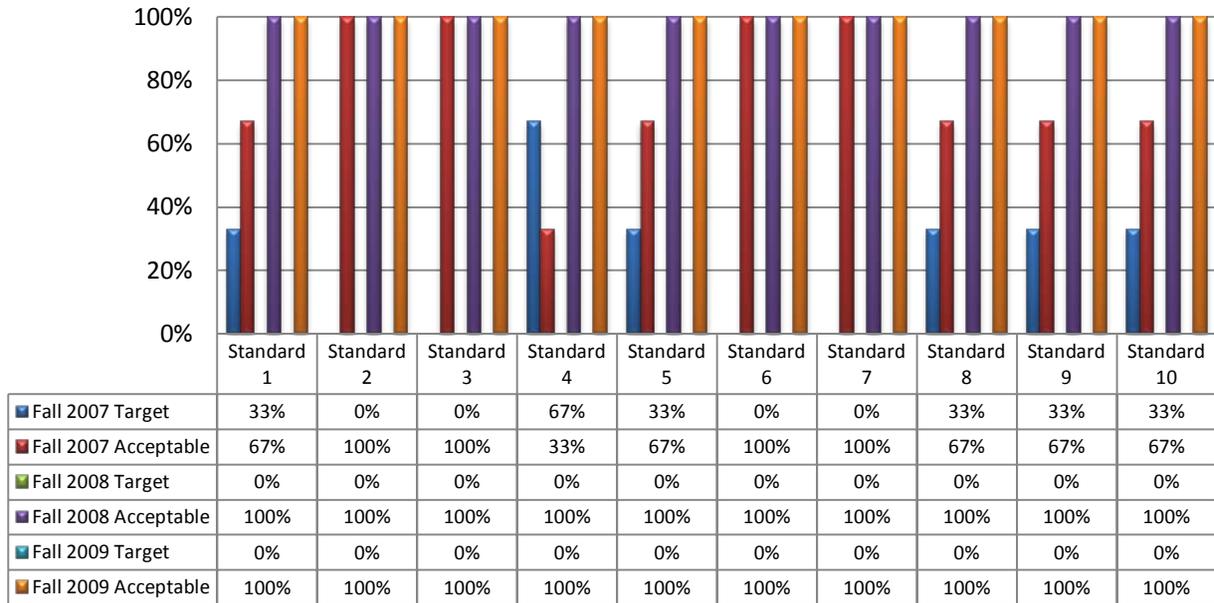
It is through the alignment of the conceptual framework to the state and national standards that the School of Education can state with confidence that candidates (students) that score at the target or acceptable level on state and national standards have also met the unit goals for student learning out comes.

The data from the signature assessments for each program was aggregated, disaggregated, and analyzed to produce the data charts below. The date indicate that candidates (students) in various programs have scored either target or acceptable on all measured standards over a two to three year period.

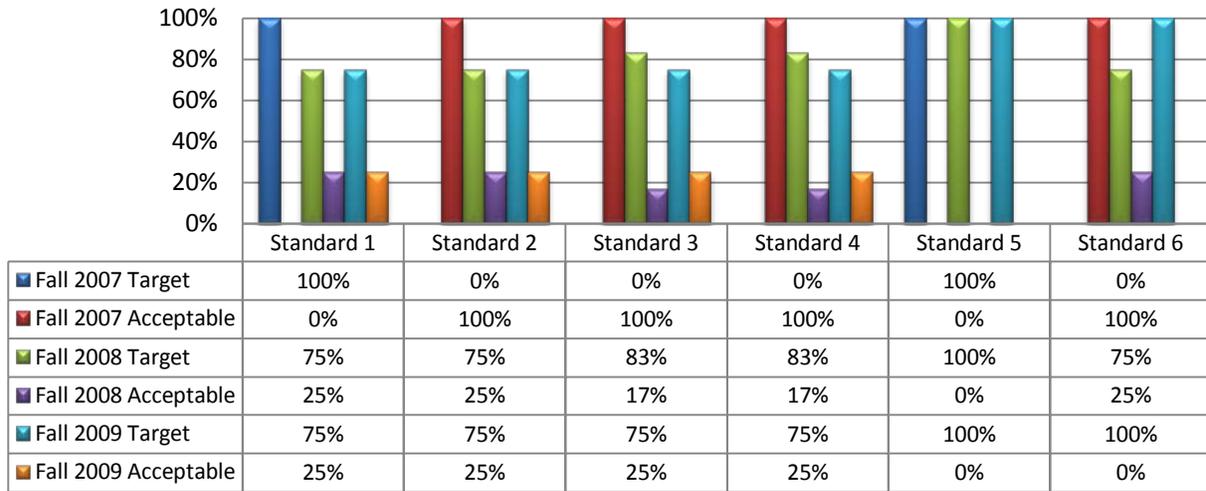
**Figure 1 NAEYC P-4 Early Childhood Data**



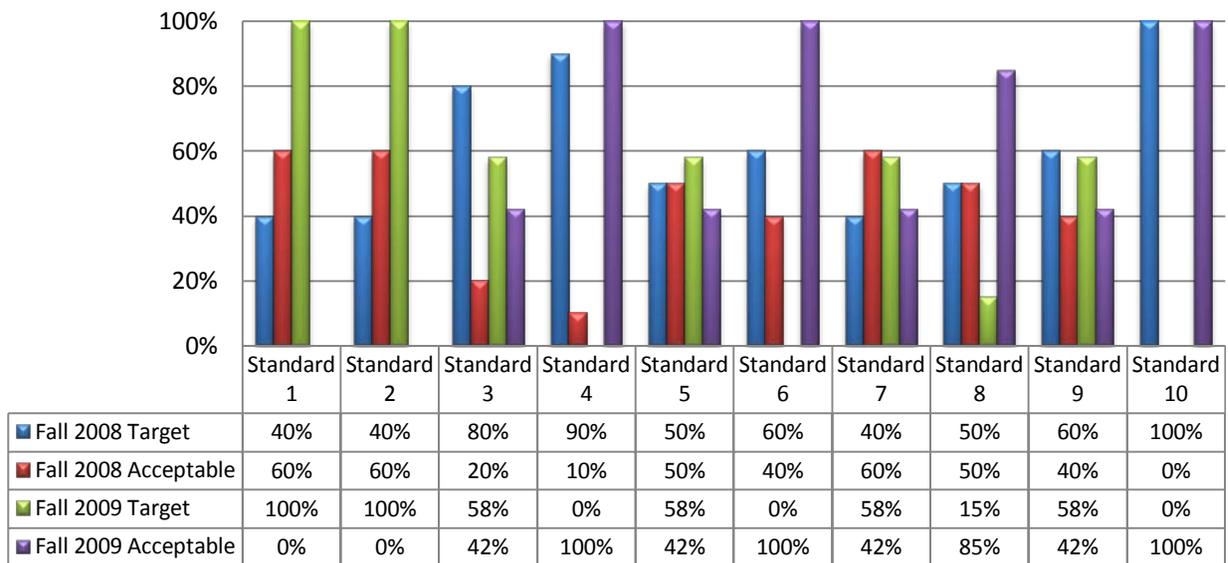
**Figure 2 NMSA Middle Childhood Data**



**Figure 3 ELCC Master of Education in Educational Leadership Data**



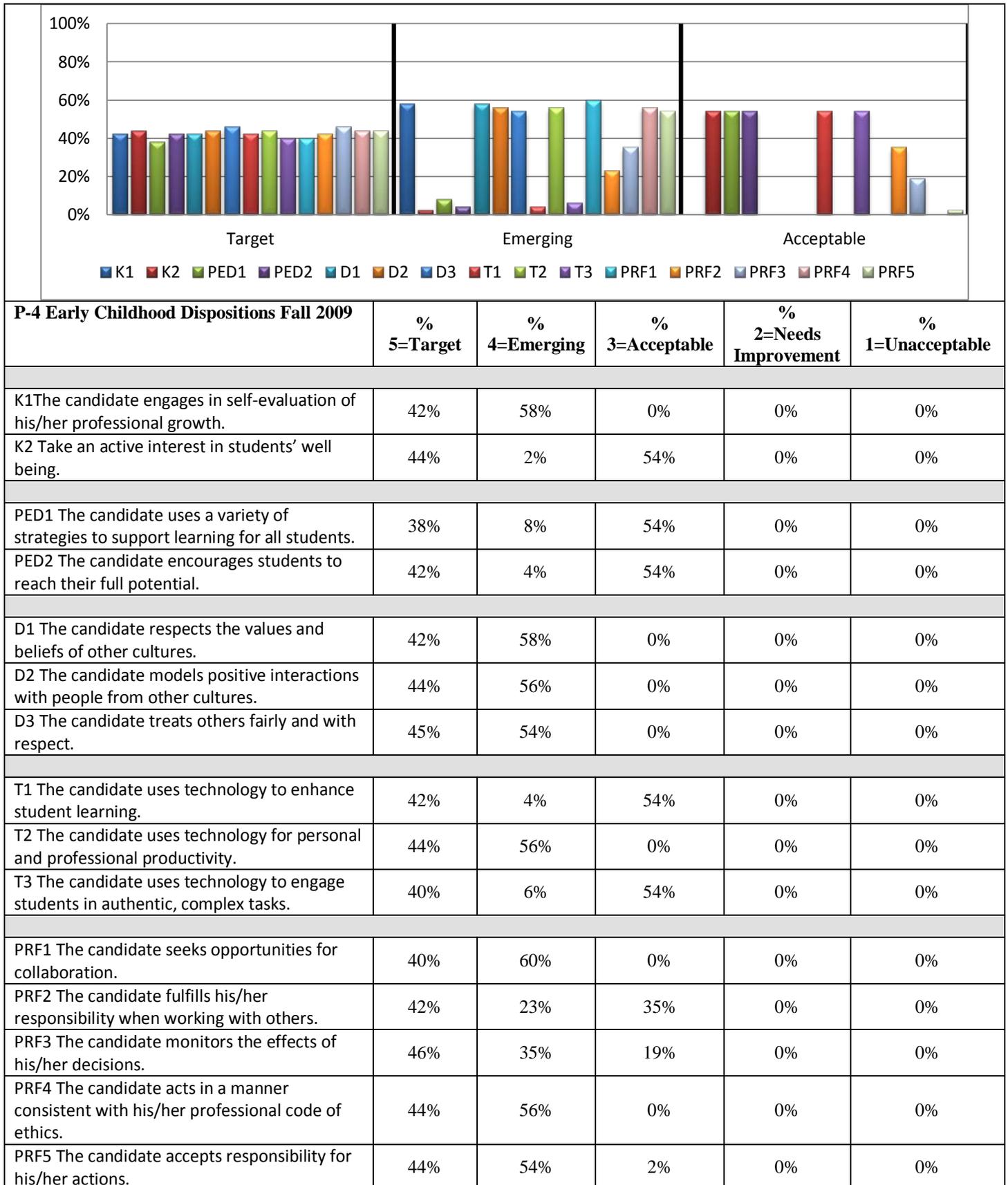
**Figure 4 CEC Special Education Data**



Additionally, the School of Education utilizes candidate dispositions to determine how well candidates are meeting specific criteria aligned to the conceptual framework. The disposition rubric was modified in 2009 to better reflect the expectations of the unit and to align closer to the conceptual framework.

Below are the data collected using the new disposition rubric by program. The data indicate that the majority of the candidates (students) are performing at the acceptable level or above for all dispositions measured.

Table 1P-4 Early Childhood Disposition Data



**Table 2 Middle Childhood Disposition Data**

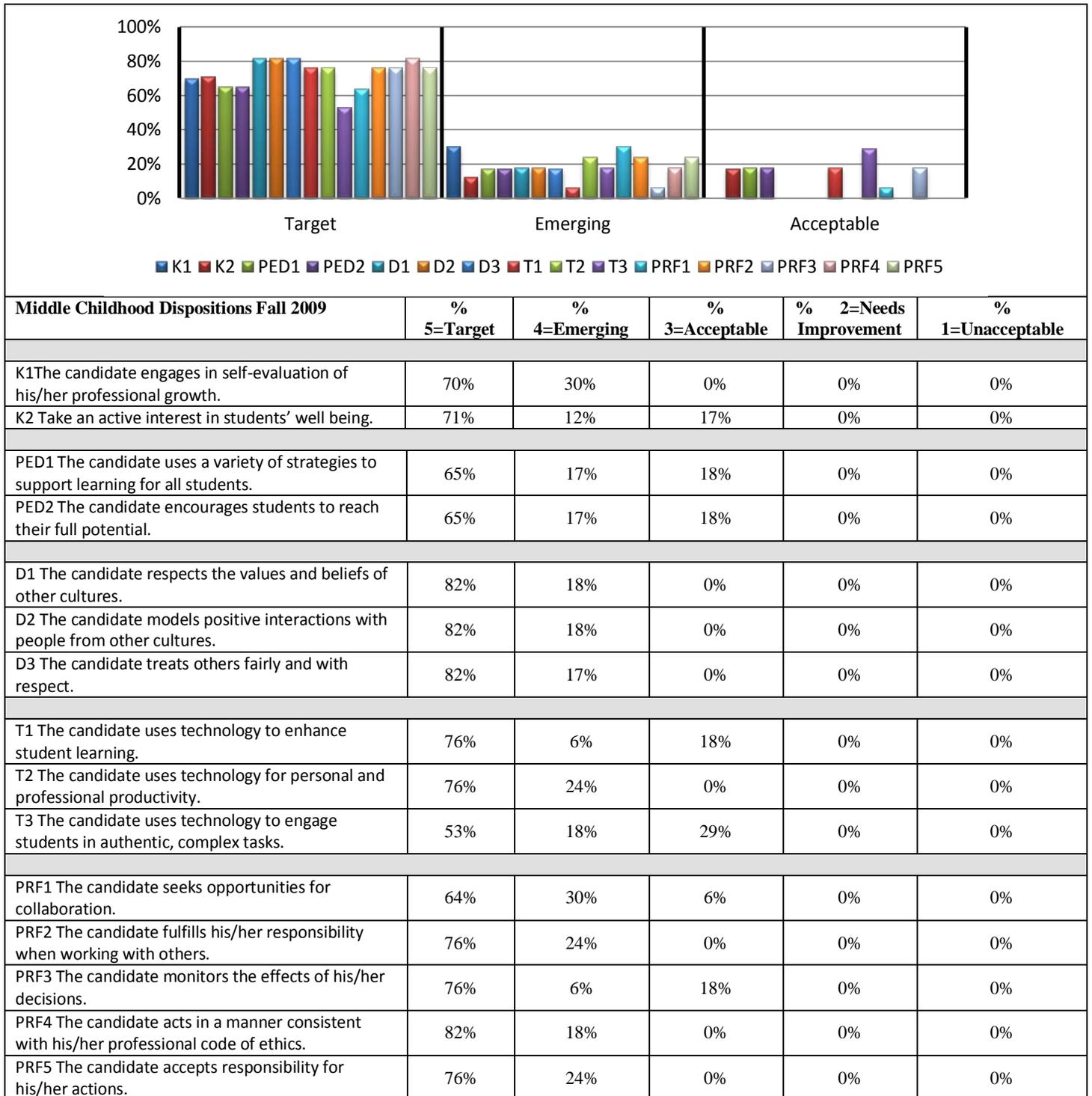
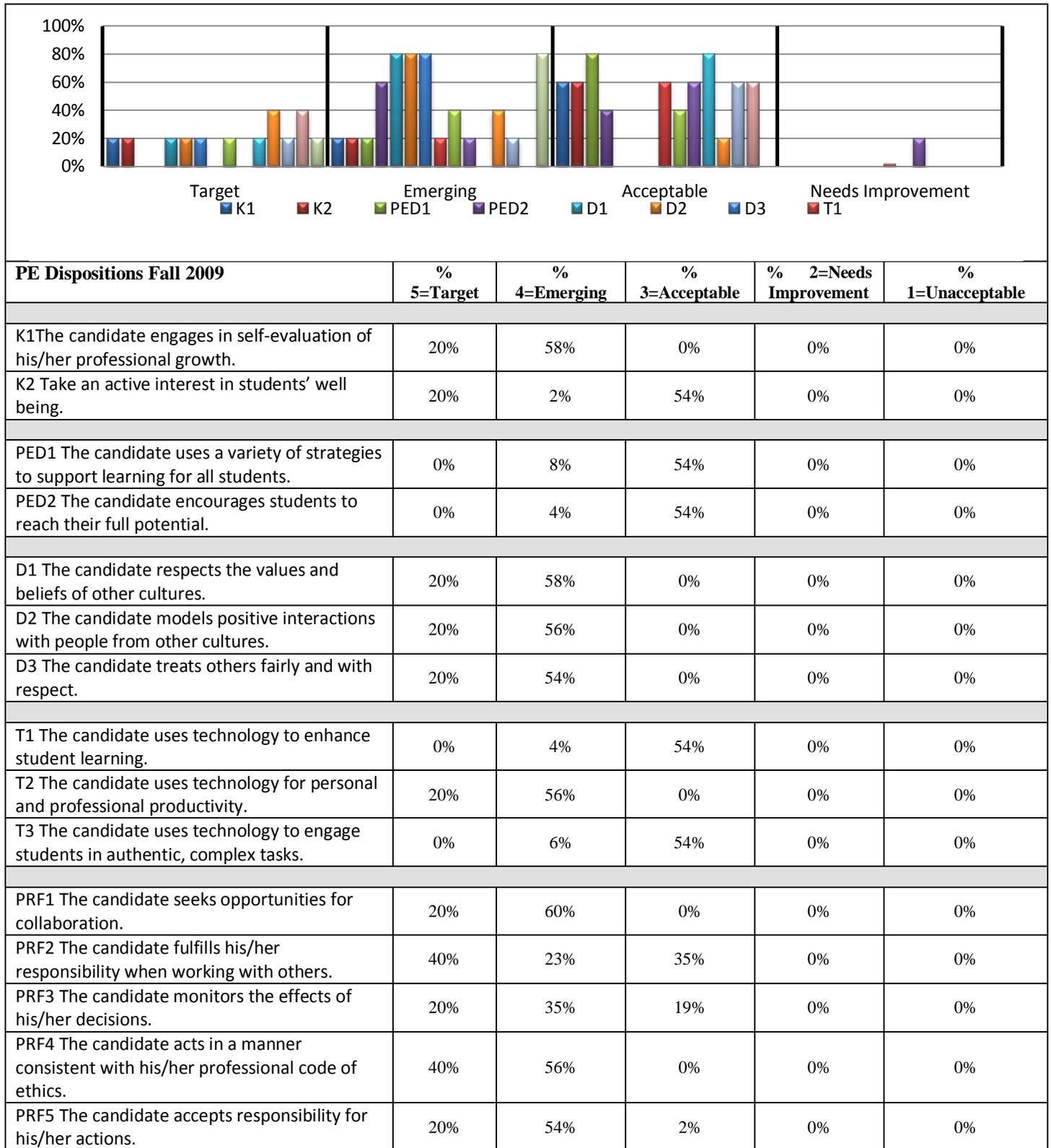


Table 3 PE Disposition Data



5. Provide evidence of the measures of student performance that your unit collects and analyzes regularly. Address specific examples of how of analyses of student performance have been used to improve unit decisions. (Examples: retention rates/pass rate for classes, teacher made tests, research papers, recitals, field experiences, etc.)

The School of Education uses multiple strategies and assessments to measure the effectiveness of the unit program quality. These include 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 assessments, graduate surveys, and employer surveys. The School of Education also reviews other aspects of the unit operations such as internship placements, the number of graduates from the program, and the number of minorities graduating each year.

The following data charts provide an overview of the candidates (students) that are admitted to teacher education and candidates (students) that have completed the teacher education program.

**Table 4 Undergraduate Candidates (Students) Admitted to Teacher Education**

	Fall 07	Spr 08	YDT 07-08	Fall 08	Spr 09	YDT 08-09	Fall 09	Spr 10	YDT 09-10
*P-4 Early Childhood				19	16	35	20	5	25
*Middle Childhood				3	1	4	0	2	2
*Health/PE				3	2	5	2	2	4
*Music Education				2	2	4	1	0	1
<b>Total Admitted to Teacher Education</b>	27	7	34	27	21	48	24	15	39
Intern I	27	3	30	18	9	27	18	9	27
Intern II	9	27	36	3	18	21	9	18	27
Program Completers			36			21			27
Program Completer Praxis Passing Rate			100%			100%			100%

**Table 5 Program Completers by Licensure Area**

<b>Initial Licensure Areas</b>	<b>09-10</b>
P-4 Early Childhood	24
Middle Level Childhood	7
PE Licensure	4
Music Education	4
<b>Master of Arts in Teaching</b>	<b>09-10</b>
MAT Life Science	4
MAT Physical Science	1
MAT Math	2
MAT English	5
MAT Social Studies	1
MAT Foreign Language	0
MAT PE	5
MAT Middle Childhood	10
MAT Art	1
MAT Music	0
MAT Family and Consumer Science	1
MAT Agriculture	2
MAT Speech	1
<b>Advanced Licensure Areas</b>	<b>09-10</b>
Master of Education Educational Leadership	9
<b>Endorsement/Post Baccalaureate</b>	<b>09-10</b>
Special Education P-4	4
Special Education 4-12	2
Instructional Facilitator	0
5 – 6 Middle Level	3
Algebra I	0
Coaching	1
Master of Education in Teacher Leader (no additional licensure)	2

**Table 6 Diversity of Teacher Candidates (Students) Admitted to Teacher Education**

	<b>Fall 2007</b>	<b>Spring 2008</b>	<b>Fall 2008</b>	<b>Spring 2009</b>	<b>Fall 2009</b>	<b>Spring 2010</b>
White	Female 22	Female 3	Female 19	Female 15	Female 20	Female 9
	Male 3	Male 2	Male 5	Male 2	Male 3	Male 3
Black, African American	Female 2	Female 2	Female 3	Female 3	Female 1	Female 3
	Male	Male	Male	Male	Male	Male

	0	0	0	1	0	0
Hispanic	0	0	0	0	0	0

Table 7 Diversity of Program Completers/Graduates

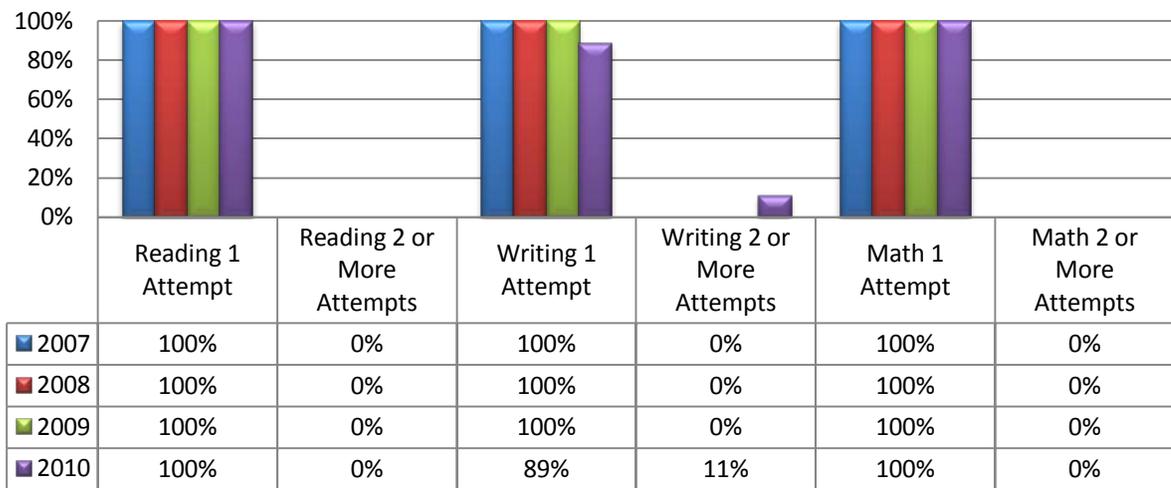
Traditional Programs	07-08	08-09	09-10
White	31	Female 11 Male 5	Female 24 Male 5
Black, African American	4	Female 5 Male 0	Female 4 Male 0
Hispanic	0	Female 0 Male 0	Female 0 Male 0
Master of Arts in Teaching Initial License Alternative Route	07-08	08-09	09-10
White	Female 25 Male 7	Female 25 Male 15	Female 12 Male 7
Black	Female 1 Male 0	Female 1 Male 2	Female 1 Male 1
Hispanic	Female 1 Male 0	Female 0 Male 0	Female 0 Male 0
Advanced Licensure Programs			
Educational Leadership			
White			Females 3 Males 1
Black			0
Hispanic			0
Special Education			0
Non-Licensure Graduate Degree			
Master of Education			
White			Female 2 Male 0
Black			0

Hispanic			0
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Program faculty members have developed signature assessments that use common rubrics to ensure fairness and consistency of the data. Assessments and scoring rubrics are reviewed periodically by faculty committees to ensure that they are free of racial and ethnic stereotypes and cultural insensitivity that might interfere with candidate performance or favor some candidates over others. The data represented in question four are also utilized to determine if programmatic changes are warranted.

The School of Education uses data from the Praxis exams along with the data above to assist the unit in making data drive program decisions. The data indicate that the majority of the candidates (students) are passing the all parts of the Praxis I on the first attempt. The School of Education has implemented two Praxis I courses, one course for reading and writing and one course for math. Based on the data the School of Education is confident that the courses are assisting candidates (students) with achieving passing scores on the exams.

Figure 5 Praxis I Reading, Writing, and Math Percentage of Attempts to Pass



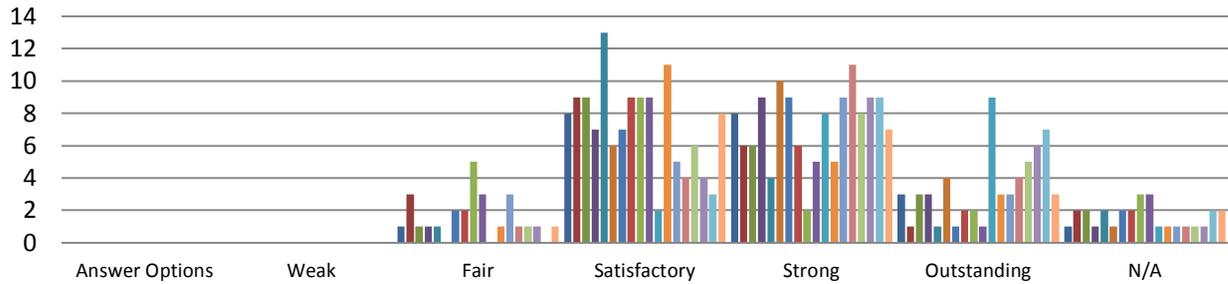
- Describe and provide examples of how your unit utilizes information, other than student performance, to determine necessary unit decisions. Include in your description how your unit analyzes and selects a course of action. Attach documentation that supports your determination. (Examples: senior surveys, alumni surveys, professional meetings, minutes from faculty or committee meeting, etc.)

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 and graduate survey were revamped this year to align better to the conceptual framework. This alignment will provide data that will assist the School of Education in assessing candidates (students) that have graduated and are currently teaching.

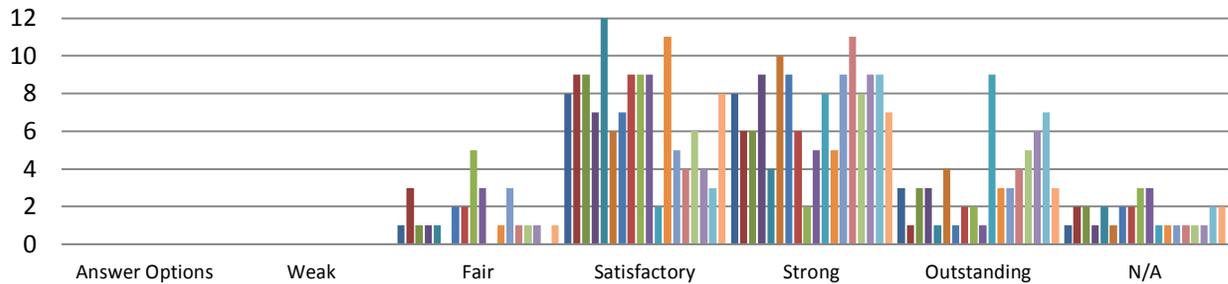
The two surveys are exactly the same this enables the School of Education to analyze the data to determine if there is a statistically significant difference between how well the graduates believed they were prepared and how well the hiring principals believed the UAM School of Education graduates were prepared. The data below indicate that the majority of both the principals and graduates believed that the candidates were satisfactory to outstanding in all areas.

**Figure 6 Principal Survey Data**



- Monitoring students' progress using strategies that are appropriate to learning outcomes.
- Interpreting data from standardized assessments.
- Employing a cycle of planning, implementing and evaluating instruction.
- Providing constructive feedback on students' individual work and behavior.
- Analyzing the effects of your teaching on the learning environment and student outcomes.
- Engaging in self-improvement and professional development activities.
- Using a variety of strategies to engage students in critical thinking.
- Engaging students in learning activities and projects that require them to demonstrate problem-solving skills.
- Analyzing students' learning needs to accommodate linguistic and cultural differences.
- Encouraging the exploration of diverse points of view.
- Following the Code of Ethics and Principles of Professional Conduct for educators.
- Modifying instructional plans based on assessment of student outcomes.
- Working collaboratively with parents and families to meet students' needs.
- Working with other faculty and school administrators to improve the educational experiences of students.
- Maintaining an orderly and disciplined classroom conducive to student learning.
- Using technology as a resource to enhance student learning.
- Using technology for personal and teacher productivity.
- Using technology to engage students in authentic, complex tasks.

**Figure 7 Graduate Survey Data**



- Monitoring students' progress using strategies that are appropriate to learning outcomes.
- Interpreting data from standardized assessments.
- Employing a cycle of planning, implementing and evaluating instruction.
- Providing constructive feedback on students' individual work and behavior.
- Analyzing the effects of your teaching on the learning environment and student outcomes.
- Engaging in self-improvement and professional development activities.
- Using a variety of strategies to engage students in critical thinking.
- Engaging students in learning activities and projects that require them to demonstrate problem-solving skills.
- Analyzing students' learning needs to accommodate linguistic and cultural differences.
- Encouraging the exploration of diverse points of view.
- Following the Code of Ethics and Principles of Professional Conduct for educators.
- Modifying instructional plans based on assessment of student outcomes.
- Working collaboratively with parents and families to meet students' needs.
- Working with other faculty and school administrators to improve the educational experiences of students.
- Maintaining an orderly and disciplined classroom conducive to student learning.
- Using technology as a resource to enhance student learning.
- Using technology for personal and teacher productivity.
- Using technology to engage students in authentic, complex tasks.

### *Annual Stakeholders Meetings*

The School of Education continues to seek opportunities to collaborate with the area stakeholders to provide highly qualified teachers and building level administrators to the local school districts. The purpose of this report is both to serve as an accountability document to the stakeholders and as a planning tool to improve the School of Education. The Annual Stakeholders Report can be found on the School of Education website.

7. Based on your answers to Question 5 and 6 regarding student learning outcomes, prioritize your unit's future course of action. Include plans for what will be done, by whom, to what extent, and how often.

The School of Education systematically collects, summarizes, and analyzes its candidate performance data. It has developed a data protocol that identifies the source of the evidence; where, how, and by whom data are collected; and when reports are completed. The assessment coordinator produces data reports for review at department faculty and committee meetings. Reports are also prepared as data become available and can be prepared on faculty request.

The School of Education has an extensive assessment plan that details the actions that must be taken to meet NCATE Standards for accreditation. In addition to this plan, which is a standing plan for assessment in the School of Education details where and how, all data for the School of Education is collected and disseminated.

<http://www.uamont.edu/Education/UAM%20Assessment%20Plan.pdf>

8. Describe and provide specific evidence of how your unit is making student learning accessible. Address historical patterns and trends. Include, if applicable, alternative modes of instruction (CIV, WebCT, weekend, Early College High School, etc.). A table of course schedules over time showing efforts to offer courses via alternative formats, different timeframes, etc. will be beneficial.

a.) The School of Education offers courses through CIV, WebCT, Saturday courses, intersession courses, and evening courses. This is evident in the schedules posted each semester for the School of Education. (Attachment C Schedule)

b.) Additionally, the School of Education has a 2+2 partnership agreement with two community colleges, South Arkansas Community College (SouthArk) and Phillips Community College University of Arkansas (PCCUA), to deliver the P-4 Early Childhood program via distance learning to the high need Mississippi Delta regions. UAM accepts the community college Associate of Arts in Teaching degree (AAT), Associate of Art Degree (AA) or its equivalent. This agreement requires the Candidates (students) to complete the P-4 Early Childhood courses from UAM. Because the candidates (students) are located in rural regions and are at least an hour to two hours from our campus, the majority of the courses are delivered via CIV. For admission to the UAM teacher education program candidates (students) must meet the same requirements as the traditional teacher education candidates. The candidates (students) are taught as a cohort via CIV and WebCT during the first year of instruction and are required to take the methods classes on the UAM campus in a traditional setting. More than fifty percent of the courses are delivered distance learning for the 2+2 candidates (students) and all courses are taught by UAM faculty and originate from the UAM campus. Data for 2+2 candidates (students) are collected and disaggregated independently of other program data.

c.) UAM offers a Master of Arts in Teaching (M.A.T.) advanced degree for candidates (students) who are seeking initial licensure in a 7-12 content area. For admission, candidates (students) must have an undergraduate degree from an accredited college or university and

the degree must contain at least 30 content hours in the area for which they are seeking licensure. Additionally, candidates (students) wishing to obtain a licensure in P-8 and 7-12 physical education, art, music (instrumental and vocal), and foreign language must complete a child development course. Physical education candidates (students) must also take a Growth and Motor Development course.

The 30 hour curriculum is pedagogy only and delivered during an initial two week summer seminar and by on-line courses each semester. Candidates (students) are issued a provisional license to teach while they complete the required program of study. In addition to the course work, candidates (students) are required to attend Saturday sessions.

9. Specifically describe how your unit involves students directly in the assessment process.

Candidates (students) are involved in the assessment process in the following ways:

- Candidates (students) serve on committees for the development of assessments.
- Candidates (students) are asked to serve on the Teacher Education Committee.
- Candidates (students) are included in stakeholders' meetings.
- Candidates (students) are included in data review meetings.

(Attachment D Minutes)

10. Describe and provide evidence of the efforts your unit is making to retain students in your unit and/or at the University.

The School of Education has a Recruitment/Retention Committee that has developed an ongoing detailed plan the retention of candidates. (Attachment E Retention Plan)

The School of Education has developed a Middle Childhood Majors Club this past year to assist with the retention of middle childhood candidates (students).

The School of Education hosted a hotdog picnic and a Wii ski tournament to help keep candidates (students) actively engaged in campus events. Additionally, events such as these keep candidates (students) in regular contact with faculty outside of regular advising.

(Attachment F Retention Activities)

## **ATTACHMENT A**

### **Sample Syllabi**

UNIVERSITY OF ARKANSAS at MONTICELLO  
SCHOOL OF EDUCATION  
COURSE SYLLABUS

**Course Title: ECED 4333 Math and Science for Young Children**

**Credit Hours: 3**

**Instructor:**

**Office Hours:**

**PREREQUISITE**

Admission to Clinical Internship

**REQUIRED TEXTS**

Charlesworth, R., & Lind, K. (2007). *Math & science for young children* (5<sup>th</sup> Ed.). Clifton, NY: Thomason Delmar Learning.

**Maintain a current Taskstream account to avoid loss of portfolio documents**

**SUPPLEMENTAL TEXTS**

Bredecamp, S., Copple, C., Eds. (1997). *Developmentally appropriate practice in early childhood programs*. Washington, D.C.: National Association for the Education of Young Children.

National Council of Teachers of Mathematics (2000). *Principles and standards for school mathematics*. Reston, VA: NCTM

National Research Council (1996). *National science standards*. National Academy Press.

**OTHER REQUIRED MATERIALS**

- Arkansas Department of Education Frameworks for Mathematics and Science
  - <http://arkansased.org/teachers/frameworks.html>
- School of Education Teacher Education Handbook

**COURSE DESCRIPTION**

Course provides a broad knowledge of instructional strategies that draw upon content, pedagogical knowledge and skills in the area of mathematics and science. Candidates learn to effectively plan, teach, modify and systematically reflect upon meaningful mathematics and science in a positive and supportive environment for diverse children and to involve families and communities in these activities. Candidates will also learn to integrate instructional technology and to properly use assessment tools.

This course is taught concurrently with Clinical Internship I. Specific assignments will be completed during this 15 week experience.

**MISSION STATEMENT**

The University of Arkansas at Monticello School of Education is committed to the development of highly qualified candidates. The School of Education embraces the responsibility to prepare candidates to live and work in a rapidly changing, diverse world. Candidates are challenged to achieve the highest level of proficiencies defined in the UAM School of Education’s Conceptual Framework and as modeled by the UAM School of Education Faculty. The Conceptual Framework is comprised of five strands: knowledge, pedagogy, diversity, professionalism and technology. The candidates’ understanding of the Conceptual Framework is progressively developed as they advance through the professional education programs. The UAM School of Education is dedicated to developing highly qualified professional educators as identified by the State of Arkansas and by the “No Child Left Behind” Act of 2001 through a partnership with the Southeast Educational Cooperative, area public schools, the university community, and supportive agencies in Arkansas’s high-need geographical areas.

**CONCEPTUAL FRAMEWORK**

The Conceptual Framework of the School of Education is organized around five strands that promote the following: the acquisition of a knowledge base; development of pedagogical skills; promotion of diversity and social justice; the demonstration of professionalism, and technology skills. The core belief through all strands is that the diverse population of P-12 students can learn. This philosophy is shared by faculty and candidates alike and is infused throughout the curriculum and practice of faculty and candidates. The proficiencies identified either by indicators or standards within each strand define the performance of initial and advanced candidates in the undergraduate and graduate education programs.

**GOALS AND OBJECTIVES AND CORRELATED STANDARDS:**

Candidates will demonstrate the ability to know about and understand the goals, benefits, and uses of assessment. They will demonstrate the ability to know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning. (NAEYC Standard 3, CF: Knowledge, Pedagogy, Diversity)

Candidates will demonstrate the ability to integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children. (NAEYC Standard 4, CF: Knowledge, Pedagogy, Diversity)

Candidates will demonstrate the ability to know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children. (NAEYC Standard 4a, CF: Knowledge, Pedagogy, Diversity)

Candidates will demonstrate the ability to know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence children’s development and learning. (NAEYC Standard 4b, CF: Knowledge, Pedagogy, Diversity)

Candidates will demonstrate the ability to understand the importance of each content area in young children's learning. They will demonstrate the ability to know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding. (NAEYC Standard 4c, CF: Knowledge, Pedagogy, Diversity)

Candidates will demonstrate the ability to use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children. (NAEYC Standard 4d, CF: Knowledge, Pedagogy, Diversity)

### **METHODS OF INSTRUCTION**

The method of instruction will be lecture, cooperative/collaborative learning, presentations, observations, demonstrations, reflective teaching, recitation, discussions, research and use of technology.

### **COURSE REQUIREMENTS:**

#### **1. Signature Assessment :Candidate Developed Assessment/ Pre and Post Test and Data Analysis (NAEYC Standards 3, 4) Portfolio Artifact (Required for Course Completion):**

Candidates will develop and teach a math or science lesson which will includes a pre and post test instrument. The candidate will collect and analyze data to determine the impact on student learning. Candidates will share the results through a class presentation.

##### Step 1: (Standard 3 and 4)

Develop lesson plan for specific age-level and content area (science or math)

##### Step 2: (Standard 3)

Develop appropriate Pre-Test to assess student's prior knowledge

##### Step 3: (Standard 3)

Develop appropriate Post-Test to assess student learning during the lesson based on goals and objectives for lesson.

##### Step 4: (Standard 3 and 4)

Administer Pre-Test to determine prior knowledge.

##### Step 5: (Standard 4)

Modify lesson plan based on Pre-Test

##### Step 6: (Standard 4)

Teach lesson

##### Step 7: (Standard 3)

Administer Post-Test

##### Step 8: (Standard 3)

Analyze data for student learning

Step 9: (Standard 3 and 4)

Write reflective paper on the process of developing a lesson plan, pre-testing, and modifying a lesson plan based on student's prior knowledge, and post-testing to determine student learning.

Step 10: (Standard 3 and 4)

Presentation to class explaining candidate's learning during this process.

**UAM GRADE POLICY:** UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage, <http://www.uamont.edu/> To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee.

**GRADE ASSIGNMENT:**

Grading Scale:

A= 90—100

B= 80—89

C= 70—79

D= 60--69

F= 59 and below

**ATTENDANCE POLICY:**

Regular and punctual attendance is required in class and any required field experiences. Candidates must attend class to receive maximum benefit of learning. As future teachers, candidates are expected to maintain a professional demeanor at all times. Attendance will be recorded at the beginning of the class. It is important that students arrive on time to class. Late work will not be accepted without penalty. Makeup work will not be allowed unless documentation concerning the reason for the absence is provided.

**STUDENTS WITH DISABILITIES:**

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**STUDENT CONDUCT STATEMENT:**

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In testing situations, use of cell phones or similar communication devices may lead also to a charge of academic dishonesty and additional sanctions under the *Academic Dishonesty Policy*.

**USE OF TECHNOLOGY:**

Candidates will word-process all papers and class assignments. Candidates are responsible for obtaining an e-mail address at the Information Technology Center. Candidates will conduct internet research concerning class topics. Candidates will develop multi-media presentations using a variety of instructional resources.

**DIVERSITY:**

Candidates will be provided opportunities through direct instruction and field experiences to gain the knowledge, skills, and dispositions to provide effective instruction in diverse classroom and communities. A wide variety of instructional methods will be modeled during the course to meet the needs of a diverse class. In addition, candidates will design curriculum (including goals, methods, and assessments) suitable for a wide range of students.

**ACADEMIC DISHONESTY:**

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
  - a. Copying from another student's paper.
  - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor.
  - c. Collaboration with another student during the examination.
  - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material.
  - e. Substituting for another person during an examination or allowing such substitutions for oneself.
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credit, to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name in on the work submitted.

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**COURSE OUTLINE/CALENDAR:**

**BIBLIOGRAPHY**

UNIVERSITY OF ARKANSAS at MONTICELLO  
SCHOOL OF EDUCATION  
COURSE SYLLABUS

**Course Title:** MLED 4523 Literacy Across the Curriculum

**Credit Hours:** 3

**Instructor:**

**Room/Time:**

**Office:**

**Telephone:**

**E-Mail:**

**Office Hours:**

**PREREQUISITE:** Admission to the Teacher Education Program

**REQUIRED TEXT:**

Tompkins, Gail E. (2004). *Literacy for the 21<sup>st</sup> Century: Teaching Reading and Writing in Grades 4 through 8*. New Jersey: Pearson, Merrill Prentice Hall.

Faber, Sahron H. (2004). *How to Teach Reading When You're Not a Reading Teacher*. Tennessee: Incentive Publications.

**Maintain a current a TaskStream account to avoid loss of portfolio documents.**

**COURSE DESCRIPTION:**

This course is designed to train pre-service middle level teachers how to incorporate literacy instruction across the content areas.

**METHODS OF INSTRUCTION:**

**MISSION STATEMENT**

The University of Arkansas at Monticello School of Education is committed to the development of highly qualified candidates. The School of Education embraces the responsibility to prepare candidates to live and work in a rapidly changing, diverse world. Candidates are challenged to achieve the highest level of proficiencies defined in the UAM School of Education's Conceptual Framework and as modeled by the UAM School of Education Faculty. The Conceptual Framework is comprised of five strands: knowledge, pedagogy, diversity, professionalism and technology. The candidates' understanding of the Conceptual Framework is progressively developed as they advance through the professional education programs. The UAM School of Education is dedicated to developing highly qualified professional educators as identified by the State of Arkansas and by the "No Child Left Behind" Act of 2001 through a partnership with the Southeast Educational Cooperative, area public schools, the university community, and supportive agencies in Arkansas's high-need geographical areas.

**CONCEPTUAL FRAMEWORK:**

The Conceptual Framework of the School of Education is organized around five strands that promote the following: the acquisition of a knowledge base; development of pedagogical skills; promotion of diversity and social justice; the demonstration of professionalism, and technology skills. The core belief through all strands is that the diverse population of P-12 students can learn. This philosophy is shared by faculty and candidates alike and is infused throughout the curriculum and practice of faculty and candidates. The proficiencies identified either by indicators or standards within each strand define the performance of initial and advanced candidates in the undergraduate and graduate education programs.

**GOALS AND OBJECTIVES AND CORRELATED STANDARDS:**

Middle level teacher candidates:

1. Understand the major concepts, principles, and theories of young adolescent development, and they provide opportunities that support student development and learning. (NMSA 1; CF: Knowledge, Pedagogy, Diversity, and Professionalism)
2. Understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice. (NMSA 3, CF: Pedagogy, Diversity, Knowledge, and Professionalism).
3. Understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills. (NMSA 4; CF: Pedagogy, Diversity, Knowledge, and Professionalism).
4. Understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents. (NMSA 5; CF: Technology, Knowledge, Diversity, and Pedagogy).
5. Understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents. (NMSA 6; CF Professionalism and Knowledge).
6. Understand the complexity of teaching young adolescents, and the engage in practices and behaviors that develop their competence as professionals. (NMSA 7; CF: Professionalism and Knowledge)

**METHODS OF INSTRUCTION:**

**COURSE REQUIREMENTS :****Signature Assessment/Portfolio Artifact : Curriculum Research Project (Required for Course Completion):**

Middle Level Curriculum Research Project is completed during Transition Point III, Clinical Internship. The assessment is assigned in MLED 4523 Literacy Across the Curriculum and the focus of this project is for candidates to learn how to research and gather information on curriculum that is relevant, challenging, integrative and exploratory (NMSA 3). The candidate will report his/her findings in a research paper format and will discuss his/her findings with the class. A scoring rubric will be used to score the candidates knowledge of middle school curriculum upon completion of this project. The candidate will read and investigate curriculum that is currently and effectively being used in the public middle schools. After the initial research is done, the candidate will choose a topic that relates to his/her teaching area to complete this project. The candidates must demonstrate knowledge of the concepts, principles, and theories of young adolescent development. Their knowledge must be supported by the research that they have found. The curriculum being investigated must be proven and supported by research found to be relevant, challenging, integrative and exploratory.

**1. Create/Maintain a Blog (10%)**

The purpose of this assignment is:

- ✓ To give you the opportunity to provide a “window” into your classroom. In an on-line course, it is often difficult to share all those wonderful ideas you have with your classmates. By creating and maintaining your blog, you will have the opportunity to “show” us your classroom.
  - ✓ To provide you an opportunity to “journal”. You will have the opportunity to write reflections about your beginning semester as a novice teacher. This will be a safe place to ask for feedback from your course-mates and the instructor.
  - ✓ To utilize a form of technology that can be used in your classroom by your students.
- Guidelines for the blog will be provided by your instructor.**

**2. Exams (10%)**

Exams (3) will be given at the beginning of each of the Saturday face-to-face meetings. Questions will focus on the assigned readings prior to the meeting.

**3. 25 Literacy Strategies/Study Skills (20%)**

The purpose of this assignment is for you to develop a “tool box” of strategies/study skills that can provide your students with skills to be better critical thinkers.

**4. Lesson Plan #1: Strategy/Study Skill (10%)**

The first of three (3) lesson plans you will create focuses on a specific strategy or study skill you will teach in your classroom. The strategy/study skill will apply to your content area. Questioning techniques from the *Asking Better Questions* must be included in the procedures.

**5. Lesson Plan #2: Strategy/Study Skill for Diverse Learners (10%)**

The second of three (3) lesson plans you will create will focus on a specific lesson that teaches a strategy or study skill for **diverse learners** in your classroom. Definitions for *diversity* will be discussed in the course. This assignment must be created according to your content area and the diversity of your classroom. Questioning techniques from the *Asking Better Questions* must be included in the procedures.

**6. Lesson Plan #3: Strategy/Study Skill Using Technology (20%)**

The third lesson plan will focus on using technology to teach a strategy/study skill in your content area. Technology will be defined in the context of the course. Questioning techniques from the *Asking Better Questions* must be included in the procedures.

**7. Book Talk: *Asking Better Questions*. (10%)**

The information in this text will provide an introduction (if needed) to Bloom's Taxonomy. You will find this to be helpful, not only in this course, but in the Assessment course next semester. For the assignment, you will:

- ✓ Read the book throughout the course.
- ✓ Submit a 2-3 page summary of the information in the book, describing practical examples of how you can use the techniques in your content area.
- ✓ Create/present a multimedia presentation. (Some presentations will be submitted online; others will be shared at our FTF meetings.)

**8. Class Participation (10%)**

This course is designed to be completed at your own individual pace within the structure provided. It is essential that you log in on a regular basis to read the bulletin board posting and any individual mail that has been sent to you. Email the instructor in WebCT. I will check the email in WebCT on a regular basis. If for some reason I will not be checking email, I will let you know. If your computer is down for an extended period of time, you must make arrangements to stay current with your course responsibilities.

**The instructor for the course will complete a disposition on each candidate. The candidate will receive a copy of the rubric which must be included in the candidate's portfolio.**

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**COURSE OUTLINE/CALENDAR:**

**BIBLIOGRAPHY**

UNIVERSITY OF ARKANSAS-MONTICELLO  
SCHOOL OF EDUCATION  
COURSE SYLLABUS

**Course Title:** EDLD 5223 Supervision of Instruction

**Credit Hours:** 3

**Instructor:**

**Office Hours:**

**PREREQUISITE**

Admission to the Master of Education (M.Ed.) Program in Educational Leadership

**REQUIRED TEXTS**

Wiles, J. & Bondi, J. (2004). Supervision: A guide to practice (6<sup>th</sup> ed.). Ohio Pearson/Merrill Prentice Hall.

Please have read any materials suggested or distributed by the instructor during the course of the semester.

**COURSE DESCRIPTION**

This course is designed to review and discuss the foundations of a teacher supervision and evaluation system which includes emphasis on adult learning theory, supervisory models, tasks and skills of informal data collection and conferencing. The course focuses on the skills of supervision which promote professional growth for teachers as well as the performance-based approaches to teacher development and school improvement which are associated with positive student learning outcomes.

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**GOALS AND OBJECTIVES AND CORRELATED STANDARDS:**

Candidates will demonstrate the ability to develop and promote a vision of learning based on relevant knowledge and theories that include diversity, schools as social and cultural systems and agents of social and organizational change. (ELCC Standard 1.1 a,b, CF: Knowledge, Professionalism, Diversity)

Candidates will demonstrate the leadership processes needed to articulate and communicate the school vision to all stakeholders using symbols, ceremonies, stories, and other activities and by employing data-based research strategies and strategic planning that focuses on student learning. (ELCC Standard 1.2 a,b,c, CF: Knowledge, Professionalism, Diversity)

Candidates will demonstrate the ability to implement the vision by formulating initiatives, plans, and processes to motivate staff, students, and families to become leaders to achieve the school's vision. (ELCC Standard 1.3 a,b, CF: Knowledge, Professionalism, Diversity)

Candidates will demonstrate the ability to steward the vision by using effective communication and employing a plan of data-based research strategies and methods to monitor, evaluate, and revise the vision. (ELCC Standard 1.4 a,b,c, CF: Knowledge, Professionalism, Diversity)

Candidates will demonstrate the ability to provide effective instructional programs and to assist staff through activities that apply principles of effective instruction and by making recommendations for design, implementation, enrichment, evaluation, and monitoring of curriculum that accommodates learners' diverse needs using technology and information systems as a means for school improvement. (ELCC Standard 2.2 a,b,c, CF: Knowledge, Pedagogy, Professionalism, Diversity)

Candidates will demonstrate the ability to apply best practices to student learning by assisting school personnel to understand best practice and to apply research based human development, motivational, and diverse learning processes and theories to promote an environment for improving student achievement. (ELCC Standard 2.3 a,b,c, CF: Knowledge, Pedagogy, Professionalism, Diversity)

Candidates will demonstrate the ability involve teachers and other school personnel to design and use strategies to create and implement context appropriate comprehensive professional growth plans that are consistent with the school vision and goals and reflect a commitment to life-long learning. (ELCC Standard 2.4 a,b,c, CF: Knowledge, Pedagogy, Professionalism, Diversity)

Candidates develop a broad perspective and understanding of the organization by focusing on an effective and efficient plan of action for equitable allocation and management of fiscal and human resources in ways that promote student achievement. (ELCC Standard 3.1 a,b,c, CF: Knowledge, Professionalism, Diversity)

Candidates develop effective writing and communication skills as they demonstrate their ability to involve staff and stakeholders in management decisions, group processes, conflict resolution, consensus building to promote educational equity in a safe, effective, and efficient school setting. (ELCC Standard 3.2 a,b,c, CF: Knowledge, Professionalism, Diversity)

Candidates use knowledge and skills in school leadership (school management, business procedures, scheduling, equitable and efficient use of fiscal and human resources) and technology to manage and seek resources to facilitate teaching and learning. (ELCC Standard 3.3 a,b,c, CF: Knowledge, Professionalism, Diversity)

Candidates will demonstrate the ability to develop collaborative relationships and partnerships with all stakeholders and the larger community to promote a positive and successful learning environment. (ELCC Standard 4.1 a,b,c,d,e,f,g,h, CF: Knowledge, Professionalism, Diversity)

Candidates will demonstrate the ability to interact with and to lead individuals and groups with conflicting perspectives through the use of appropriate assessment strategies and research methods to make school improvements and to accommodate the diverse needs of students and stakeholders. (ELCC 4.2 a,b,c,d, CF: Knowledge, Professionalism, Diversity)

Candidates will demonstrate an understanding of how to use community resources, school resources, and public resources and funds to support students' academic achievement, behavior, and personal problems and/or needs. (ELCC 4.3 a,b,c, CF: Knowledge, Professionalism, Diversity)

Candidates will demonstrate the ability to act with integrity by respecting the rights of others in regard to confidentiality and dignity and can engage in honest interactions. (ELCC Standard 5.1, CF: Knowledge, Professionalism, Diversity)

Candidates will demonstrate the ability to act fairly by combining impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. (ELCC Standard 5.2, CF: Knowledge, Professionalism, Diversity)

Candidates will demonstrate the ability to act ethically by making and explaining decisions based upon ethical and legal principles. (ELCC Standard 5.3, CF: Knowledge, Professionalism, Diversity)

Candidates demonstrate the ability to implement educational theory to analyze the causes of poverty, explain the economic factors that shape the community, understand the cultural diversity and community norms, and the laws and policies that affect the school community. (ELCC Standard 6.1 a,b,c,d,e,f,g,h, CF: Knowledge, Professionalism, Diversity)

Candidates demonstrate the ability to communicate with members of a school community concerning trends and potential changes in the environment in which the school operates,

including a dialogue with representatives of diverse community groups. (ELCC Standard 6.2 a, CF: Knowledge, Professionalism, Diversity)

Candidates demonstrate the ability to advocate for policies and programs that promote equitable learning opportunities while encouraging the school community to advocate for improved polices and laws. (ELCC Standard 6.3 a,b,c, CF: Knowledge, Professionalism, Diversity)

### **METHODS OF INSTRUCTION**

The method of instruction will be lecture, cooperative/collaborative learning, presentations, observations, demonstrations, reflective teaching, recitation, discussions, research and use of technology.

### **COURSE REQUIREMENTS:**

#### **Signature Assessment Professional Growth Plan (Required for Course Completion):**

The candidate is given a scenario in which the superintendent has asked that the building level administrator develop a professional growth plan for the teacher described in the scenario. The candidate will develop a plan to improve the teacher's classroom instruction to improve student learning.

#### **FIELD EXPERIENCE (Required for Course Completion):**

**Ten** hours of field experience is required for course completion. Candidates will interview a building level administrator to determine the effectiveness of the faculty observation instrument adopted by the district and to determine how the results are used to develop professional growth plans. Candidates must include the following questions in the interview: Does the instrument meet its intended objectives? What are the strengths and weaknesses of the instrument? How can the instrument be improved? How does the administrator collaborate with the faculty to develop a professional growth plan? Candidates will present the findings in a multimedia presentation.

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**DIVERSITY:**

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**Attachment B**  
**Alignment Matrix**

P-4 Early Childhood Expected Knowledge, Skills, and Dispositions

UAM Conceptual Framework	NCATE Standards	NAEYC Standards	INTASC Standards	Arkansas Early Childhood Competencies	PATHWISE Domains
<b>Knowledge</b>	<p><b>Standard 1:</b> Candidate Knowledge, Skills, and Dispositions</p> <p><b>Standard 2:</b> Assessment System and Unit Evaluation</p>	<p><b>Standard 3:</b> Observing, Documenting, and Assessing to Support Young Children and Families</p>	<p><b>Standard 1:</b> Knowledge of Subject Matter</p> <p><b>Standard 2:</b> Knowledge of Human Dev. &amp; Learning</p> <p><b>Standard 3:</b> Adapting Instruction for Individual Needs</p> <p><b>Standard 7:</b> Instructional Planning Skills</p> <p><b>Standard 8:</b> Assessment of Student Learning</p>	<p><b>Standard 3:</b> The teacher plans instruction based upon human growth and development, learning theory, and the needs of students</p>	<p><b>A1:</b> Becoming familiar with relevant aspects of student's background knowledge and experiences</p>
<b>Pedagogy</b>	<p><b>Standard 1:</b> Candidate Knowledge, Skills, and Dispositions</p> <p><b>Standard 3:</b> Field Experience and Clinical Practice</p>	<p><b>Standard 1:</b> Promoting Child Development and Learning</p> <p><b>Standard 3:</b> Observing, Documenting, and Assessing to Support Young Children and Families</p> <p><b>Standard 4:</b> Teaching and Learning</p>	<p><b>Standard 1:</b> Knowledge of Subject Matter</p> <p><b>Standard 2:</b> Knowledge of Human Dev. &amp; Learning</p> <p><b>Standard 6:</b> Communication Skills</p> <p><b>Standard 7:</b></p>	<p><b>Standard 1:</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline to other</p>	<p><b>A2:</b> Articulating clear learning goals for the lessons that are appropriate to the students</p>

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UAM Conceptual Framework	NCATE Standards	NAEYC Standards	INTASC Standards	Arkansas Early Childhood Competencies	PATHWISE Domains
			Instructional Planning Skills	subjects <b>Standard 2:</b> The teacher plans curriculum appropriate to the students, to the content, and to the course objectives	

UAM Conceptual Framework	NCATE Standards	NAEYC Standards	INTASC Standards	Arkansas Early Childhood Competencies	PATHWISE Domains
<p><b>Pedagogy</b></p>	<p><b>Standard 1:</b> Candidate Knowledge, Skills, and Dispositions <b>Standard 4:</b> Diversity</p>	<p><b>Standard 1:</b> Promoting Child Development and Learning <b>Standard 3:</b> Observing, Documenting, and Assessing to Support Young Children and Families <b>Standard 4:</b> Teaching and Learning</p>	<p><b>Standard 1:</b> Knowledge of Subject Matter <b>Standard 7:</b> Instructional Planning Skills</p>	<p><b>Standard 1:</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline to other subjects <b>Standard 2:</b> The teacher plans curriculum appropriate to the students, to the content, and to the course objectives <b>Standard 3:</b> The teacher plans instruction based upon human growth and development, learning theory, and the needs of students</p>	<p><b>A3:</b> Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future</p>

UAM Conceptual Framework	NCATE Standards	NAEYC Standards	INTASC Standards	Arkansas Early Childhood Competencies	PATHWISE Domains
<p><b>Diversity</b></p>	<p><b>Standard 1:</b> Candidate Knowledge, Skills, and Dispositions <b>Standard 4:</b> Diversity</p>	<p><b>Standard 3:</b> Observing, Documenting, and Assessing to Support Young Children and Families <b>Standard 4:</b> Teaching and Learning</p>	<p><b>Standard 1:</b> Knowledge of Subject Matter <b>Standard 2:</b> Knowledge of Human Dev. &amp; Learning <b>Standard 3:</b> Adapting Instruction for Individual Needs <b>Standard 4:</b> Multiple Instructional Strategies <b>Standard 7:</b> Instructional Planning Skills</p>	<p><b>Standard 2:</b> The teacher plans curriculum appropriate to the students, to the content, and to the course objectives <b>Standard 3:</b> The teacher plans instruction based upon human growth and development, learning theory, and the needs of students</p>	<p><b>A4:</b> Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson</p>

UAM Conceptual Framework	NCATE Standards	NAEYC Standards	INTASC Standards	Arkansas Early Childhood Competencies	PATHWISE Domains
<b>Pedagogy Diversity Technology</b>	<b>Standard 1:</b> Candidate Knowledge, Skills, and Dispositions <b>Standard 2:</b> Assessment System and Unit Evaluation <b>Standard 3:</b> Field Experience and Clinical Practice <b>Standard 4:</b> Diversity	<b>Standard 3:</b> Observing, Documenting, and Assessing to Support Young Children and Families <b>Standard 4:</b> Teaching and Learning	<b>Standard 7:</b> Instructional Planning Skills <b>Standard 8:</b> Assessment of Student Learning	<b>Standard 2:</b> The teacher plans curriculum appropriate to the students, to the content, and to the course objectives <b>Standard 3:</b> The teacher plans instruction based upon human growth and development, learning theory, and the needs of students	<b>A5:</b> Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson
<b>Knowledge Diversity</b>	<b>Standard 1:</b> Candidate Knowledge, Skills, and Dispositions <b>Standard 4:</b> Diversity	<b>Standard 2:</b> Building Family and Community Relationships	<b>Standard 5:</b> Classroom Motivation and Management Skills	<b>Standard 4:</b> The teacher exhibits human relations Skills which support the development of human potential.	<b>B1:</b> Creating a climate that promotes fairness
<b>Knowledge</b>	<b>Standard 1:</b> Candidate Knowledge, Skills, and Dispositions	<b>Standard 2:</b> Building Family and Community Relationships	<b>Standard 5:</b> Classroom Motivation and Management Skills <b>Standard 6:</b> Communication Skills	<b>Standard 4:</b> The teacher exhibits human relations Skills which support the development of human potential	<b>B2:</b> Establishing and maintaining rapport with student

UAM Conceptual Framework	NCATE Standards	NAEYC Standards	INTASC Standards	Arkansas Early Childhood Competencies	PATHWISE Domains
<b>Knowledge Pedagogy Diversity</b>	<b>Standard 1:</b> Candidate Knowledge, Skills, and Dispositions <b>Standard 3:</b> Field Experience and Clinical Practice <b>Standard 4:</b> Diversity	<b>Standard 2:</b> Building Family and Community Relationships	<b>Standard 5:</b> Classroom Motivation and Management Skills <b>Standard 6:</b> Communication Skills	<b>Standard 4:</b> The teacher exhibits human relations Skills which support the development of human potential	<b>B3:</b> Communicating challenging learning expectations to each student
<b>Knowledge Pedagogy</b>	<b>Standard 1:</b> Candidate Knowledge, Skills, and Dispositions <b>Standard 3:</b> Field Experience and Clinical Practice	<b>Standard 2:</b> Building Family and Community Relationships	<b>Standard 5:</b> Classroom Motivation and Management Skills	<b>Standard 4:</b> The teacher exhibits human relations Skills which support the development of human potential	<b>B4:</b> Establishing and maintaining consistent standards of classroom behavior
<b>Pedagogy Diversity</b>	<b>Standard 1:</b> Candidate Knowledge, Skills, and Dispositions <b>Standard 3:</b> Field Experience and Clinical Practice <b>Standard 4:</b> Diversity	<b>Standard 2:</b> Building Family and Community Relationships	<b>Standard 5:</b> Classroom Motivation and Management Skills	<b>Standard 4:</b> The teacher exhibits human relations Skills which support the development of human potential	<b>B5:</b> Making the physical environment as safe and conducive to learning as possible

UAM Conceptual Framework	NCATE Standards	NAEYC Standards	INTASC Standards	Arkansas Early Childhood Competencies	PATHWISE Domains
<p><b>Knowledge Pedagogy Technology</b></p>	<p><b>Standard 1:</b> Candidate Knowledge, Skills, and Dispositions <b>Standard 3:</b> Field Experience and Clinical Practice</p>	<p><b>Standard 1:</b> Promoting Child Development and Learning <b>Standard 3:</b> Observing, Documenting, and Assessing to Support Young Children and Families <b>Standard 4:</b> Teaching and Learning</p>	<p><b>Standard 4:</b> Multiple Instructional Strategies <b>Standard 6:</b> Communication Skills</p>	<p><b>Standard 1:</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline to other subjects <b>Standard 2:</b> The teacher plans curriculum appropriate to the students, to the content, and to the course objectives <b>Standard 3:</b> The teacher plans instruction based upon human growth and development, learning theory, and the needs of students</p>	<p><b>C1:</b> Making learning goals and instructional procedures clear to students</p>

UAM Conceptual Framework	NCATE Standards	NAEYC Standards	INTASC Standards	Arkansas Early Childhood Competencies	PATHWISE Domains
<p><b>Pedagogy</b>  <b>Diversity</b>  <b>Technology</b></p>	<p><b>Standard 1:</b>  Candidate Knowledge, Skills, and Dispositions  <b>Standard 3:</b> Field Experience and Clinical Practice  <b>Standard 4:</b>  Diversity</p>	<p><b>Standard 1:</b>  Promoting Child Development and Learning  <b>Standard 3:</b>  Observing, Documenting, and Assessing to Support Young Children and Families</p>	<p><b>Standard 2:</b>  Knowledge of Human Dev. &amp; Learning  <b>Standard 4:</b> Multiple Instructional Strategies  <b>Standard 6:</b>  Communication Skills</p>	<p><b>Standard 1:</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline to other subjects  <b>Standard 3:</b> The teacher plans instruction based upon human growth and development, learning theory, and the needs of students</p>	<p><b>C2:</b> Making content comprehensible to students</p>

UAM Conceptual Framework	NCATE Standards	NAEYC Standards	INTASC Standards	Arkansas Early Childhood Competencies	PATHWISE Domains
<p><b>Pedagogy Technology</b></p>	<p><b>Standard 1:</b> Candidate Knowledge, Skills, and Dispositions  <b>Standard 3:</b> Field Experience and Clinical Practice</p>	<p><b>Standard 3:</b> Observing, Documenting, and Assessing to Support Young Children and Families  <b>Standard 4:</b> Teaching and Learning</p>	<p><b>Standard 4:</b> Multiple Instructional Strategies</p>	<p><b>Standard 2:</b> The teacher plans curriculum appropriate to the students, to the content, and to the course objectives  <b>Standard 3:</b> The teacher plans instruction based upon human growth and development, learning theory, and the needs of students</p>	<p><b>C3:</b> Encouraging students to extend their thinking</p>

UAM Conceptual Framework	NCATE Standards	NAEYC Standards	INTASC Standards	Arkansas Early Childhood Competencies	PATHWISE Domains
<p><b>Pedagogy Technology</b></p>	<p><b>Standard 1:</b> Candidate Knowledge, Skills, and Dispositions  <b>Standard 2:</b> Assessment System and Unit Evaluation  <b>Standard 3:</b> Field Experience and Clinical Practice</p>	<p><b>Standard 3:</b> Observing, Documenting, and Assessing to Support Young Children and Families  <b>Standard 4:</b> Teaching and Learning</p>	<p><b>Standard 1:</b> Knowledge of Subject Matter  <b>Standard 3:</b> Adapting Instruction for Individual Needs  <b>Standard 4:</b> Multiple Instructional Strategies  <b>Standard 5:</b> Classroom Motivation and Management Skills  <b>Standard 8:</b> Assessment of Student Learning</p>	<p><b>Standard 2:</b> The teacher plans curriculum appropriate to the students, to the content, and to the course objectives  <b>Standard 3:</b> The teacher plans instruction based upon human growth and development, learning theory, and the needs of students</p>	<p><b>C4:</b> Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands</p>

UAM Conceptual Framework	NCATE Standards	NAEYC Standards	INTASC Standards	Arkansas Early Childhood Competencies	PATHWISE Domains
<p><b>Pedagogy</b></p>	<p><b>Standard 1:</b> Candidate Knowledge, Skills, and Dispositions <b>Standard 3:</b> Field Experience and Clinical Practice</p>	<p><b>Standard 1:</b> Promoting Child Development and Learning <b>Standard 3:</b> Observing, Documenting, and Assessing to Support Young Children and Families <b>Standard 4:</b> Teaching and Learning</p>	<p><b>Standard 3:</b> Adapting Instruction for Individual Needs</p>	<p><b>Standard 1:</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline to other subjects <b>Standard 2:</b> The teacher plans curriculum appropriate to the students, to the content, and to the course objectives <b>Standard 3:</b> The teacher plans instruction based upon human growth and development, learning theory, and the needs of students</p>	<p><b>C5:</b> Using instructional time effectively</p>

UAM Conceptual Framework	NCATE Standards	NAEYC Standards	INTASC Standards	Arkansas Early Childhood Competencies	PATHWISE Domains
<b>Professionalism</b>	<b>Standard 1:</b> Candidate Knowledge, Skills, and Dispositions	<b>Standard 5:</b> Becoming a Professional	<b>Standard 6:</b> Communication Skills	<b>Standard 1:</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline to other subjects	<b>C6:</b> Communicate clearly and accurately in oral and written discourse
<b>Knowledge Technology</b>	<b>Standard 1:</b> Candidate Knowledge, Skills, and Dispositions	Standard 4: Teaching and Learning	<b>Standard 3:</b> Adapting Instruction for Individual Needs <b>Standard 4:</b> Multiple Instructional Strategies	<b>Standard 1:</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline to other subjects	<b>C7:</b> Integrate technology into instruction

UAM Conceptual Framework	NCATE Standards	NAEYC Standards	INTASC Standards	Arkansas Early Childhood Competencies	PATHWISE Domains
<b>Pedagogy</b>	<b>Standard 1:</b> Candidate Knowledge, Skills, and Dispositions <b>Standard 3:</b> Field Experience and Clinical Practice	<b>Standard 3:</b> Observing, Documenting, and Assessing to Support Young Children and Families	<b>Standard 8:</b> Assessment of Student Learning	<b>Standard 3:</b> The teacher plans instruction based upon human growth and development, learning theory, and the needs of students	<b>C8:</b> Impact student learning as evidenced by formative and summative assessments
<b>Professionalism</b>	<b>Standard 1:</b> Candidate Knowledge, Skills, and Dispositions <b>Standard 3:</b> Field Experience and Clinical Practice	<b>Standard 5:</b> Becoming a Professional	<b>Standard 9:</b> Professional Commitment and Responsibility	<b>Standard 5:</b> The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being	<b>D1:</b> Reflecting on the extent to which the learning goals were met
<b>Professionalism</b>	<b>Standard 1:</b> Candidate Knowledge, Skills, and Dispositions <b>Standard 3:</b> Field Experience and Clinical Practice	<b>Standard 5:</b> Becoming a Professional	<b>Standard 9:</b> Professional Commitment and Responsibility	<b>Standard 5:</b> The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being	<b>D2:</b> Demonstrating a sense of efficacy

UAM Conceptual Framework	NCATE Standards	NAEYC Standards	INTASC Standards	Arkansas Early Childhood Competencies	PATHWISE Domains
<b>Professionalism Knowledge</b>	<b>Standard 1:</b> Candidate Knowledge, Skills, and Dispositions <b>Standard 3:</b> Field Experience and Clinical Practice	<b>Standard 5:</b> Becoming a Professional	<b>Standard 9:</b> Professional Commitment and Responsibility <b>Standard 10:</b> Partnerships	<b>Standard 5:</b> The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being	<b>D3:</b> Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
<b>Professionalism Knowledge Technology</b>	<b>Standard 1:</b> Candidate Knowledge, Skills, and Dispositions <b>Standard 3:</b> Field Experience and Clinical Practice	<b>Standard 5:</b> Becoming a Professional	<b>Standard 9:</b> Professional Commitment and Responsibility <b>Standard 10:</b> Partnerships	<b>Standard 5:</b> The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being	<b>D4:</b> Communication with parents or guardians about student learning
<b>Knowledge Professionalism Technology</b>	<b>Standard 1:</b> Candidate Knowledge, Skills, and Dispositions	<b>Standard 5:</b> Becoming a Professional	<b>Standard 9:</b> Professional Commitment and Responsibility	<b>Standard 5:</b> The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being	<b>D5:</b> Maintain accurate records

UAM Conceptual Framework	NCATE Standards	NAEYC Standards	INTASC Standards	Arkansas Early Childhood Competencies	PATHWISE Domains
<b>Professionalism</b>	<b>Standard 1:</b> Candidate Knowledge, Skills, and Dispositions	<b>Standard 5:</b> Becoming a Professional	<b>Standard 9:</b> Professional Commitment and Responsibility <b>Standard 10:</b> Partnerships	<b>Standard 5:</b> The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being	<b>D6:</b> Grow and develop professionally
<b>Professionalism</b>	<b>Standard 1:</b> Candidate Knowledge, Skills, and Dispositions	<b>Standard 5:</b> Becoming a Professional	<b>Standard 9:</b> Professional Commitment and Responsibility <b>Standard 10:</b> Partnerships	<b>Standard 5:</b> The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being	<b>D7:</b> Demonstrate a professional demeanor

**Attachment C**

**Schedule**

**Spring Courses Offered Off Campus**

Monticello 2931 95 ECED 3313 CLASSROOM MGMT 3 20 3 M 06:00PM 08:00PM PCCCIV CIV Snow  
Albe  
\*\* NOTE FOR ABOVE CLASS \*\* Course is partially web-based.

Monticello 2931 96 ECED 3313 CLASSROOM MGMT 3 20 5 M 06:00PM 08:00PM STUCIV CIV Snow  
Albe  
\*\* NOTE FOR ABOVE CLASS \*\* Course is partially web-based.

Monticello 2931 97 ECED 3313 CLASSROOM MGMT 3 20 2 M 06:00PM 08:00PM SARKCIV CIV  
Snow Albe  
\*\* NOTE FOR ABOVE CLASS \*\* Course is partially web-based.

Monticello 2940 95 ECED 3403 FAMILY/COMMUN REL 3 25 3 W 06:00PM 08:00PM PCCCIV CIV  
Jones CM  
\*\* NOTE FOR ABOVE CLASS \*\* Course is partially web-based

Monticello 2940 96 ECED 3403 FAMILY/COMMUN REL 3 25 4 W 06:00PM 08:00PM STUCIV CIV  
Jones CM  
\*\* NOTE FOR ABOVE CLASS \*\* Course is partially web-based.

Monticello 2940 97 ECED 3403 FAMILY/COMMUN REL 3 25 2 W 06:00PM 08:00PM SARKCIV CIV  
Jones CM  
\*\* NOTE FOR ABOVE CLASS \*\* Course is partially web-based

Monticello 6220 95 EDUC 3203 EDUC PSY:DEV LNRS 3 25 3 W 04:00PM 06:00PM PCCCIV CIV Lang  
V  
\*\* NOTE FOR ABOVE CLASS \*\* Course is partially web-based

Monticello 6220 96 EDUC 3203 EDUC PSY:DEV LNRS 3 25 4 W 04:00PM 06:00PM STUCIV CIV Lang  
V  
\*\* NOTE FOR ABOVE CLASS \*\* Course is partially web-based.

Monticello 6220 97 EDUC 3203 EDUC PSY:DEV LNRS 3 25 2 W 04:00PM 06:00PM SARKCIV CIV  
Lang V  
\*\* NOTE FOR ABOVE CLASS \*\* Course is partially web-based

Monticello 6256 95 EDUC 3563 EFF INST/MGMT STRA 3 20 3 M 04:00PM 06:00PM PCCCIV CIV  
Terrell M  
\*\* NOTE FOR ABOVE CLASS \*\* Course is partially web-based

Monticello 6256 96 EDUC 3563 EFF INST/MGMT STRA 3 20 5 M 04:00PM 06:00PM STUCIV CIV  
Terrell M  
\*\* NOTE FOR ABOVE CLASS \*\* Course is partially web-based.

Monticello 6256 97 EDUC 3563 EFF INST/MGMT STRA 3 20 2 M 04:00PM 06:00PM SARKCIV CIV  
Terrell M  
\*\* NOTE FOR ABOVE CLASS \*\* Course is partially web-based

**Spring Courses Offered On-Line**

Monticello 8304 90 EDUC 5043 ASSESS TECH TCHRS 3 25 28 TBA : WB : WB ONLINE Web  
Zimmerly

Monticello 8304 91 EDUC 5043 ASSESS TECH TCHRS 3 20 22 TBA : WB : WB ONLINE Web  
Zimmerly

Monticello 8305 90 EDUC 5053 PUBLIC SCHOOL LAW 3 25 25 TBA : WB : WB ONLINE Web  
Longing J  
\*\* NOTE FOR ABOVE CLASS \*\* For MAT & M.ED. not EDLD students.

Monticello 8305 91 EDUC 5053 PUBLIC SCHOOL LAW 3 20 22 TBA : WB : WB ONLINE Web  
Longing J  
\*\* NOTE FOR ABOVE CLASS \*\* For MAT;M.Ed. students; Not EDLD students

Monticello 3401 90 EXSC 1012 CONCEPTS FITNESS 2 20 24 TBA : WB : WB ONLINE Web Frazer

Monticello 3416 90 EXSC 2163 SPORT ENTREPRENEUR 3 20 17 TBA : WB : WB ONLINE Web King  
\*\* NOTE FOR ABOVE CLASS \*\* WebCT/UAM home page. Some campus presence required.

Monticello 2211 91 MLED 2113 LRN DEV ERLY ADOL 3 20 9 TBA : WB : WB ONLINE Web  
Zimmerly  
Monticello 8206 90 MLED 5063 EARLY ADOLESCENCE 3 20 4 TBA : WB : WB ONLINE Web  
Zimmerly

Monticello 5211 90 P E 2113 NUTRITION 3 30 30 TBA : WB : WB ONLINE Web Newton RS  
Monticello 5211 91 P E 2113 NUTRITION 3 30 29 TBA : WB : WB ONLINE Web Newton RS  
Monticello 5211 92 P E 2113 NUTRITION 3 20 20 TBA : WB : WB ONLINE Web Newton RS  
Monticello 5220 91 P E 2203 HEALTH-WELLNESS PR 3 35 36 TBA : WB : WB ONLINE Web Johnson  
\*\* NOTE FOR ABOVE CLASS \*\* To access this class, go to Web CT  
Monticello 5220 30 P E 2203 HEALTH-WELLNESS PR 3 0 8 TBA : WB : WB ONLINE Web Johnson  
\*\* NOTE FOR ABOVE CLASS \*\* Offered at Dermott for ECHS Students ONLY  
Monticello 5220 31 P E 2203 HEALTH-WELLNESS PR 3 0 11 TBA : WB : WB ONLINE Web Johnson  
\*\* NOTE FOR ABOVE CLASS \*\* Offered at Monticello for ECHS Students ONLY.  
Monticello 5220 33 P E 2203 HEALTH-WELLNESS PR 3 0 0 TBA : WB : WB ONLINE Web Johnson  
\*\* NOTE FOR ABOVE CLASS \*\* Offered at Dumas for ECHS Students ONLY.  
Monticello 5252 90 P E 3523 EXERCISE PHYSIOLOGY 3 25 35 TBA : WB : WB ONLINE Web Frazer  
Monticello 5271 90 P E 4713 SPORT ADMIN 3 30 31 TBA : WB : WB ONLINE Web Massey CD

### Summer I Courses Offered On-line

Monticello 2930 90 ECED 3303 STRAT TCHG SPEC ST 3 0 0 TBA : WB : WB ONLINE Web Givhan  
\*\* NOTE FOR ABOVE CLASS \*\* For 2+2 program only. Contact: Givhan@uamont.edu.

Monticello 8527 90 EDFD 5273 TCHNG CLTRLY DIF 3 25 0 TBA : WB : WB ONLINE Web Jones  
\*\* NOTE FOR ABOVE CLASS \*\* Contact: Jones@uamont.edu

Monticello 8710 90 EDLD 5103 PUBLIC SCHOOL LAW 3 20 0 TBA : WB : WB ONLINE Web  
Longing J  
\*\* NOTE FOR ABOVE CLASS \*\* Ed Leadership Students Only, longingj@uamont.edu

Monticello 5211 90 P E 2113 NUTRITION 3 25 0 TBA : WB : WB ONLINE Web Massey CD  
\*\* NOTE FOR ABOVE CLASS \*\* Contact: Massey@uamont.edu.

Monticello 5211 91 P E 2113 NUTRITION 3 25 0 TBA : WB : WB ONLINE Web Newton RS  
\*\* NOTE FOR ABOVE CLASS \*\* Contact: Newtonr@uamont.edu.

Monticello 5220 90 P E 2203 HEALTH-WELLNESS PR 3 35 0 TBA : WB : WB ONLINE Web Frazer  
\*\* NOTE FOR ABOVE CLASS \*\* Contact: Frazer@uamont.edu

Monticello 5270 90 P E 2703 THEORY/PRN PE/COAC 3 25 0 TBA : WB : WB ONLINE Web Massey  
\*\* NOTE FOR ABOVE CLASS \*\* Contact: Massey@uamont.edu

Monticello 5246 90 P E 3461 LAB EXER PHYSIOLOG 1 0 0 TBA : WB : WB ONLINE Web Frazer M  
\*\* NOTE FOR ABOVE CLASS \*\* Class begins May 18 and ends May 29, 2009

### Summer II Courses On-Line

Monticello 8504 90 EDFD 5043 INTRO INSTRCT TECH 3 25 23 TBA : WB : WB ONLINE Web  
Longing J  
\*\* NOTE FOR ABOVE CLASS \*\* MAT students only. Contact longingj@uamont.edu

Monticello 8504 91 EDFD 5043 INTRO INSTRCT TECH 3 25 22 TBA : WB : WB ONLINE Web  
Longing J  
\*\* NOTE FOR ABOVE CLASS \*\* MAT students only. Contact longingj@uamont.edu

Monticello 8504 92 EDFD 5043 INTRO INSTRCT TECH 3 25 9 TBA : WB : WB ONLINE Web  
Hunnicut  
\*\* NOTE FOR ABOVE CLASS \*\* Contact Hunnicutt@uamont.edu

Monticello 8506 90 EDFD 5063 PSYCHOLOGICAL FOUN 3 25 23 TBA : WB : WB ONLINE Web  
Snow Albe  
\*\* NOTE FOR ABOVE CLASS \*\* MAT students only. Contact snow@uamont.edu

Monticello 8506 91 EDFD 5063 PSYCHOLOGICAL FOUN 3 25 24 TBA : WB : WB ONLINE Web  
Snow Albe

\*\* NOTE FOR ABOVE CLASS \*\* MAT students only. Contact snow@uamont.edu

Monticello 6225 90 EDUC 2253 NEEDS OF DIV LNRS 3 25 14 TBA : WB : WB ONLINE Web Givhan  
 \*\* NOTE FOR ABOVE CLASS \*\* Contact: Givhan@uamont.edu.

Monticello 3416 90 EXSC 2163 SPORT ENTREPRENEUR 3 25 14 TBA : WB : WB ONLINE Web King  
 \*\* NOTE FOR ABOVE CLASS \*\* Contact: King@uamont.edu.

Monticello 3453 90 EXSC 4533 SPORTS PSYCHOLOGY 3 20 19 TBA : WB : WB ONLINE Web Frazer

Monticello 5211 90 P E 2113 NUTRITION 3 25 18 TBA : WB : WB ONLINE Web Newton RS

\*\* NOTE FOR ABOVE CLASS \*\* Contact: Newtonr@uamont.edu.

Monticello 5220 90 P E 2203 HEALTH-WELLNESS PR 3 25 22 TBA : WB : WB ONLINE Web Massey

\*\* NOTE FOR ABOVE CLASS \*\* Contact: Massey@uamont.edu.

Monticello 5271 90 P E 4713 SPORT ADMIN 3 25 23 TBA : WB : WB ONLINE Web Massey CD

### Fall Courses Offered Off Campus

Monticello 2910 95 ECED 2103 CHAR EXCEPTION 3 20 0 W 06:00PM 08:00PM PCCCIV CIV Jones

\*\* NOTE FOR ABOVE CLASS \*\* Course is partially web-based.

Monticello 2910 97 ECED 2103 CHAR EXCEPTION 3 20 0 W 06:00PM 08:00PM SARKCIV CIV Jones

\*\* NOTE FOR ABOVE CLASS \*\* Course is partially web-based.

Monticello 2910 99 ECED 2103 CHAR EXCEPTION 3 20 0 W 06:00PM 08:00PM STUCIV CIV Jones

\*\* NOTE FOR ABOVE CLASS \*\* Course is partially web-based.

Monticello 2922 95 ECED 2223 DEV CRIT LIT SKILL 3 20 0 W 04:00PM 06:00PM PCCCIV CIV Martin

\*\* NOTE FOR ABOVE CLASS \*\* Course is partially web-based.

Monticello 2922 97 ECED 2223 DEV CRIT LIT SKILL 3 20 0 W 04:00PM 06:00PM SARKCIV CIV Martin

\*\* NOTE FOR ABOVE CLASS \*\* Course is partially web-based.

Monticello 2922 99 ECED 2223 DEV CRIT LIT SKILL 3 20 0 W 04:00PM 06:00PM STUCIV CIV Martin

\*\* NOTE FOR ABOVE CLASS \*\* Course is partially web-based.

Monticello 2932 95 ECED 3323 ASSESSMT TECHNIQUE 3 20 0 M 04:00PM 06:00PM PCCCIV CIV

Martin Su

\*\* NOTE FOR ABOVE CLASS \*\* Course is partially web-based.

Monticello 2932 97 ECED 3323 ASSESSMT TECHNIQUE 3 20 0 M 04:00PM 06:00PM SARKCIV CIV

Martin Su

\*\* NOTE FOR ABOVE CLASS \*\* Course is partially web-based.

Monticello 2932 99 ECED 3323 ASSESSMT TECHNIQUE 3 20 0 M 04:00PM 06:00PM STUCIV CIV

Martin Su

\*\* NOTE FOR ABOVE CLASS \*\* Course is partially web-based.

Monticello 2935 95 ECED 3353 ECE:PLANNING/CURR 3 20 0 M 06:00PM 08:00PM PCCCIV CIV Jones

\*\* NOTE FOR ABOVE CLASS \*\* Course is partially web-based.

Monticello 2935 97 ECED 3353 ECE:PLANNING/CURR 3 20 0 M 06:00PM 08:00PM SARKCIV CIV

Jones CM

\*\* NOTE FOR ABOVE CLASS \*\* Course is partially web-based.

\*\* NOTE FOR ABOVE CLASS \*\* Course is partially web-based.

Monticello 2210 97 MLED 3103 PROG & PRACT MD LV 3 20 0 H 04:00PM 06:00PM SARKCIV CIV

Snow Albe

\*\* NOTE FOR ABOVE CLASS \*\* Course is partially online.

### Fall On-Line Courses

Monticello 6225 90 EDUC 2253 NEEDS OF DIV LNRS 3 25 17 TBA : WB : WB ONLINE Web Givhan

\*\* NOTE FOR ABOVE CLASS \*\* Meets Augu 4-21, 2009. Contact: Givhan@uamont.edu.

Monticello 8302 90 EDUC 5023 CRIT LIT CURRICULU 3 25 0 TBA : WB : WB ONLINE Web Level

Kim

\*\* NOTE FOR ABOVE CLASS \*\* MAT only.Part web-based. Meets 9/26, 10/17, 11/14.

Monticello 8303 90 EDUC 5033 TEACHING DIVERSEL 3 25 0 TBA : WB : WB ONLINE Web Givhan

\*\* NOTE FOR ABOVE CLASS \*\* MAT Students only.

Monticello 8303 91 EDUC 5033 TEACHING DIVERSE L 3 25 0 TBA : WB : WB ONLINE Web Givhan

\*\* NOTE FOR ABOVE CLASS \*\* MAT students only.

Monticello 3451 90 EXSC 4513 EXERCISE CERT PREP 3 20 13 TBA : WB : WB ONLINE Web Frazer

Monticello 8205 90 MLED 5053 TCH/LRN MIDDLE GRD 3 25 4 TBA : WB : WB ONLINE Web  
Zimmerly

Monticello 8207 90 MLED 5073 LIT ACROSS CURR 3 25 1 TBA : WB : WB ONLINE Web Zimmerly

\*\* NOTE FOR ABOVE CLASS \*\* MAT only. Part web-based. Meets 9/26, 10/17, 11/14.

Monticello 5211 90 P E 2113 NUTRITION 3 30 24 TBA : WB : WB ONLINE Web Newton RS

\*\* NOTE FOR ABOVE CLASS \*\* To access this class, go to Web CT.

Monticello 5211 91 P E 2113 NUTRITION 3 30 8 TBA : WB : WB ONLINE Web Newton RS

\*\* NOTE FOR ABOVE CLASS \*\* To access this class, go to Web CT.

Monticello 5211 92 P E 2113 NUTRITION 3 30 1 TBA : WB : WB ONLINE Web Newton RS

\*\* NOTE FOR ABOVE CLASS \*\* To access this class, go to Web CT.

Monticello 5220 90 P E 2203 HEALTH-WELLNESS PR 3 35 21 TBA : WB : WB ONLINE Web Johnson

\*\* NOTE FOR ABOVE CLASS \*\* Access this course through WebCT.

Monticello 5271 90 P E 4713 SPORT ADMIN 3 25 26 TBA : WB : WB ONLINE Web Massey CD

\*\* NOTE FOR ABOVE CLASS \*\* Contact: Massey@uamont.edu.

Monticello 5271 91 P E 4713 SPORT ADMIN 3 25 5 TBA : WB : WB ONLINE Web Massey CD

\*\* NOTE FOR ABOVE CLASS \*\* Contact: Massey@uamont.edu

**Attachment D**

**Minutes**

UAM  
School of Education Curriculum and Assessment Committee Meeting  
Tuesday, March 9, 2010  
12 Noon – 2:00 p.m.  
Willard Hall, Room #123

MINUTES

On Tuesday, March 9, 2010, in the Willard Hall, room #123, the SOE Curriculum and Assessment Committee held its meeting at 12 noon. All members were present; they were Dr. Donna Hunnicutt, Dr. Vera Brown, Dr. Sue Martin, Dr. Alayne Zimmerly, Dr. Kathy King, Ms. Kim Level, and Ms. Debbie Givhan.

Dr. Sue Martin presented everyone with a agenda which included the issues needed to be discussed. There were seven (7) items on the agenda to be discussed. These items included changes in the portfolio, course descriptions in the catalog dealing with the middle level program, field experience hours, the PLT, the SOE Assessment Plan, program data review, and Dr. King's information gained from the American Cancer Society/Center for Disease Control.

First on the agenda was the discussion of changes in the portfolio for candidates. It was discussed that the portfolio needed to be a collection of teacher candidate work samples. Portfolio examples for discussion were from the Richard W. Riley College of Education, Kean University and St. Cloud University. Dr. Hunnicutt stated the following in the guidelines stated in some of the examples would help us in the creation of the new teacher candidate work sample portfolio. The committee agreed that the portfolio needed to be this type of collection of candidates' performance tasks. The target date for the template to be in place was set to be fall 2011.

Next on the agenda was the discussion of the middle level course descriptions as stated in the UAM catalog. Dr. Zimmerly, middle level program coordinator, reviewed the descriptions as printed. She felt that there should be no changes in the course descriptions until fall 2011. The committee agreed.

Thirdly on the agenda were field experience hours. Dr. Martin stated that instructors/professors needed to be mindful of the total hours requested of our teacher candidates for involvement in field experiences. All of the committee agreed to only commit candidates to what was stated in the descriptions in the field experience part of the each syllabus.

Fourth on the agenda was the PLT. Dr. Martin stated that the issue of middle level, P.E. and music education teacher candidates not passing should be reviewed. It seems that the assessment techniques course and the adolescent development course not being taught to the above groups could influence the passing of the PLT with these candidates. Now with the candidates taking the assessment techniques and the adolescent development courses beginning in the fall 2010, the problem will hopefully be rectified.

Fifth on the agenda was the discussion of the School of Education's Assessment Plan. It was determined that Dr. Hunnicutt will continue making this report. The report is approximately seventy (70) pages long. The committee discussed the assessment plan and determined that there was not a need for any major changes. The committee agreed that the assessment system is working for us.

Further on the agenda was the SOE program data review. Since many of the coordinators had not visited with their faculty instructors on the data, it was decided to table this until next

meeting which was to be held before spring break. Coordinators are to present remarks at their next meeting with program faculty.

Lastly, Dr. King gave a report on information she had gained at the American Cancer Society/Center for Disease Control. She passed out to the members of the committee ideas which were shared with her on student, self-dispositions; assessments; and perception of confidence. These items she stated she would like to use with her classes for classroom management. The committee gave her input as to their thoughts on classroom management.

With no further discussion, the committee was adjourned at 2:00 p.m.

Respectively submitted,

Dr. Sue Martin,  
Chairperson

**University of Arkansas at Monticello**  
**Diversity Committee Meeting**  
Monday, March 15, 2010 – 11:30 p.m. – 12:30  
Tentative Agenda

- I. Purpose of Meeting
- II. Committee Members Engagement in Diversity Settings
- III. Review of Diversity Committee Work
- IV. Identify Plan of Action to Update Work of Committee
- V. Next Diversity Committee Meeting

**University of Arkansas at Monticello**  
**Diversity Committee Meeting Feedback**  
Monday, March 15, 2010 – 11:30 p.m. – 12:30  
Tentative Agenda

Members Present: Ms. Deborah Givhan, Dr. Alayne Zimmerly, and Dr. Vera Brown

The Diversity Committee met in Ms. Givhan's office on Monday, March 15<sup>th</sup> at 11:00. This was a very productive meeting. The minutes from the meeting are included in this correspondence.

- I. Purpose: Dr. Brown shared with the committee members that the purpose of the meeting was to begin reviewing the Diversity Plan to determine if we wanted to make or add changes to the plan.
  
- II. Diversity Sharing: Our conversation began with each member sharing what they had done that placed them in specific diversity settings.
  - a. Ms. Givhan indicated that she enjoyed the event where the international students shared information about their culture during International Week on the UAM campus. She also said that several of the international students had visited her home in Monticello.
  - b. Ms. Givhan also suggested that we invite the international students to our SOE picnic. Dr. Brown followed through on this suggestion. It was approved by Dr. Martin to invite the students. Dr. Brown sent an e-mail to Mary Whiting to invite the students. Several students responded to Dr. Brown that they had another activity to attend, but they were honored to be invited.
  - c. Ms. Givhan shared some very interesting feedback on the IRIS Training she attended recently in Little Rock. Dr. Jones also attended this training. She indicated that the information was very useful, and she will be incorporating some of the information in her special education courses.
  - d. Dr. Brown assisted Mary Whiting in the planning and implementation of several of the activities during International Week for students on the UAM campus. Mary Whiting recognized Dr. Brown in an appreciation letter to Mr. Ray and Dr. Doss for her service. Dr. Brown is a member of the International Club, and she encouraged the members of the committee to also join the club.
  - e. Dr. Brown also shared that several of the SOE faculty participated in International Week by eating in the cafeteria on some days where meals were served to acknowledge a country.
  - f. Dr. Zimmerly spoke briefly about several faculty and a student's participation at an ESL Symposium in Fayetteville. She also shared that since she has served on the committee, she has become more aware of diversity.
  
- III. Review of Diversity Committee Work: The members discussed some of the content of the Diversity Plan, and they identified some of the things they had done and will continue to do:

- a. Several faculty members will continue to encourage students to participate in UAPB's Educational Access Conference. The SOE had five students who attended the conference in 2009. Dr. Brown and Dr. Zimmerly will recruit students to attend this year depending on availability of funds.
  - b. Some faculty changed text to address their specific content and diversity.
  - c. Several faculty attend professional development that related to some component of diversity in our definition.
- IV. Plan of Action: The committee members talked about how we will begin the process of reviewing and updating the diversity plan.
- a. The committee talked about some of the things they would like to see happen that specifically will assist the SOE in meeting the goals and objectives of the Diversity Plan and in moving to the next level of being more than proficient. Some of the comments are provided.
    - i. Make a concerted effort to involve our student representatives, Ms. Sarah Bloom, and Dr. Robert Moore in our meetings.
    - ii. Conduct some diversity training with the faculty during Professional Development Week.
    - iii. Ask faculty to share some personal diversity experiences and/or involvement during faculty meeting
    - iv. Include some tidbits of diversity topics during a faculty meeting.
    - v. Consider rotation of faculty members on the Diversity Plan Committee.
- V. Next Diversity Meeting: The committee decided to meet on April 14<sup>th</sup> to review the Diversity Plan in detail. The student representatives, Ms. Bloom, and Dr. Moore will be invited. In the meantime, the committee will review the plan, and Dr. Brown will update some general areas as needed.

Teacher Education Committee Meeting Minutes  
February 16, 2010  
Willard Hall, Room 206  
3:30

Members present: Dr. Doss, Dr. Dr. Jones, Dr. Longing, Dr. Massey, Dr. Snow, Dr. Terrell, Dr. Dolberry, Dr. Brown, Dr. Martin, Dr. Hunnicutt, Dr. King, Mr. Young, Mrs. Givhan, Mrs. Fox, Mrs. Jones, Mrs. Frazer, Ms. Treadwell, Ms. King, Ms. Weaver, and Mrs. Johnson, reporter

The meeting was brought to order at 3:30 by Dr. Doss. Everyone was allowed to introduce themselves. The meeting followed the agenda and is reported as followed:

**Program Reports**

- P-4 Early Childhood/ADE Meeting-Attended by Drs. Jones, Martin, Hunnicutt

- UAM P-4 program has significantly more math than other programs
- P-4 SPA report was praised by Ade and NAEYC Rep
- Changes in NAEYC standards coming soon
  
- Special Education
  - The School of Education has received full approval for CEC
- Masters of Arts in Teaching
  - Moving toward adding more content Pedagogy in the summer session and possibly throughout the year
- Master of Education Sport Pedagogy
  - Dr. Massey and Dr. Hunnicutt are still developing this online masters program. The program will be intended for Health & Physical Education majors who have a non-licensure degree. This program will have to go through a complete approval because it will be a total online program in which UAM has not already received approval.
  
- **Comments/Concerns about total online or hybrid-based masters courses:**
  - We need to make sure our programs are kept viable
  - Some of our candidates are more comfortable with face-to face instruction rather than total online instruction; face-to-face eliminates the need to have to revisit areas taught—questions or concerns can be brought out for everyone at one time instead of individually
  - Practical pedagogy pieces are concerns which limited passing of Praxis exams
- The way courses are designed and developed could be a help
  - Once the new ARE-ON system is in place, our systems will have more bandwidth making it more easy to upload and use videos in our WEBCT courses
- We need to be clear in our program expectations (whether our programs lead to obtaining a license or not)
  
- Feedback from former MEDs suggest that the program results will be different for each individual; some may adapt well from the program, other may not for various reasons
- Programs may be more appealing to teachers seeking their MED if courses are designed to begin right after the public school day ends.
- Ms. Renee Treadwell has a database with names of interested candidates who would like to pursue a master’s program
  
- MED Program Changes
  - Three Track Program
    - Teacher Leader-also has courses designed for Instructional Facilitator Endorsement
    - Educational Leadership
    - Content Area
  - The Special Education enrollment numbers are climbing and we should continue to promote the program to our public school partners as well as to our candidates.
  
- NCATE Request for use of Middle Level Childhood Assessment-
  - NCATE has requested to post our Middle Level Childhood Assessment online

- Should continue to recruit for Middle Level in order to maintain program viability
- Supplemental Educational Services
  - Received ADE approval to provide tutoring services
  - Currently working with Lake Village schools tutoring students in grades 4-6
- Grants
  - Autism
    - Mrs. Givhan has received an \$8,000 grant from the Dean's Symposium to help work with teachers, paraprofessionals, and parents who deal with autistic children.
    - ERZ has also paired with Ms. Givhan to help get the word to schools and the community and to assist in providing training.
  - Fostering Algebraic Thinking
    - Approximately \$60,000 in funding
    - No Child Left Behind (NCLB) grant
    - Will provide training for 4<sup>th</sup>-6<sup>th</sup> grade teacher
    - Travel funds and stipends available to participants
    - Training will be held during the first two weeks in July
- **Additional Comments**
  - Mrs. Frazer added concern about how we can help children who have received an IEP for being overweight. She would like to encourage exercise for those individuals to increase brain activity and become more functional. She is willing to help educate parents, teachers, etc. on creating awareness in this area.
  - Dr. Massey added a note from a study performed on individuals who suffer from ADHD. It was shown that if these people exercise regularly, the need for medication can be reduced.
  - A parent involvement piece needs to be included which creates awareness of how to communicate with parents. A survey was performed and it found what most teachers have reported that our candidates are not prepared to deal with parents when it comes to issues with their children.
  - Parent Involvement will be a new standard included with NCATE
  - Educational Leadership Program continues to report passing SLLA scores from its candidates
    - SLLA is now in a new format with changes to some of the assessments

The School of Education welcomes any ideas on how to improve its programs from our on-campus units as well as our public and community partners.

With no further discussion, the meeting was adjourned at 4:30 p.m.

School of Education  
Teacher Education Meeting Minutes  
April 15, 2010

Present: Dr. Doss, Dr. Jones, Dr. Brown, Dr. King, Dr. Terrell, Dr. Longing, Dr. Massey, Dr. Hunnicutt, Dr. Snow, Dr. Martin, Dr. Dolberry (Math/Science), Dr. Young (Social & Behavior), Rebecca Newton, Memory Frazer, Kim Level, Barbie Johnson, Lynn Fox (ERZ), Tracie Jones (ERZ), Meredith Wright (Student Rep), Bobbie Pace (Student Rep), Ashley Gray (Student Rep), Kim Johnson, reporter

On Thursday, April 15, 2010, the Teacher Education Committee met for the final time for the Spring Semester. During this meeting several items were discussed and program updates and data updates were made. The meeting is reported as followed:

I. Overview of National Trends

a. Teacher Education programs across the nation are under scrutiny

1. Accountability-Moving toward working with legislators trying to help them understand university-based teacher education programs; more privatizing is being seen; Universities need to work harder to assure that our programs are viable and that teachers are prepared and can perform in the school systems
2. Standards/Assurances- the need to meet standards and continue to exist (est. of 3-10 years in the future); the mission is shared by all for the program; We need to look at data beyond graduation—we want to know how our graduates perform in the future; data most looked at are test scores, but we need to look in other areas, such as, Principal surveys (need to revise the current ones), rubrics, need to look further in other areas (still up for discussion); we would also like to see more data from the public schools through achievement scores, which ADE has not made available to us yet; There currently is an initiative to produce more highly effective math and science teachers, particularly in high-need areas; Another initiative would include a way to offer fellowships of \$30,000 from the Woodrow Wilson Foundation, with a commitment of teaching 3-5 years in a high-need area; This initiative would require \$500,000 in-kind money with the university contributing a matching \$500,000 ( through fundraising, or other resources, etc.) ERZ has been asked to look for grant opportunities so we can attempt to participate in this initiative;

- b. There is a need for our programs to be more field based; we need to be more embedded in the public schools; we would like to write a creative grant to provide stipends to our MAT candidates, more research will be requested during the summer on suggestions of how to design this type of program. We need more reform, more thinking outside the box, more mentoring, how we are preparing teacher; more data which shows how teachers are impacting student learning, more residency programs, and more recruitment of math and science teachers and secondary education teachers; The initiatives which are being put in place would affect all licensure areas as well as administrator preparation programs; We also need more modules of learning; NCATE has now required all candidates to go through a 1-year internship at all institutions—which we already have in place

II. Assessment/Curriculum Committee

- a. EDLD Portfolio Revisions-The program has now been revised to a 2-semester internship; activities have been reduced from 28 to 20. The program was revised to be more doable for our candidates as they are already working in public schools as either teachers or administrators. These revisions still have to go through the Curriculum and Assessment Committee, so this is a preview of what we have proposed.
- b. EDUC Portfolio Revisions-Will transition in the future from undergrad portfolios to beginning portfolios during internship; true activity evidence will be build into this; suggestion to include some of our teachers; we would like to involve some of the students/candidates in our development of the portfolio requirements
- c. Data Report
  - 1. PE-All assessments were put together to get a summary of where the candidates are in each standard; there was a growth from unacceptable to acceptable and from acceptable to target
  - 2. Middle Level-Not a lot of candidates in this program; once the numbers grow in this area, we can get a better representation of data
  - 3. P-4-not moved many from target to acceptable in some areas, but some areas show considerable gain; have a small group reporting unacceptable, which is in Standard Four-Content
  - 4.EDLD-most substantial move from acceptable to target; this group seemed to cohort themselves throughout—meaning they are taking the same courses and having the same assessments throughout

III. Educational Leadership Program

- a. Fall Semester 2009 -3 candidates accepted into the program AND 5 candidates completed the program
- b. EDLD Committee met twice during the fall semester to align their course syllabi with the 8 areas that all EDLD candidates are tested on when they take the national assessment-School Leadership Licensure Assessment (SLLA)
  - 1. Rationale-We want our candidates to meet or exceed the state average on the assessment
  - 2.Old SLLA assessment had four areas.
    - Our candidates exceeded the state and national level on the 1<sup>st</sup> area of the assessment—Evaluation of Actions (10 short vignettes that a school leader would encounter-UAM 73%, State70%, and National 69%)
- c. Spring Semester 2010
  - 1.We have 7 interns who are preparing for the review of their portfolio and oral defense meeting
  - 2.Four of the seven candidates will complete their Program of Study in May 2010
- d. Educational Leadership Internship
  - 1.Disposition rubric was revised
  - 2.Capstone experiences were reviewed by members of the EDLD committee

IV. Additional Comments/Suggestions

Dr. Martin added-In our Field Experience hours, we need to be mindful of our request of candidates fulfillment of these hours, also need to be mindful when we request more things for them to do if they are already performing field experience; discussed development of a new assessment techniques course to assist those in passing the PLT for Middle Level and P-4 candidates. Dr. King also brought some ideas from the American Cancer Society in which she would use in the classroom regarding assessments, dispositions, and perceptions.

Dr. King-suggested we should collect data from our graduates and encourage them to provide us information, such as email addresses or other contact information once they move on to other areas; also encourages other units on campus to suggest this if they have students who they know are going into other programs such as the MAT program or in to public schools

ERZ-Reported on a meeting in which Drew Central Superintendent, Wayne Fawcett, stated his goal—with the backing of the school board—within the next 3-5 years to have all DC graduates have at least 3 hours of college credit from UAM when they graduate high school; details are being worked out with Academic Affairs to work out which course (s) which will be offered. DC is also looking toward focusing more high school instruction towards the ACT so they can increase scores on the ACT.

Dr. Doss noted that any undesignated scholarship money could be used to help recruit students for any high need teaching areas.

Student representatives mentioned the use of the TCRI being online. It was questioned if its use was moving toward an online format. Dr. Hunnicutt reported that the use of the TCRI online was piloted this year to our cooperating teachers and it will be placed totally online for all in the very near future. Suggestions were made to make the comment line larger.

Barbie Johnson added that the Health and Wellness classes could work with DC once they get their wellness center up and going. There are a lot of issues with obesity which we can work together with people to increase awareness. These could be some possible courses which could be taught through Early College.

Dr. Bramlett will be bringing several Chemistry students on campus and from their initial visit with him only 3 had originally chose UAM as their college choice, but the number has increased to 9, so this may be a good group to talk to about becoming a future teacher.

A question was asked about evaluating a cooperating teacher and the response was that there are questions in the post-internship survey which have been changed to allow candidates to give feedback.

Dr. Doss noted to everyone to remember the upcoming events:  
April 20, 2010-Pinning Ceremony  
May 4, 2010-Annual SOE Stakeholders' Meeting  
With no further discussion, the meeting was adjourned.

**Attachment E**

**Recruitment Plan**

**University of Arkansas at Monticello  
UAM School of Education  
Retention Plan  
2009-2010**

**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 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 and retaining a diverse population of prospective candidates and offering challenging curricula and programs that will retain students.

The UAM School of Education Recruitment and Retention Coordinator will be the facilitator to for the implementation of the UAM School of Education's Retention Plan. The retention plan will be effectively achieved through the following actions:

**Action Statement 1:**

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 teacher candidates.

**Action Statement 2:**

The School of Education will invite guest speakers representative of alumni, public school teachers, parents, and community leaders to speak to the freshmen and sophomore teacher education majors in regard to the value of studying and completion of the degree.

**Action Statement 3:**

The UAM School of Education faculty and staff will seek the most efficient and effective technologies to promote learning and student participation in the learning environment.

**Action Statement 4:**

The UAM School of Education will enhance existing partnerships with other UAM units, area school districts, the SEARK Education

Service Cooperative and community organizations to improve instructional strategies to meet the diverse needs of teacher candidates and to provide greater immersion into the “real world” setting of teaching.

**Action Statement 5:**

The School of Education will refine and enhance the Praxis I seminar courses to better prepare students for admission to teacher education and for retention in the university.

**Action Statement 6:**

The Kappa Delta Pi Coordinator will initiate a campaign to make teacher candidates aware of the honorary society and to encourage academic achievement for membership.

**Action Statement 7:**

The SOE recruitment and retention coordinator will lead a team to develop multiple faculty presentations to be initiated during the fall 2009 semester. The presentations will focus on innovative instructional strategies that increase the retention of at-risk and diverse populations of teacher candidates.

**Action Statement 8:**

Sources will be sought to provide financial assistance to pay the Praxis I, Praxis II and PLT test fees for teacher education students with great financial needs.

**Action Statement 9:**

The School of Education will promote additional opportunities to maintain interest in the teaching profession and completing the degree program by immersing 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.

**Action Statement 10:**

The unit assessment system data will be reviewed at the end of each semester by the SOE Curriculum/Assessment Committee to determine areas of concern in teacher candidate performance and to develop strategies for program improvement, as needed.

**Action Statement 11:**

The School of Education will host a mid-semester, bi-annual meeting for self-identified teacher candidates or those identified by faculty who are having difficulty in a class or classes. This meeting will address many resources (human and material) which are available for teacher candidates as helpful tools.

**Action Statement 12:**

The School of Education will promote the retention of students/teacher candidates by recognizing a milestone in their program of study through a SOE pinning ceremony as a formal induction into the teacher education program.

**Action Statement 13:**

The School of Education will improve advising of teacher candidates by improving the advising skills of faculty and their abilities to analysis/use degree audits as a tool to track appropriate student progress toward graduation.

**Action Statement 14:**

The recruitment/retention coordinator for the SOE will consult with the Office of Student Services to explore possibilities for a formal web based reporting system that would allow faculty and staff to submit concerns about students/teacher candidates on the following topics: career planning, mental and physical health, and community inclusion and socialization.

**Action Statement 15:**

The recruitment/retention coordinator for the SOE will seek volunteers to participate in a web of liaisons throughout campus and the community to act as “supportive listeners” for teacher candidates.

**Action Statement 16:**

Teacher education candidates will be encouraged to participate in pre-registration through an e-mail and posters, etc. in the SOE.

**Action Statement 17:**

The SOE curriculum/assessment committee will explore the advantages of requiring the Praxis I seminar courses for all pre-admission teacher candidates with ACT scores lower than 19 in reading, math, and/or writing.

**Attachment F**

**Retention Activities**

Come see how much fun we have in the School of  
Education!

## Wii Ski Jump Tournament

Tuesday, March 2<sup>nd</sup> from 12:30-1:45 University  
Center Green Room Jump Drives for Prizes 15  
minute flights with winners competing  
at 1:30 for grand prize

Sponsored by  
Exercise Science  
the School of



the PE and  
Majors Club and  
Education ERZ

**From:** [Martin Sue](#)  
**To:** [Education SOE](#)  
**Cc:** [Martin Sue](#)  
**Subject:** SOE Hot Dog Picnic, Tomorrow!  
**Date:** Tuesday, March 16, 2010 11:46:41 AM

**Importance:** High

SOE Friends: If we have no rain, our Hot Dog Picnic is **tomorrow**... 11:30 a.m.-12:30 p.m, front lawn. It is a SOE recruiting and retention event for future UAM students, teacher candidates, interns, UAM Academic Council, UAM Executive Council, SOE staff and faculty. We have approximately 20 future students coming from Drew Central High's future teachers club with their sponsor, Melissa Vincent (one of our own graduates) , and about 10 coming from Monticello High's future teachers club with Vera Owns and Ann Nalls, sponsor. Please visit with as many future students and teacher candidates as possible! Please encourage all of them to sign-in at the food table and pick up SOE information. The Jazz Band will be playing so we should have many students coming over from all over campus for a free hot dog. Simmons Bank, Bill Wisener, and Bryan Martin will be cooking. It is St. Patrick's Day... so wear your School of Education name tag and shirt, or something else green! Thanks for your help! Sue Martin

*Dr. Sue S. Martin Coordinator of Teacher Education & P-4th Grade Coordinator School of Education University of Arkansas at Monticello Monticello, Arkansas 71656 martins@uamont.edu (870)460-1562- office (870)460-1062- S.O.E. (870)460-1563- fax*

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