

Teacher Education End of the Year Report  
Submitted: July 31, 2015  
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\* Mission

The mission of this department is to develop professional educators through both academic and scholarly pursuits which include both participation in and contribution to the professional and empirical practice in the preparation of future educators. This mission includes developing leaders in learning who are life-long learners who promote an intellectually diverse, apprenticeship-oriented climate dedicated to the professional development of its faculty, staff and candidates.

\* Values

Teacher education faculty values

- \* using best practices in developing educational professionals, providing multiple and varied opportunities to practice the profession
- \* creating a model for a student-centered learning community according to current learning theory and best practice
- \* fostering systematic leadership across their spheres of influence (university/public schools/community/ districts/professional organizations/state agencies/research) by developing and sharing a personal portfolio of systematic leadership practices
- \* assuring that stakeholders have a sufficient number of professionals to meet the demands of each discipline in the profession
- \* using technology as a tool for enhancing and improving both the education of the teacher candidate and the learning of P-12 students
- \* connecting with the community through specific academic offerings

\* Vision

The vision of the Teacher Education Department has been co-mingled with the former College of Education at UALR. The vision tag was “leaders in learning.” The department adhered to that vision in the restructuring. No new vision has been developed during the restructuring as the department, has now been merged with Educational Leadership.

The following vision is taken from the department strategic plan that was part of teacher education:

The department of teacher education will increase the number of graduates by at least 20% in five years.

\* Highlights of Teacher Education

Teaching

>The reading MED has increased the number of candidates by 5% although retention continues to be an issue.

- >The reading program has secured programming in the dyslexia initiative in response to state law
- >The Special Education program has developed an undergraduate program in K-12 in response to state law
- >Middle Childhood undergraduate program has increased its numbers by 20% in the last two years (from 8 to 13 candidates per semester)
- >The Early Childhood program has begun the transition to K-6 Elementary per state statute

### Research

Drs. Burgin, Clemmons, Leland, Tucker, Hayn, Tucker, Layton, and Wood all presented their research in national conferences. The research in Teacher Education held focus on Common core, the effectiveness of assessment of placements in teacher preparation, literacy and literature, writing quality.

Drs. Hayn, Layton and Clemmons have secured partnership with the Collaborative Regional Education Initiative the **CORE Regional University Partnership Development grant**. **The grant's goal is to identify and develop greater connections between/among schools and higher education, aligned to the mission of the department.**

### Service

#### Support for Arkansas Schools:

- In field and internship supervision,
- Through Project Strive, an indirect effort as it prepares teachers with additional essential skills in teaching science,
- In delivery of professional development to teachers at schools, at district and educational cooperative PD efforts, and at state conferences, such as the AEA meeting,
- Through our Center for Literacy which provides Instructional Coach and Reading Recovery training in public schools,
- Through the STEM grant and partnership and the new UALR Teach program with collaboration across the College of Education and Health Professions and the College of Arts, Letters and Sciences, and with public schools,
- Via annual stakeholder meetings held by the department of Teacher Education and including faculty who work with us in teacher preparation,
- Via participation in the Promise Neighborhood Initiative,
- Through the READ practicum summer reading program which has helped a school through AYP,
- Via focus groups Dr. Anarella Cellitti which is aimed at helping Latino parents and their children with educational and other issues.
- Dr. Celliti also supports Latino families with depression screenings
- Via the Mahoney Center for Giftedness and Advanced Placement
- Through faculty and school collaboration on ADE task forces
- The Middle Childhood and Early Childhood candidates participated in the Love Your Schools initiative with the city of Little Rock

#### Service to the Unit and University

- Drs. Cellitti, Hune, Smith, Hastings, and Lindsay participated in recruitment for the College of Education in the UALR Road Trips, Discover UALR, and Recruitment fairs sponsored by the state department of education.
- One hundred percent members of teacher education faculty serve on committees at the department, college, and university levels. Leadership has been assumed at the college level with the curriculum committee. Leadership has been assumed with the Graduate Curriculum committee.
- Dr. Judith Hayn and Dr. Bruce Smith serve as BOE examiners in their respective disciplines
- Dr. Cellitti co-coordinated a conference on campus regarding interpreting for medical professionals for Hispanic and Latino patients

### Assessment

All programs in Teacher Education have received national recognition for respective professional associations. The math report was met with conditions. It has been resubmitted.

Praxis data are provided as evidence of student performance indicators. The tables below provide overall data for the most recent reporting year and data for all programs, including the secondary minor. The scores indicate that program completers all perform at or above the minimum passing score required for licensure.

### Praxis Data Overall

<b>Traditional Group</b>	<b>Number Taking Assessment<sup>1</sup></b>	<b>Number Passing Assessment<sup>2</sup></b>	<b>Institutional Pass Rate</b>
All program completers, 2012-13	73	72	99%
All program completers, 2011-12	74	74	100%

### Praxis by Discipline

<b>Group</b>		<b>Number Taking Assessment</b>	<b>Number Passing Assessment</b>	<b>Institutional Pass Rate</b>	<b>Assessment Score/ Cut Score<sup>2</sup></b>
<i>EARLY CHILDHOOD CONTENT KNOWLEDGE (0022)</i>	All enrolled students who have completed all nonclinical courses, 2012-	16	16	100%	177/157

	13				
<i>EARLY CHILDHOOD CONTENT KNOWLEDGE (0022)</i>	All program completers, 2012-13	40	40	100%	179/157
<i>ENG LANG LIT COMP PEDAGOGY (0043)</i>	All Program completers	10	10	100%	<b>159/145</b>
<i>HEALTH AND PE CK (0856)</i>	Other enrolled students, 2012-13	12	12	100%	159/145
<i>MIDDLE SCHOOL MULTI SUBJ ENG LANG ARTS (CD) (5142)</i>	All enrolled students who have completed all nonclinical courses, 2012-13	10	10	100%	172/150
<i>Alternate Program MIDDLE SCHOOL CONTENT KNOWLEDGE (0146)</i>	Other enrolled students, 2012-13	12	8	67%	154/144
<i>MIDDLE SCHOOL MULTI SUBJ ENG LANG ARTS (CD) (5142)</i>	Other enrolled students, 2012-13	14	12	86%	169/150
<i>PHYSICAL ED CONTENT AND DESIGN (0095)</i>	Other enrolled students, 2012-13	11	9	82%	169/169
<i>PRINC LEARNING AND TEACHING EARLY CHILD II (0621)</i>	All program completers, 2012-13	40	40	100%	179/157

## Alternate Program Candidate Data

<b>Traditional Group</b>	<b>Number Taking Assessment<sup>1</sup></b>	<b>Number Passing Assessment<sup>2</sup></b>	<b>Institutional Pass Rate</b>
All program completers, 2012-13	74	74	100%
All program completers, 2011-12	67	67	100%

## Praxis Data by Discipline

<b>Group</b>		<b>Number Taking Assessment</b>	<b>Number Passing Assessment</b>	<b>Institutional Pass Rate</b>	<b>Institutional Average Scaled Score/Cut Score</b>
<i>EARLY CHILDHOOD CONTENT KNOWLEDGE (002)</i>	All program completers, 2012-13	20	20	100%	179/157
<i>EARLY CHILDHOOD CONTENT KNOWLEDGE (002)</i>	Other enrolled students, 2012-13	17	17	100%	174/157
<i>ENG LANG LIT COMP PEDAGOGY (0043)</i>	All program completers, 2012-13	10	10	100%	161/145
<i>MIDDLE SCHOOL MULTI SUBJ ENG LANG ARTS (CD) (5142)</i>	Other enrolled students, 2012-13	14	12	86%	169/150

MIDDLE SCHOOL CONTENT KNOWLEDGE (0146)	Other enrolled students, 2012-13	12	8	67%	154/144
MIDDLE SCHOOL CONTENT KNOWLEDGE (0146)	Other enrolled students, 2012-13	12	8	67%	154/144
MIDDLE SCHOOL MULTI SUBJ SOCIAL STUDIES (CD) (5144)	Other enrolled students, 2012-13	13	7	54%	143/142

*Praxis Principles of Learning and Teaching*

		<b>Number Taking Assessment</b>	<b>Number Passing Assessment</b>	<b>Institutional Pass Rate</b>	<b>Institutional Average Scaled Score/Cut Score</b>
PRINC LEARNING AND TEACHING 5-9 II (0623)	All program completers, 2012-13	12	12	100%	180/160
Alternate Program Completers PRINC LEARNING AND TEACHING 7-12 II	All program completers, 2012-13	12	12	100%	173/157

(0624)					
<u>Alternate Program completers</u>  PRINC LEARNING AND TEACHING EARLY CHILD II (0621)	All program completers, 2012-13	22	22	100%	170/157

## Entry Praxis Data

PRAXIS I MATHEMATICS (0730)	All program completers, 2012-13	70	70	100%	178/171
PRAXIS I READING (0710)	All program completers, 2012-13	70	70	100%	180/172
PRAXIS I WRITING (0720)	All program completers, 2012-13	70	70	100%	176/173
PRAXIS I MATHEMATICS (0730)	All enrolled students who have completed all nonclinical courses, 2012-13	58	57	98%	178/171
<u>Alternate Program candidates</u>					

<i>PRAXIS I MATHEMATICS (0730)</i>	Other enrolled students, 2012-13	99	99	100%	179/171
<i>PRAXIS I READING (0710)</i>	Other enrolled students, 2012-13	101	100	99%	181/172
<i>PRAXIS I WRITING (0720)</i>	Other enrolled students, 2012-13	101	99	98%	177/173

### Employer Surveys

Employer surveys have not been available for review for the last two academic years. A recent stakeholders meeting indicated that candidates exiting from the program perform to expectations however there were two areas that stakeholders noted as requiring improvement. First is classroom management and math pedagogy. Administrators needs include greater connection with higher education preparation. See attached stakeholders' minutes.

### Priorities for 2015-2016

#### Online course and program development

>Elementary, Middle, and Special education faculty are all engaged in developing online offerings for programs. Drs. Burgin, Smith, Leland, Sedivy-Benton, Cellitti, and Hune have enrolled in professional development with STaR to initiate the process.

>Dr. Hune has met with Dr. Montague to plan Special Education online course development course. The Graduate Certificate is the first wave. The Graduate Certificate is half of the Masters in Special Education. Priorities include developing courses for the 2+2 initiative with Batesville Community College.

>One course has already been developed and is being offered online for the initiative, TCED 1200.

#### Dashboard Items

SSCH Trend

7392 (12-13)

2014-2015=6049



\*Headcount Trend

2013-2014

367

2014-2015

349

Average number of Students per full time faculty

24.5

Recruitment Efforts

Recruitment and Retention

>Continue to engage in CEHP and UALR recruitment activities.

>Continue to cultivate partnerships with LRSD and surrounding school districts for development of professional development as noted in the stakeholders' meeting

Please note: this report is as complete as possible without access to specific numbers and functions related to break even calculations as well as SSCH reports from 2014-2015.

## Stakeholders Minutes

April 21, 2015

LRSD Instructional Resource Center

Dr. Lloyd Sain, Contact

8:00 a.m. session

**Attendees:** Jennifer Hune, John Kuykendall, Judy Hayn, Karina Clemmons, Amy Sedivy-Benton, Kenton Layton, Betty Wood, LRSD faculty and administration

Dr. Hune convened the session at 8:05 by distributing minutes from the last meeting. Minutes were reviewed and approved. All attendees introduced themselves.

Dr. Sedivy-Benton discussed recent Middle Childhood undergraduate program changes allowing teacher candidates to specialize in two content areas and requested feedback from attendees. Concerns were raised regarding candidate licensure at lower grade levels.

Dr. Wood discussed requirements and answered general questions on the MCED Master's program. She also discussed the graduate math education certificate.

Dr. Hayn discussed the Curriculum and Instruction Master's program for already licensed teachers and the Secondary Education Master's program.

Dr. Clemmons discussed the Secondary Education Minor program leading to secondary teacher licensure across content areas at the undergraduate level.

Dr. Layton discussed the Reading Master's program characteristics, concentrations, and recent changes. He answered a question related to dyslexia awareness.

Dr. Hune discussed the Special Education undergraduate and Master's programs.

Dr. Kuykendall discussed the Education Leadership graduate programs. A question was raised regarding availability of scholarships.

Dr. Hune discussed scholarship availability for education and for specific programs in education.

Dr. Kuykendall discussed recent partnerships with school districts regarding tuition sharing.

Dr. Hune opened the floor to questions and concerns from attendees. Comments and discussion focused on the following areas:

Elementary teachers need to strengthen preparation in math skills.

Emphasis on strategies and classroom management at the middle school level.

Seamless cross-curricular integration in an elementary setting.

Preparation to teach students critical thinking skills with less lecture preparation.

More varied and diverse field experiences in order to be better prepared to work with diverse learners while working around accreditation and Arkansas Department of Education guidelines.

Possible partnerships to help educational administrators and instructional coaches further educational preparation.

Meeting was adjourned at 9:09 a.m.

## Stakeholders Meeting Minutes

April 21, 2015

LRSD Instructional Resource Center

Dr. Lloyd Sain, Contact

3:00 p.m. session

**Attendees:** Jennifer Hune, John Kuykendall, Bruce Smith, Rascheel Hastings, Amy Sedivy-Benton, Sheri Tucker, Betty Wood, LRSD faculty and administration

Dr. Hune convened the session at 3:10 by introducing the purpose of the meeting. All attendees introduced themselves.

Dr. Sedivy-Benton discussed recent Middle Childhood undergraduate program changes allowing teacher candidates to specialize in two content areas and requested feedback from attendees. Concerns were raised regarding candidate licensure at lower grade levels.

Dr. Wood discussed requirements and answered general questions on the MCED Master's program. She also discussed the graduate math education certificate.

Dr. Hune discussed the offerings in secondary education, both the minor and Master's degrees

Dr. Tucker discussed the Reading Master's program characteristics, concentrations, and recent changes. He answered a question related to dyslexia awareness.

Dr. Smith and Hastings discussed the Special Education program and provided opportunities for questions regarding the upcoming programming changes in special education as mandated by the state

Dr. Kendra Lowrey discussed the Education Leadership graduate programs and the new focus on urban studies in leadership. A question was raised regarding availability of scholarships.

Dr. Hune discussed scholarship availability for education and for specific programs in education.

Dr. Lowrey also discussed recent partnerships with school districts regarding tuition sharing.

Dr. Hune opened the floor to questions and concerns from attendees. Comments and discussion focused on the following areas:

Elementary teachers repeated the theme of lack of preparation in teaching math and classroom management.

Emphasis on strategies and classroom management at the middle school level.

Seamless cross-curricular integration in an elementary setting.

Preparation to teach students critical thinking skills with less lecture preparation.

More varied and diverse field experiences in order to be better prepared to work with diverse learners while working around accreditation and Arkansas Department of Education guidelines.

Possible partnerships to help educational administrators and instructional coaches further educational preparation.

Teachers requested long-term professional development with UALR Educational Leadership and Special Education.

The meeting was adjourned at 4:15 p.m.