



SCHOOL OF
EDUCATION CASAA
REPORT 2010

1. **What are the Student Learning Outcomes (SLOs) for your unit?**

Candidates (students) completing a degree in the School of Education must be able to demonstrate the five strands of the Conceptual Framework (the underlying structure in the School of Education that gives conceptual meaning to the unit's operations through an articulated rationale and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability) which includes Knowledge, Diversity, Pedagogy, Professionalism, and Technology. The successful 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/PDFs/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/pdf/NCATE%20Letter.pdf>

1a. How do you inform the public and other stakeholders (students, potential students, the community) about your SLOs?

The School of Education informs the public and other stakeholders about the student learning outcomes by placing them on the School of Education website, in stakeholders' reports, in syllabi, on recruitment materials, in the Teacher Education Handbook, and in the Internship Handbook.

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

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

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

The School of Education 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. Specific assessment identified as signature assessments have also been aligned with these standards to provide the School of Education with the data necessary to determine if candidates (students) are meeting the unit goals. The

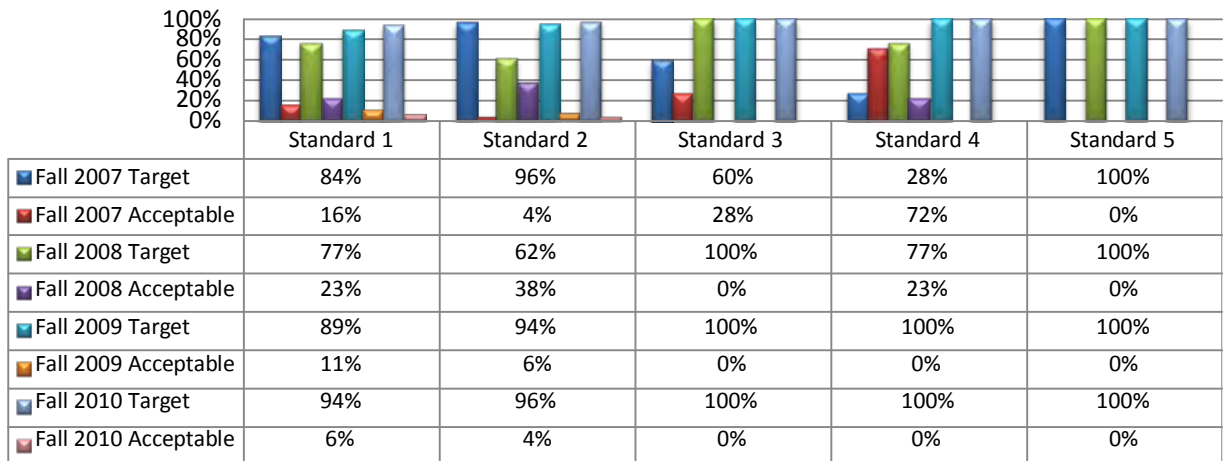
School of Education has taken steps to ensure that the signature assessments are fair, consistent, accurate, and free from bias.

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

The data from the signature assessments for each program was aggregated, disaggregated, and analyzed to produce the data charts below. The data indicate that candidates (students) in various programs are scoring acceptable to target on all standard indicators scored.

Over the past four years, data indicate that the percentage of candidates (students) in the P-4 Early Childhood program scoring at the target level have increased over all five standards. This indicates that changes in the wording and directions given for signature assessments and in specific teaching strategies have been beneficial to the candidates (students) in this program.

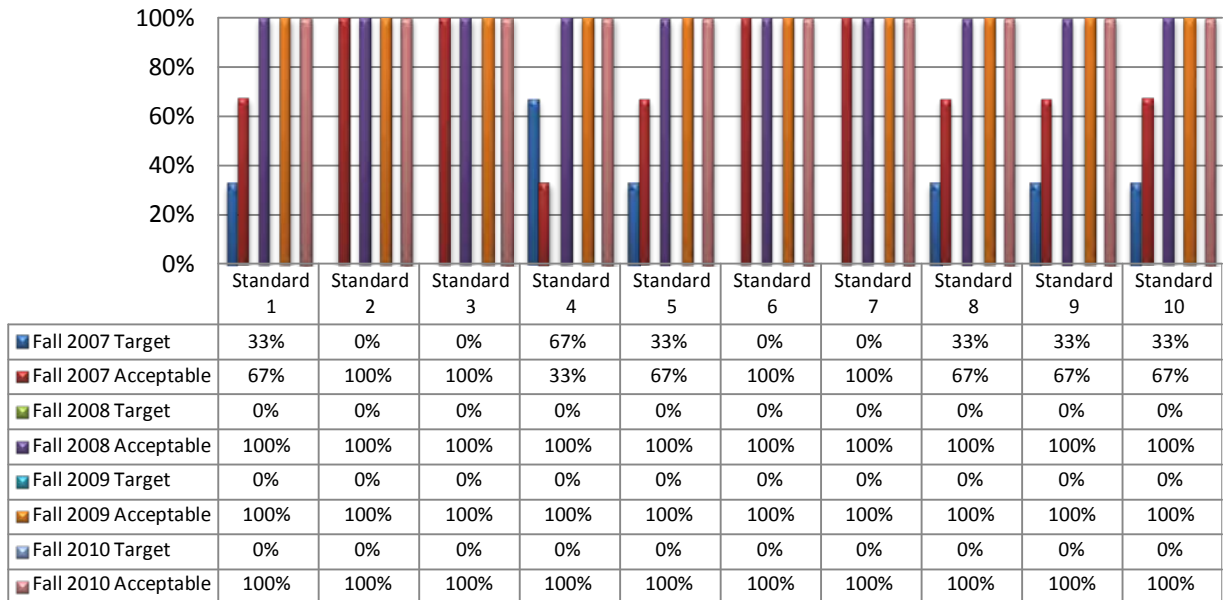
Figure 1 NAEYC P-4 Early Childhood Data



Over the past four years, data indicate that the percentage of candidates (students) in the Middle Childhood program scoring at the target level have remained the same or have gone down over all ten standards. This indicates that changes in signature assessments and teaching strategies maybe areas that the School of Education needs to examine over the next year to determine if this is due to small numbers in the program or to a programmatic issue. If changes are needed we will look first to the wording of the signature assessment for clarity and for understanding. We will also look at the rubric to ensure the proper alignment with the assessment.

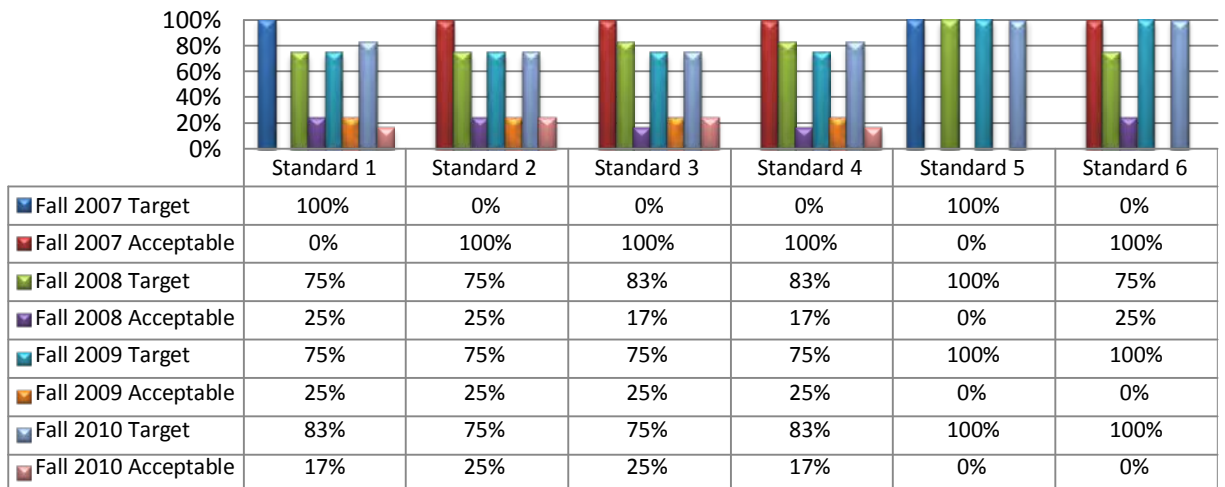
The data in this program will be monitored to determine if changes need to be made or if this is just a case of the N being very low.

Figure 2 NMSA Middle Childhood Data



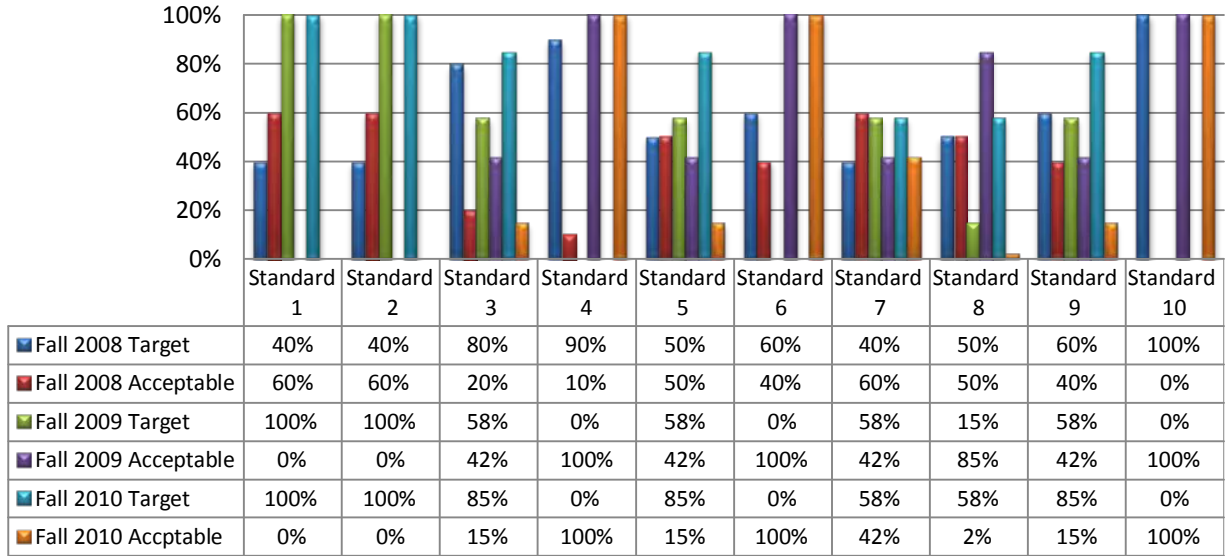
Over the past four years, data indicate that the percentage of candidates (students) in the Educational Leadership program scoring at the target level have increased over all six standards. This indicates that changes in the wording of the signature assessments, wording of the rubrics and teaching strategies have been beneficial to the candidates (students) in this program.

Figure 3 ELCC Master of Education in Educational Leadership Data



Over the past four years, data indicate that the percentage of candidates (students) in the Special Education program scoring at the target level have increased over all 10 standards. This indicates that changes in what signature assessments are scoring, how the rubrics are aligned and teaching strategies have been beneficial to the candidates (students) in this program.

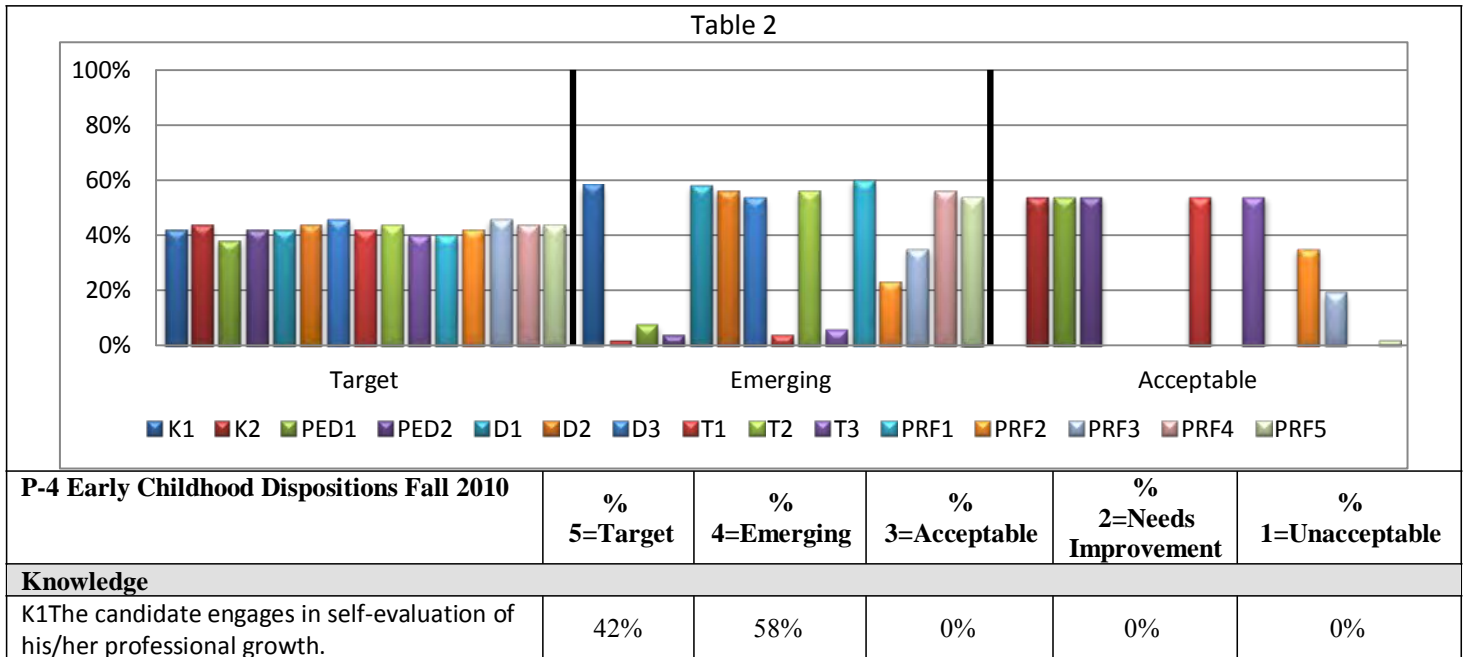
Figure 4 CEC Special Education Data



Additionally, the School of Education utilizes candidate dispositions to determine how well candidates are meeting specific criteria aligned with 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.

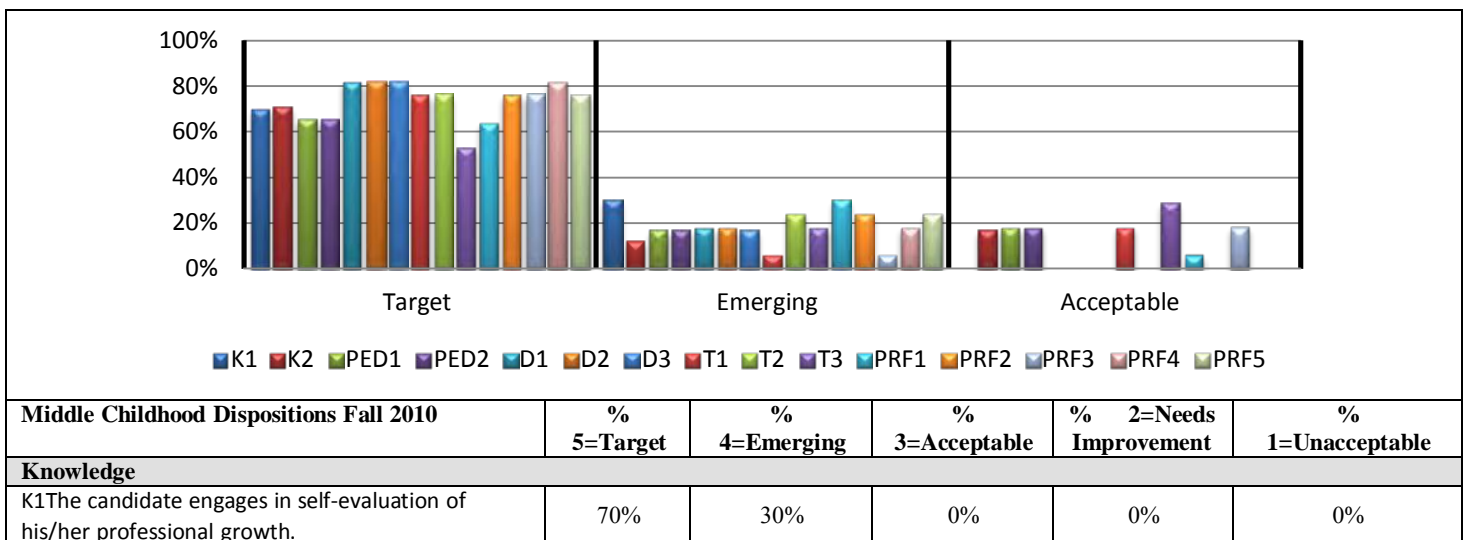
Below are the data collected using the new disposition rubric by program. The data indicate that all candidates are scoring acceptable or above on dispositions specified on the disposition rubric.

Table 1P-4 Early Childhood Dispositions



K2 Take an active interest in students' well being.	44%	2%	54%	0%	0%
Pedagogy					
PED1 The candidate uses a variety of strategies to support learning for all students.	38%	8%	54%	0%	0%
PED2 The candidate encourages students to reach their full potential.	42%	4%	54%	0%	0%
Diversity					
D1 The candidate respects the values and beliefs of other cultures.	42%	58%	0%	0%	0%
D2 The candidate models positive interactions with people from other cultures.	44%	56%	0%	0%	0%
D3 The candidate treats others fairly and with respect.	45%	54%	0%	0%	0%
Technology					
T1 The candidate uses technology to enhance student learning.	42%	4%	54%	0%	0%
T2 The candidate uses technology for personal and professional productivity.	44%	56%	0%	0%	0%
T3 The candidate uses technology to engage students in authentic, complex tasks.	40%	6%	54%	0%	0%
Professionalism					
PRF1 The candidate seeks opportunities for collaboration.	40%	60%	0%	0%	0%
PRF2 The candidate fulfills his/her responsibility when working with others.	42%	23%	35%	0%	0%
PRF3 The candidate monitors the effects of his/her decisions.	46%	35%	19%	0%	0%
PRF4 The candidate acts in a manner consistent with his/her professional code of ethics.	44%	56%	0%	0%	0%
PRF5 The candidate accepts responsibility for his/her actions.	44%	54%	2%	0%	0%

Table 2 Middle Childhood Dispositions



K2 Take an active interest in students' well being.	71%	12%	17%	0%	0%
Pedagogy					
PED1 The candidate uses a variety of strategies to support learning for all students.	65%	17%	18%	0%	0%
PED2 The candidate encourages students to reach their full potential.	65%	17%	18%	0%	0%
Diversity					
D1 The candidate respects the values and beliefs of other cultures.	82%	18%	0%	0%	0%
D2 The candidate models positive interactions with people from other cultures.	82%	18%	0%	0%	0%
D3 The candidate treats others fairly and with respect.	82%	17%	0%	0%	0%
Technology					
T1 The candidate uses technology to enhance student learning.	76%	6%	18%	0%	0%
T2 The candidate uses technology for personal and professional productivity.	76%	24%	0%	0%	0%
T3 The candidate uses technology to engage students in authentic, complex tasks.	53%	18%	29%	0%	0%
Professionalism					
PRF1 The candidate seeks opportunities for collaboration.	64%	30%	6%	0%	0%
PRF2 The candidate fulfills his/her responsibility when working with others.	76%	24%	0%	0%	0%
PRF3 The candidate monitors the effects of his/her decisions.	76%	6%	18%	0%	0%
PRF4 The candidate acts in a manner consistent with his/her professional code of ethics.	82%	18%	0%	0%	0%
PRF5 The candidate accepts responsibility for his/her actions.	76%	24%	0%	0%	0%

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

The data indicate that candidates (students) are performing well on all standards for which they are scored. The P-4 Early Childhood, Educational Leadership, and Special Education programs have all seen an increase in the percentage of candidates (students) that are performing at the target level on the signature assessments. There has not been the same increase in the Middle Childhood candidates (students) performing at the target level. The middle childhood percentage could be due to a low number of candidates in that program causing the data to be skewed. This is an area that the School of Education will need to monitor to determine if there is something that needs to be revised or if it is an issue of a low N.

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

The School of Education uses multiple strategies and assessments to measure the effectiveness of the unit program quality. These include the 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 3 Undergraduate Admitted Teacher Education Candidates (Fall 2008-Spring 2011)

	Fall 08	Spr 09	YDT 08-09	Fall 09	Spr 10	YDT 09-10	Fall 10	Spring 11	YTD 10-11
*P-4 Early Childhood	19	16	35	20	5	25	26	3	29
*Middle Childhood	3	1	4	0	2	2	8	2	10
*Health/PE	3	2	5	2	2	4	2	3	5
*Music Education	2	2	4	1	0	1	0	2	2
Total Admitted to Teacher Education	27	21	48	24	15	39	36	10	46

Table 4 Undergraduate Interns and Program Completers (Fall 2008 – Spring 2011)

	Fall 08	Spr 09	YDT 08-09	Fall 09	Spr 10	YDT 09-10	Fall 10	Spring 11	YTD 10-11
Intern I	18	9	27	18	4	22	20	13	33
Intern II	3	18	21	9	18	27	4	19	23

The School of Education uses data from the Praxis exams along with the data above to assist the unit in making data driven program decisions. The data indicate that the 100% of the candidates (students) are passing the Praxis II. Based on the data the School of Education is confident that the curriculum taught in these areas are assisting candidates (students) with achieving passing scores on the exams.

Table 5 Program Completers/Viability by Licensure Areas

<i>Initial Licensure Areas</i>	<i>09-10</i>	<i>Praxis II Passing Rate of Program Completers</i>	<i>10-11</i>	<i>Praxis II Passing Rate of Program Completers</i>
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P-4 Early Childhood	24	100%	12	100%
Middle Level Childhood	7	100%	3	100%
PE Licensure	4	100%	3	100%
Music Education	4	100%	1	100%
Master of Arts in Teaching	09-10		10-11	
MAT Life Science	4	100%	1	100%
MAT Physical Science	1	100%	0	
MAT Math	2	100%	5	100%
MAT English	5	100%	2	100%
MAT Social Studies	1	100%	3	100%
MAT Foreign Language	0		0	
MAT PE	5	100%	2	100%
MAT Middle Childhood	10	100%	16	100%
MAT Art	1	100%	1	100%
MAT Music	0		0	
MAT Family and Consumer Science	1	100%	1	100%
MAT Agriculture	2	100%	0	100%
MAT Speech	1	100%	0	100%
Business Technology	0		1	100%
Coaching 7-12	0		1	100%

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 last 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 employers believe that candidates (students) that complete the UAM education program are on average satisfactorily to strongly prepared for the position for which they were hired.

Principal Survey							
How well are UAM graduates prepared	Weak	Fair	Satisfactory	Strong	Outstanding	N/A	Rating Average
Monitoring students' progress using strategies that are appropriate to learning outcomes.	0	0	7	13	1	0	3.71

Interpreting data from standardized assessments.	0	2	7	11	1	0	3.52
Employing a cycle of planning, implementing and evaluating instruction.	0	1	8	11	1	0	3.57
Providing constructive feedback on students' individual work and behavior.	0	0	7	13	1	0	3.71
Analyzing the effects of your teaching on the learning environment and student outcomes.	0	0	7	14	0	0	3.67
Engaging in self-improvement and professional development activities.	0	0	5	13	3	0	3.90
Using a variety of strategies to engage students in critical thinking.	0	3	6	10	2	0	3.52
Engaging students in learning activities and projects that require them to demonstrate problem-solving skills.	0	3	6	10	2	0	3.52
Analyzing students' learning needs to accommodate linguistic and cultural differences.	0	1	13	6	1	0	3.33
Encouraging the exploration of diverse points of view.	0	1	10	10	0	0	3.43
Following the Code of Ethics and Principles of Professional Conduct for educators.	0	0	4	11	5	1	4.05
Modifying instructional plans based on assessment of student outcomes.	0	1	8	9	3	0	3.67
Working	0	0	8	9	4	0	3.81

collaboratively with parents and families to meet students' needs.							
Working with other faculty and school administrators to improve the educational experiences of students.	0	1	3	12	5	0	4.00
Maintaining an orderly and disciplined classroom conducive to student learning.	0	0	6	14	1	0	3.76
Using technology as a resource to enhance student learning.	0	0	5	9	7	0	4.10
Using technology for personal and teacher productivity.	0	2	4	7	8	0	4.00
Using technology to engage students in authentic, complex tasks.	0	2	4	12	3	0	3.76

The data below indicate that candidates (students) that complete the UAM education program believe they are on average satisfactorily prepared for the position for which they were trained with the exception of interpreting data, problem solving skills, and use of instructional technology. Candidates (students) believe that they were prepared at a fair level in those areas indicated as exceptions.

Graduate Survey							
How well are UAM prepare you	Weak	Fair	Satisfactory	Strong	Outstanding	N/A	Rating Average
Monitoring students' progress using strategies that are appropriate to learning outcomes.	0	2	5	1	1	1	3.11
Interpreting data from standardized assessments.	2	2	3	2	0	1	2.56
Employing a cycle of planning, implementing and evaluating instruction.	0	3	2	3	1	1	3.22
Providing	0	0	5	3	1	1	3.56

constructive feedback on students' individual work and behavior.							
Analyzing the effects of your teaching on the learning environment and student outcomes.	0	2	6	1	1	0	3.10
Engaging in self-improvement and professional development activities.	0	1	4	3	1	1	3.44
Using a variety of strategies to engage students in critical thinking.	0	2	5	3	0	0	3.10
Engaging students in learning activities and projects that require them to demonstrate problem-solving skills.	0	4	4	2	0	0	2.80
Analyzing students' learning needs to accommodate linguistic and cultural differences.	1	0	6	2	1	0	3.20
Encouraging the exploration of diverse points of view.	0	0	6	3	1	0	3.50
Following the Code of Ethics and Principles of Professional Conduct for educators.	0	1	5	2	1	1	3.33
Modifying instructional plans based on assessment of student outcomes.	1	1	4	3	0	1	3.00
Working collaboratively with parents and families to meet students' needs.	1	2	3	2	1	1	3.00
Working with other faculty and school administrators to improve the educational experiences of	0	1	5	3	0	1	3.22

students.							
Maintaining an orderly and disciplined classroom conducive to student learning.	0	1	6	2	1	0	3.30
Using technology as a resource to enhance student learning.	0	2	6	2	0	0	3.00
Using technology for personal and teacher productivity.	0	4	4	2	0	0	2.80
Using technology to engage students in authentic, complex tasks.	0	3	4	2	0	1	2.89

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

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

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

The tables included in the report indicate what and when the data is collected, from where/whom the data is collected, when the analysis is preformed, when the report of the data is disseminated to the faculty, and the standards for which the data is correlated. The data analysis tells us which program or programs need to be improved. No areas were noted that need immediate change. Areas were noted that need to be monitored. Based upon the data collected this year and the analysis of that data the following areas were noted.

Area to be	When Reviewed	Who Will Review
Using technology for personal and teacher productivity.	Yearly	Instructional Technology Faculty, Program Coordinators, Assessment Coordinator, Dean
Using technology to engage students in authentic, complex tasks.	Yearly	Instructional Technology Faculty, Program Coordinators, Assessment Coordinator, Dean
Engaging students in learning activities and projects that require them to demonstrate problem-solving skills.	Each Semester	All faculty, Program Coordinators, Assessment Coordinator, Dean
Interpreting data from standardized assessments.	Each Semester	All faculty, Program Coordinators, Assessment Coordinator, Dean

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

The School of Education faculty have incorporated more of Robert Marzano’s nine essential instructional strategies into their daily teaching. This was implemented so that faculty could model for candidates (students) what is expected of them in the public school classroom. This implementation was decided based upon feedback from internship cooperating teachers and principals, which indicated that new teachers needed to be more aware of the nine essential strategies. The School of Education faculty have integrated more instructional technology into their teaching by utilizing interactive whiteboards, slates, iPads, iPods, and instructional websites.

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

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

- Candidates (students) asked to serve on committees for the development of assessments.
 - Candidates (students) are asked to serve on the Teacher Education Committee.
 - Candidates (students) are asked to serve on data review committees.
 - Candidates (students) are asked to serve on interview committees for admission to teacher education, and internship.
- (See Attachment A: Student Involvement)

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

The School of Education has a Recruitment/Retention Committee that has developed an ongoing detailed plan for the recruitment and the retention of candidates (students). (Attachment B: Recruitment and Retention Plan)

The School of Education continued the efforts of the P-4 Early Childhood Majors Club and the Middle Childhood Majors Club this past year to assist with the retention of middle childhood candidates (students). (Attachment C: Club Events)

The School of Education continued for the third year the Pinning Ceremony for candidates (students) admitted to teacher education. (Attachment D: Pinning Ceremony Agenda)

The School of Education hosted the third annual hotdog picnic to help keep candidates (students) actively engaged in campus events. Welcome Back flyers were given to every candidate (student) taking an education course and candidates (students) were contacted by their advisor personally welcoming them back in the spring. The School of Education believes that events such as these keep candidates (students) in regular contact with faculty outside of regular advising. (Attachment E: Retention Activities)

Attachment A: Student Involvement

University of Arkansas at Monticello
School of Education

Semester: Spring 2010

COMMITTEE MEMBER SIGN-IN SHEET

Project: Admission to Teacher Education & Clinical Internshi	Meeting Date: Monday, April 26, 2010
	Meeting Time: 9:0Q-12:30 m.
Facilitator: Kim Level, Partnership Coordinator	Place/Room: Willard Hall Room 229

Name :	Title:
1. <i>Kim Level</i>	<i>UAM</i>
2. <i>Cookie Crossitt</i>	<i>classroom teacher - Monticello</i>
3. <i>Clayce Hammerly</i>	<i>UAM</i>
4. <i>Susan M. Starks</i>	<i>Intern II - MES; UAM</i>
5. <i>Dr. Sam J. N. [Signature]</i>	<i>SOE Coord. of Teacher Ed &</i>
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University of Arkansas at Monticello
School of Education

Semester: Fal12010

Project: Admission to Teacher Education & Clinical Internship	Meeting Date: Thursday, December 3, 2010 Meeting Time: 9:0Q-1:20 IJ.m.
Facilitator: Kim Level, Partnership Coordinator	Place/Room: Willard Hall Room 123

Name :	Title:
1. Leigh Anne Wilmoth	5th grade teacher
2. Kim Level	UAM - Partnership Coordinator
3. Amanda McKiever	INTERN II
4. [Handwritten Name]	Coord. of Teacher Ed KP-4th
5. Donnah. Harriat	Grad/NCATE Coordinator
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University of Arkansas at Monticello
School of Education

Semester: Fa112010

<p>Project: Admission to Teacher Education & Clinical Internship</p> <p>Facilitator: Kim Level, Partnership Coordinator</p>	<p>Meeting Date: Thursday, December 2, 2010</p> <p>Meeting Time: 9:00-12:00 p.m.</p> <p>Place/Room: Willard Hall Room 123</p>
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Name :	Title:
1. <i>Hannah Hunnicutt</i>	<i>NCATE Coordinator</i>
2. <i>Sarah Beavers</i>	<i>Internship II intern</i>
3. <i>Melissa Reid</i>	<i>Kindergarten Teacher</i>
4. <i>Sue Sparta</i>	<i>Coord. of Teacher Ed. PR 402</i>
5. <i>Kim Level</i>	<i>Partnership Coordinator</i>
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University of Arkansas at Monticello
School of Education

Semester: Spring 2010

COMMITTEE MEMBER SIGN-IN SHEET

Project: Admission to Teacher Education & Clinical Internshi	Meeting Date: Tuesday, April 27, 2010
	Meeting Time: 8:30-12:30
Facilitator: Kim Level, Partnership Coordinator	Place/Room: Willard Hall Room 229

Name :	Title:
1. <i>Misty Morgan</i>	Monticello Middle School
2. <i>Kim Level</i>	UAM
3. <i>M, U.</i>	<i>Intern II</i>
4. <i>Wynn</i>	<i>AM</i>
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Attachment B: Recruitment and Retention Plan

**University of Arkansas at Monticello
School of Education
UAM SOE Recruitment and Retention Plan
2010-11**

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 Recruitment & Retention Plan

The UAM School of Education (SOE) plan on recruitment and retention is guided by its Conceptual Framework aimed at preparing highly qualified teachers who have efficient, reflective thinking skills to work with culturally diverse learners. The SOE is committed to assisting in bridging the gap in supply and demand of high quality teachers in Arkansas schools by aggressively recruiting a diverse population of prospective candidates, and offering challenging curricula and programs that will retain students in the SOE.

Goal Statement

The implementation of the UAM School of Education's Recruitment and Retention Plan of implementing new efforts as well as renewing successful efforts in recruiting and retention of faculty/staff and students/teacher candidates. This goal statement can be effectively achieved through meeting the following goals working with faculty/staff and students/teacher candidates:

- Goal 1: The UAM School of Education faculty and staff will seek the most efficient and effective technologies for **recruiting, and retaining** a diverse population of **students/teacher candidates** that will establish partnerships between the UAM units, area school districts, SEARK Education Service Cooperative, and community organizations.

Goal 2: The SOE will engage in activities and support services to **recruit, develop and retain a quality, diverse faculty and staff.**

In the Recruitment and Retention Plan, the School of Education includes the following stakeholders: dean, faculty, staff, public school teachers and administrators, students, teacher candidates, SEARK Education Service Cooperative, and community partners.

STUDENT/TEACHER CANDIDATES- RECRUITMENT & RETENTION: GOAL 1

The UAM School of Education faculty and staff will seek the most efficient and effective technologies for recruiting and retaining a diverse population of students/teacher candidates that will establish partnerships between the UAM units, area school districts, SEARK Education Service Cooperative, and community organizations.

Recruitment:

Objective 1.1 – Implement recruiting actions for diverse teacher candidates from students on the UAM campuses in **all** initial and advanced programs with a special emphasis on middle level teacher candidates, Masters of Education, and Health and PE P-12 Licensure.

(CF: Diversity; NCATE Standard 4)

Objective 1.2 - Develop aggressive recruiting actions for recruiting diverse teacher candidates from students in the area school districts with the SEARK Education Service Cooperative and community organizations for locating diverse teacher candidates.

(CF: Diversity; NCATE Standard 4)

Objective 1.3- Increase the diversity of the 2+2 partnership teacher candidate, candidates by 30%.

(CF: Diversity; NCATE Standard 4)

Retention:

Objective 1.4- Promote retention of students by adjusting instruction appropriately to meet the diverse learning styles and, therefore, to enhance student learning.

(CF: Knowledge, Pedagogy, Technology, Diversity, Professionalism; NCATE Standards 1, 5 & 6) (Action Statement # 3)

Objective 1.5- Refine and enhance Praxis I seminar courses that prepare students for admission to teacher education and for retention in the university.

(CF: Knowledge; Technology, Pedagogy; NCATE Standards 1, 2, and 4) (Action Statements # 5, 17)

Objective 1.6- Increase the diversity of teacher candidates in the honorary educational society, Kappa Delta Pi by 30%.

(CF: Diversity; Professionalism; NCATE Standard 4) (Action Statement #6)

Objective 1.7- Create new and innovative instructional strategies that will increase the retention of at-risk and diverse populations of candidates. (CF: Diversity; NCATE Standard 4) (Action Statement #7)

Objective 1.8- Seek financial assistance through additional grants to pay the Praxis I, Praxis II and PLT test fees for teacher education students with great financial needs. (CF: Diversity; NCATE Standard 4)(Action Statement #8)

Objective 1.9: Promote additional opportunities to immerse teacher candidates in public school settings to interact with faculty, peers, and public school students and teachers from diverse backgrounds, cultures, races and genders, and to better practice their skills.(CF: Diversity; NCATE Standards 3,4, and 5) (Action Statement #4)

Objective 1.10- Host a SOE mid-semester, bi-annual meeting for teacher candidates 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. (CF: Knowledge, Diversity; NCATE Standards #1, 4)(Action Statement #11)

Objective 1.11- Promote the retention of students/teacher candidates through professionalism enhanced through the formal, SOE pinning ceremony as induction into teacher education program. (CF: Professionalism; NCATE Standard #5)(Action Statement #12)

Objective 1.12- 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 (CF: Professionalism; NCATE Standards # 4, #5) (Action Statement #1)

Objective 1.13- The School of Education will invite speakers who are representatives 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. (CF: Professionalism; NCATE Standards #1, #3) (Action Statement #2)

Objective 1.14 –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. (CF: Pedagogy, Knowledge, Diversity, and Professionalism, NCATE Standards #1, #3, #4) (Action Statement #9)

Objective 1.15- 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. (CF: Knowledge, Pedagogy, Diversity, and Professionalism, NCATE Standards # 1, #2, #4, #5) (Action Statement 10)

Objective 1.16- Improve advisement of teacher candidates by faculty improving the analysis of degree audits as a tool to track appropriate student progress toward graduation and encouraging participation in pre-registration (CF: Professionalism, Diversity; NCATE Standards # 1, #2, #4, #5) (Action Statements 7, and 13)

Objective 1.17- Teacher education candidates will be encouraged to participate in pre-registration through an e-mail and posters, etc. in the SOE (CF: Professionalism, Knowledge; NCATE Standards # 5) (Action Statements #16)

Objective 1.18- Kappa Delta Pi members and recruitment/retention coordinator will seek volunteers to participate in a web of liaisons throughout campus and the community to act as “supportive listeners” for teacher candidates. (CF: Professionalism, Pedagogy, Diversity, Knowledge, NCATE Standards: #1, #4, #5) (Action Statement #15)

FACULTY & STAFF -RECRUIT, DEVELOP AND RETAIN: GOAL 2

Recruitment:

Objective 2.1- Increase the diversity of the faculty by recruiting diverse faculty from doctoral education programs, by advertising in publications for diverse populations, by contacting prospective faculty candidates at conferences, and by personal contacts with peers. (CF: Professionalism; Diversity; NCATE Standard 5)

Retention:

Objective 2.2 – Improve advisement of teacher candidates by faculty improving the analysis of degree audits as a tool to track appropriate student progress toward graduation. (CF: Professionalism, Diversity, NCATE Standard 5)

Objective 2.3- Implement an exemplary service and teaching award for professional education faculty to be recognized as outstanding teachers by candidates and peers across campus and in public schools. (CF: Professionalism, Knowledge, Pedagogy; NCATE Standard 5)

Goal I:
Recruitment:

Objective 1.1 - Implement recruiting actions for diverse teacher candidates from students on the UAM campuses in all initial and advanced programs with special emphasis on middle level, Masters of Education, and Health & PE P-12 licensure.

Strategy	Actions	Who is responsible	Resources	Outcomes	Assessments	Time
Recruiting for Diverse Teacher Candidates	Develop recruitment materials - poster, letters, information cards, CD, and/or video. Have available for students, events, and post information on SOE website	Coordinator of Teacher Education and ERZ	School of Education Dean, Faculty, Staff, Kappa Delta Phi, Retired Teacher Association and ERZ	Quality materials developed	Document potential candidates as result of advertisements	Bi-annually
	Send or post recruitment materials to targeted groups such as freshmen w/high ACT scores, and undeclared majors	Recruitment and Retention Committee	School of Education Dean, Faculty, Staff, Kappa Delta Phi, UAM Registrar and ERZ	Increased targeted mailings/emails	Evaluate feedback from mailings/e-mails	Bi-annually
	Provide MAT information packets for secondary licensure potential candidates	Graduate Coordinator	Graduate Coordinator School of Education Dean, Faculty, Staff, ERZ Office, and UAM units	Increase in MAT Admissions	Document potential candidates as result of advertisements	Bi-annually
	Sponsor MAT	Graduate Coordinator	Graduate Coordinator	Increase in MAT Admissions	Document	Bi-annually

	information sessions through the SOE		School of Education Dean, Faculty, Staff, ERZ Office, and UAM units		potential candidates as result of advertisements	
	Distribute & Post in SOE minority scholarship application materials to potential minority teacher education candidates	Diversity Committee Coordinator and Coordinator for MORE, Recruitment & Retention, chair	Diversity Committee Coordinator of MORE, SOE Faculty, and ERZ Office	Attract minority student interest and financial support to enter teacher education programs	Document number of minority candidates who receive scholarships for education	Bi-annually, Weevil Welcome Days, Recruitment at school districts
	Display and distribute recruitment information in UAM Voice, UAM student newspaper, 2-year college newspapers, and local newspapers	Recruitment and Retention Committee	School of Education Dean, Faculty, Staff, and ERZ	Attract student interest and financial support to enter teacher education programs	Document when and where materials were distributed and displayed	Annually
	Sponsor "Future Teacher Candidate Day" on campus	Recruitment and Retention Committee/ High School Counselors/ERZ	School of Education Dean, Faculty, Staff, High School Counselors and ERZ	Number of students who attend and declare education as a major	Documentation of those attending	Annually
	Participate in UAM SOE job fairs for undeclared majors.	Coordinator of Teacher Education/SOE	School of Education Dean, Faculty, Staff, and ERZ	Number of fairs attended	Documentation of those attending	Ongoing
	Sponsor regular	Coordinator of	School of Education	Number of	Documentation	Ongoing

	ongoing, on-campus events to recruit currently enrolled UAM students to the teaching profession with a special emphasis on middle level, Masters of Education, and Health & PE P-12 licensure programs.	Teacher Education Recruitment and Retention Committee, Tracie Jones, ERZ Director	Dean, Faculty, Staff, and ERZ	events planned	of those attending	
	Continue to research innovative ways to recruit and retain potential teacher candidates.	Recruitment & Retention Com.	School of Education Dean, Faculty, Staff, and ERZ	New and innovative ways to reach and recruit students	Increase the marketing ideas and materials utilized	Ongoing
	Tailgating on Parents' and Family Day	Tracie Jones, ERZ Director	School of Education Dean, Faculty, Staff, SOE tent, food	New and innovative ways to reach and recruit students	Attendance record	Parents' and Family Day

Objective 1.2 - Develop aggressive recruiting actions for recruiting prospective teacher candidates from students in the area school districts with the SEARK Education Service Cooperative and community organizations for locating diverse teacher candidates.

Strategy	Actions	Who is responsible	Resources	Outcomes	Assessments	Time
Promotion of Teaching as a Career	Collaborate with area public schools to develop Future Educators Associations	ERZ Office, Coordinator Teacher Education and Coordinator of MORE	School of Education Dean, Faculty, Staff, teacher candidates, Kappa Delta Phi, and ERZ	Increase the number of future teacher organizations and participation numbers	Document the schools with participating organizations and number of students	Annually

	(FEA), especially Crossett H.S. and Hamburg Jr. High				participating	
	Distribute recruitment materials and scholarship information	ERZ Office, Coordinator of Teacher Education and Coordinator of MORE	School of Education Dean, Faculty, Staff, UAM and ERZ websites, and ERZ	Receive information cards from those interested in teaching	Database of potential teacher candidates	Annually
	Provide special speakers to potential teacher candidates	ERZ and UAM SOE Dean, Partnership Director, Recruitment and Retention Chairperson	School of Education Dean, Faculty, Staff, Kappa Delta Phi, ERZ & community	Provide special speakers and events in the high schools & to teacher candidates	Documentation dates of speakers and events	Annually
	Sponsor on-campus recruitment activities for potential high school, diverse MAT candidates	Recruitment and Retention Committee	School of Education Dean, Faculty, Staff, Kappa Delta Phi, high school counselors, and ERZ	Increase the number of on-campus & off-campus activities	Documentation of events and sign-in sheets	Bi-annually
	Participate in events planned by Admissions	SOE Faculty	School of Education Dean, Faculty, Staff, Kappa Delta Phi,	Continue to support Admissions Activities	Sign-in sheets from the events	On-going

	Office (Weevil Welcome Days, Parents' & Family Day, Homecoming, Registration, UAM Career Day, SOE Centennial Celebration, etc.)		and ERZ			
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Objective 1.3 – Increase the diversity of the 2+2 partnership teacher candidate, candidates by 30%.

Strategy	Actions	Who is responsible	Resources	Outcomes	Assessments	Time
Promoting the diversity need to support education and becoming a teacher	Partner with the “Teach for Arkansas”, Phillips County grant district to promote becoming a teacher	Partnership Director, Dean	SOE Dean, Faculty, Staff, Communities	Increase the number and diversity of 2+2 teacher candidates	Increased number and diversity of 2+2 teacher candidates	Annually
	Partnership visits to increase diversity and enrollment in our 2+2 program	Partnership Director, Dean	Community Colleges, School of Education	Increase the number and the diversity of the 2+2 candidates	Number and diversity of teacher candidates enrolled	Annually
	Attendance at Phillips County Career Fair	Partnership Director, Coordinator of Teacher	Phillips County Community College, SOE information	Increase the number and diversity of 2+2 candidates	Number and diversity of teacher candidates	Annually

		Education			enrolled	
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Retention:

Objective 1.4 – Promote the retention of students/teacher candidates by adjusting instructional approaches to meet the diverse learning styles and, therefore, enhancing student learning. (CF: Knowledge, Pedagogy, Diversity, Professionalism; NCATE Standards 5 & 6)

Strategy	Actions	Who is responsible	Resources	Outcomes	Assessments	Time
Adjust instruction to meet diversity of learning styles	Review of information on learning styles, thinking styles, & personality differences, & Marzano’s High Instructional Yield Strategies	Dean, Coord. of Teacher Ed.	Internet resources, supplemental resources, modeling by instructors	Communication enhanced, instruction improvement, student/teacher understanding	Student evaluations; signature assessments	Bi-annually

Objective 1.5: Refine and enhance Praxis I seminar courses that prepare students for admission to teacher education and for retention in the university and sources will be sought to provide financial assistance to pay the Praxis I, Praxis II and PLT test fees for teacher education candidates with great financial needs.

(CF: Knowledge; Technology, Pedagogy; NCATE Standards 1, 2, and 4)

Strategy	Actions	Who is responsible	Resources	Outcomes	Assessments	Time
Refine & enhance Praxis I seminar courses	Find new supplement materials to refine & enhance skills to be mastered on Praxis I	Instructors of courses, Dean	Internet, other universities’ suggestions	More teacher candidates entering SOE teacher education	SOE Praxis I passage rate increase	Bi-annually

Give money in fees due on the Praxis I, II and PLT	Write Wal-mart Grant for \$5000	Recruitment & Retention Chairperson	Wal-Mart manager	Submission & waiting outcome	More teachers	Bi-annually
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Objective 1.6- Increase the diversity of teacher candidates in the honorary educational society, Kappa Delta Pi by 30%.
 (CF: Diversity; Professionalism; NCATE Standard 4)

Strategy	Actions	Who is responsible	Resources	Outcomes	Assessments	Time
Increase diversity of KDPi members	Open membership letters to all teacher candidates with a 3.00 average when admitted to teacher education	Kappa Delta Pi counselor	Letters, one-on-one communication	Increase diversity membership by 30%	Number of diverse membership is increased by 30%	Each semester
	Fun activities planned by Kappa Delta Pi members	Kappa Delta Pi counselor & membership	Community members, Kappa Delta Pi members, SOE faculty, flyers, news stories	Increase diversity membership by 30%	Number of diverse membership is increased by 30%	Each semester

Objective 1.7- Create new and innovative instructional strategies that will increase the retention of at-risk and diverse populations of candidates. (CF: Diversity; NCATE Standard 4)

Strategy	Actions	Who is responsible	Resources	Outcomes	Assessments	Time
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New & innovative instructional strategies to increase retention	Review Learning Styles, Thinking Styles, & Personality styles information	Dean, Coordinator of Teacher Education	Internet resources, supplement texts	Retention & communication increased with candidates	Student evaluations	Bi-annually 1 st semester, 09
	Review of Marzano's High Yield Instructional Strategies (Book Study with Faculty)	Dean, Coordinator of Teacher Education	Internet resources, <u>Classrooms That Work</u>	Retention & communication increased with candidates	Student evaluations	
	Consulting with the Office of Student Affairs to explore possibilities for a formal web-based reporting system that would allow faculty & staff to submit concerns about student/teacher candidates on the following topics; career planning, mental & physical	Recruitment & Retention Coord.	Internet resources, supplement reporting items	Retention & communication increased with candidates, UAM Student Services, & SOE	Student Evaluations	

	health, and community inclusion & socialization.					
To retain teacher education candidates	Send “Welcome Back” letters to teacher education candidates, given to them in a course through a professor	Recruitment, Retention Committee, Partnership Coordinator, ERZ	Letter/flyer, Community Colleges sites, SOE Faculty	Retention of education candidates	Positive comments and retention rates from teacher candidates	First Day of Class, August, 2009
	“Good Luck on Finals” candy bars and “Welcome Back” candy bars after Christmas	Recruitment, Retention Committee, ERZ	Candy bars, signing sheet,	Retention of education candidates, good feelings about working hard	Positive comments and retention rates improve	Finals & Beginning of Spring 2010 Semester
	“Spring Fun & Game Day” on the SOE Lawn	Recruitment, Retention Committee, ERZ, SOE Faculty, Staff	Pop-corn & Cokes, games, SOE faculty	Retention of education candidates, good feelings, fun	Positive comments and retention rates improve	April 2010 Spring dates, Rain date
	Pinning Ceremony for Newly Admitted Teacher Education Candidates	Coordinator of teacher Education	Faculty, staff, parents, families, teacher education candidates	Retaining of teacher education candidates	Graduation rates increase	Each Semester

	A Wii Game Day	Tracie Jones, ERZ Director	Gibson Green Room, SOE faculty, UAM students, flyers, pop-corn, door prizes	Recruitment of education candidates	Recruitment rates increase	A Wednesday, Sept., 2009. lunchtime
	Hot Dog/Hamburger, Wednesday Picnic	Recruitment, Retention Com., ERZ, Kappa Delta Pi members	Flyers, Jazz Band, Community Bank, Community Cooks, UAM Graduates, Kappa Delta Pi, Interns	Recruitment of education candidates	Recruitment rates increase, fun is “had by all”.	Wednesday, Spring, 2010 (& rain date)
	Tailgates during Homecoming and Parent Day	SOE faculty, Dean	SOE Tent, Faculty, Cooks, Tables, chairs, Food, SOE Graduates, present teacher education candidates	Recruitment of education candidates	Number of attendees	Homecoming, Parents’ & Family Day

Objective 1.8- Seek financial assistance through additional grants to pay the Praxis I, Praxis II and PLT test fees for teacher education students with great financial needs. (CF: Diversity; NCATE Standard 4)

Strategy	Actions	Strategy	Resources	Outcomes	Assessments	Time
Providing more	Research web	Graduate	UAM SOE	Teacher	Documentation	On-going

support in locating financial services	sites for grants to help fund teacher education tests for candidates who have financial need	coordinator, SOE Faculty, Recruitment and Retention chairperson	Faculty, Staff, and ERZ	Candidates' needs are served	of students who receive financial aid and scholarships	
Give money in fees due on the Praxis I, II and PLT	Write Wal-mart Grant for \$5000	Recruitment & Retention Chairperson	Wal-Mart manager	Submission & waiting outcome	More teachers	Bi-annually

Objective 1.9: Promote additional opportunities to immerse teacher candidates in public school settings to interact with faculty, peers, and public school students and teachers from diverse backgrounds, cultures, races and genders, and to better practice their skills.

Strategy	Actions	Strategy	Resources	Outcomes	Assessments	Time
Visiting and participating in public school classrooms	Kappa Delta Pi teacher candidates will read to public school students in their classrooms	Kappa Delta Pi counselor, members	Children's books, members	Exposure to diverse students' different learning styles, diverse faculty personalities & teaching skills	Pictures taken for Kappa Delta Pi Yearbook	Spring, 2010
	Teacher candidates will observe and participate in schools' peer & faculty events, some of which include parents.	University supervisors, ERZ Director	UAM SOE Faculty, supervisors, public school students, public school teachers, & teacher candidates	Teacher candidates' knowledge, pedagogy, & professionalism grow in ways to address diversity	TCRI's, documentation of meetings	On-going

	Teacher candidates will be involved in monthly meetings of The Center for Math and Sciences	The Centers for Math and Science Specialists, Coordinator of Teacher Education	UAM Specialists, public school teachers, Math and Science Dept. personnel	Candidates' expertise in meeting diversity increases through further learning skills, curriculum, guidelines & strategies.	Performance increases in meeting a diverse population is seen in courses and internships	Monthly
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Objective 1.10- Host a SOE mid-semester, bi-annual meeting for teacher candidates 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.

Strategy	Actions	Who is responsible	Resources	Outcomes	Assessments	Time
To help students/teacher candidates who are having difficulty in a course	Hosting meeting with incentives to come so that SOE can help provide resources to help retain students in courses	Dean, university faculty	Human resources, & materials	Increase retention of students	Increased retention of SOE students/teacher candidates	Bi-annually

Objective 1.11- Promote the retention and professionalism of students/teacher candidates through the formal, SOE pinning ceremony as induction into teacher education program.

Strategy	Actions	Who is responsible	Resources	Outcomes	Assessments	Time
Retention of students/teacher candidates through	Host a formal, SOE pinning ceremony for teacher	Dean, Coordinator of Teacher Education	Gibson Center, SOE pins, university administration;	Professionalism and retention in the SOE program	Teacher candidates' dispositions by SOE faculty,	Bi-annually

enhancing professionalism.	candidates newly admitted to the teacher education program		SOE faculty		public school cooperating teacher	
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Objective 1.12- 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.

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

Objective 1.13- The School of Education 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.

Strategy	Actions	Who is responsible?	Resources	Outcomes	Assessments	Time
Candidates Studying and completing a degree	Guest speakers speaking to candidates	SOE Faculty	Freshmen, sophomores, alumni, public school teachers, parents, community leaders	Increased completers of degrees	Graduation rates	Each semester

Objective 1.14 – 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.

Strategy	Actions	Who is responsible?	Resources	Outcomes	Assessments	Time
Teacher & educational leadership candidates will be immersed in field experiences & clinical practice in diverse school settings	Candidates interact in diverse public school settings	Dean, SOE instructors	Public schools, public school teachers & administrators, candidates	Increased knowledge, pedagogy, professionalism	Praxis exams, increased performance in dispositions, TCRI's	On-going

Objective 1.15- The unit assessment system data will be reviewed at the end of each semester by the SOE Curriculum and Assessment Committee to determine areas of concern in teacher candidate performance and to develop strategies for program improvement, as needed.

Strategy	Actions	Who is responsible?	Resources	Outcomes	Assessments	Time
SOE Curriculum and Assessment Committee to bi-annually review program data & develop strategies w/ program committees for	Program committees meet bi-annually to review data to determine if changes need to be made. Changes are formed if needed	Curriculum & Assessment Committee, chairperson; & Data System Programmer	SOE Faculty, Data System, Program Committees	Teacher & Administrative Candidate Performances move to Target	Signature Assessments, Dispositions, Praxis exams	On-going

improvement	and reported to the Curriculum & Assessment Committee					
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Objective 1.16- The School of Education will improve advising 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. (CF: Professionalism, Diversity; NCATE Standard 5)

Strategy	Actions	Who is responsible?	Resources	Outcomes	Assessments	Time
SOE Faculty improves advising of candidates through analysis and degree audits	SOE faculty will be made aware of the importance of critical analysis of candidates' programs through degree audits to track student progress	Dean, Recruitment & Retention Committee, chairperson	UAM Data System, Degree Audits, SOE Faculty, candidates, UAM catalogs, SOE Program Planning Sheets	Candidates SOE retention, SOE tracks adhered	Graduation rates	Pre-Registration, Registration, Registrar's degree audits

Objective 1.17- Teacher education candidates will be encouraged to participate in pre-registration through an e-mail and posters, etc. in the SOE.

Strategy	Actions	Who is responsible?	Resources	Outcomes	Assessments	Time
Pre-registration numbers increase	Emails, posters, flyers posted to encourage teacher candidates to pre-register	Recruitment & Retention Chairperson	Computer, netlist, paper, bulletin boards, "Voice", student mailboxes	Increased pre-registration numbers	Enrollment in courses	Each Semester

**RECRUITMENT, DEVELOPMENT & RETENTION OF A QUALITY FACULTY AND STAFF:
 GOAL 2**

The SOE will engage in activities and support services to recruit, develop and retain a quality faculty and staff.

Objective 2.1- Increase the diversity of the faculty by recruiting diverse faculty from doctoral education programs, by advertising in publications for diverse populations, by contacting prospective faculty candidates at conferences, and by personal contacts with peers.

Objective 2.2 - Implement an exemplary service and teaching award for professional education faculty to be recognized as outstanding teachers by candidates and peers across campus and in public schools.

Recruitment:

Objective 2.1 - Increase the diversity of the faculty by recruiting diverse faculty from doctoral education programs, by advertising in publications for diverse populations, by contacting prospective faculty candidates at conferences, and by personal contacts with peers.

Strategy	Actions	Who is responsible	Resources	Outcomes	Assessments	Time
Recruit from doctoral education programs	Attendance and contact with higher educational institutions on doctoral candidates' names for recruitment.	Dean, Graduate Coordinator, Coordinator of Center for MORE & SOE Faculty	UAM Faculty, Dean, Deans of other institutions	A more diverse faculty	Document number of contacts at universities	Ongoing
Advising in publications for a diverse population	Advertisements in educational journals, newsletters, newspapers	Dean	Dean, SOE Staff Publications	A more diverse faculty	Documentation of sites used	End of year

Contacting prospective faculty candidates at conferences	SOE faculty, Dean, ERZ	UAM SOE Faculty, Dean, ERZ	Dean, SOE faculty, business cards	A more diverse faculty	Documentation and interviews, business cards received.	Ongoing
Personal Contacts with peers	SOE Staff, Dean, ERZ	UAM SOE, Dean, ERZ	Dean, SOE faculty, business cards	A more diverse faculty	Business cards	Ongoing

Retention:

Objective 2.2 – Implement an exemplary service and teaching award for professional education faculty to be recognized as outstanding teachers by candidates and peers across campus and in public schools.

Strategy	Actions	Who is responsible	Resources	Outcomes	Assessments	Time
Develop and implement a professional education faculty award.	Create nomination form, and criteria and rubric for judging the performance of faculty	Dean, Committee	Faculty, teacher candidates, and community member committee	Honoring and recognizing outstanding faculty for accomplishments	Criteria/Rubric determined by committee/ Dean	End of Year
	Sponsor a SOE professional education faculty reception to recognize outstanding faculty	Dean, Committee	UAM Faculty, Staff, and ERZ, campus and public school personnel, & community resources	Honoring and recognizing outstanding faculty for accomplishments	Number of attendees	End of Year

Attachment C: Club Events

UAM's Kappa Delta Pi
International Honor Society in
Education,
Phi Rho Chapter, #521
invites you to the



Initiation of New Members & Membership Meeting

Wednesday, Feb. 9, 2011

3:20 p.m., Willard Hall, Rm. #214

Initiation, projects and relate other important information. Please be
here. Refreshments served.

Dr. Sue S. Martin, UAM member & faculty representative.

Attachment D: Pinning Ceremony Agenda

The UAM School of Education

cordially invites

you, your family and friends

to the

UAM Teacher Education Firing Ceremony

Monday, May 2, 2011

3:30 pm-5:00 pm

Spencer Galey, UAM Fine Arts Center

RSVP by April 26, 2011: You and your number of guests

to

Mrs Johnson, 460-1062

Attachment E: Retention Activities



SOE
HotDog
Picnic

Save the Date!

April 5th,
11:30-1:00 p.m.

Willard Hall Lawn,
Jazz Band & Games

(Rain date: April 12th)



P-4th Grade Early Childhood
Teacher Candidates...

Jf Jt J tf Jf Jf Jf . Jf

**P-4th Grade
Teaching
Club** Forming...

Tues., Nov. 2, 2010

Willard Hall, Room 210

12:30 p.m.

Chili, Nachos & Drink

WELCOME TO CAMPUS



The School of Education
was glad to hear that
you want to be a...

Middle Level Public School Teacher

If we can help in any way, just come visit
with any of us! We want you to
be the very BEST of teachers!





School of Education,

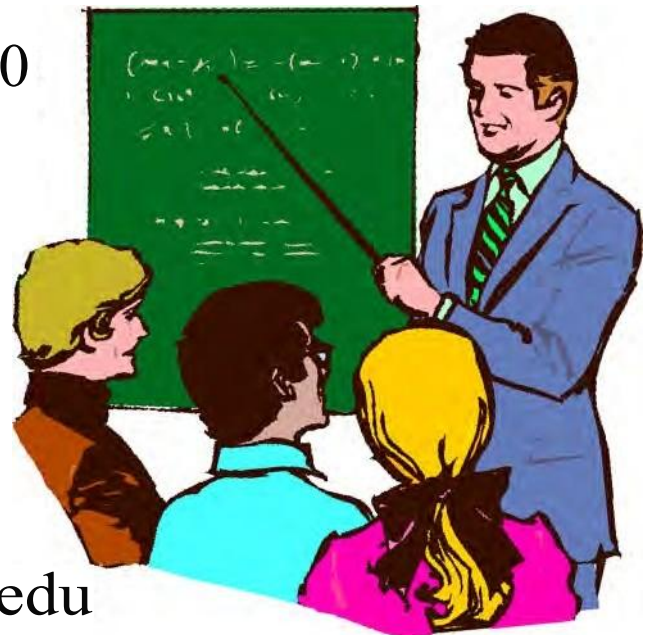
Middle Level Club...

Mid-Level Teacher Candidates come for a
"bag lunch"

- * Tuesday, Jan. 19, 2010
- * House Room, Gibson
Center
- * 12 Noon- 1:30 p.m.

RSVP: 460-1713 or

gardnerj@uamont.edu



Attachment F: Assessment Plan

University of Arkansas at Monticello
School of Education Assessment
System

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

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

Unit Assessment System

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

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

Candidates preparing to work in schools as teachers or other professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

UAM’s initial undergraduate programs are composed of the following four transition points:

- ♣ Transition Point 1: Pre-Admission
- ♣ Transition Point 2: Admission to Teacher Education
- ♣ Transition Point 3: Admission to Clinical Internship
- ♣ Transition Point 4: Graduation and Licensure

Initial Undergraduate Assessment Points

Transition Point 1 Evidence-Pre-Admission Requirements

Evidence	Provider	When Collected	Report Completed
Application for Admission	Candidate	Fall and Spring	Each Semester
Cumulative GPA 2.65	WEEVILNET	Fall and Spring	Each Semester
Specific Coursework with a “C” or better	WEEVILNET	Fall, Spring, and Summer Terms	Each Semester
Specific Coursework with a “B” or better	WEEVILNET	Fall, Spring, and Summer Terms	Each Semester
Specific EDUC Pre-Admission Course	WEEVILNET	Fall, Spring, and Summer Terms	Each Semester
Praxis I Exam	ETS	Continuously	Each Semester
Portfolio Competencies	Candidate	Fall and Spring	Each Semester
Two Letters of Recommendation	Faculty	Fall and Spring	Each Semester
Interview	Interview Committee	Fall and Spring	Each Semester

Transition Point 2 Evidence-Admission to Teacher Education Requirements

Evidence	Provider	When Collected	Report Completed
Application for Admission	Candidate	Fall and Spring	Each Semester
Specific Coursework with a "B" or better	WEEVILNET	Fall, Spring, and Summer Terms	Each Semester
Cumulative GPA 2.75	WEEVILNET	Fall and Spring	Each Semester
Portfolio Competencies	Candidate	Fall and Spring	Each Semester
Interview	Interview Committee	Fall and Spring	Each Semester
Praxis II: Specialty Exam	ETS	Fall and Spring	Each Semester

Transition Point 3 Evidence-Admission to Clinical Internship

Evidence	Provider	When Collected	Report Completed
Cumulative GPA 2.75	WEEVILNET	Fall and Spring	Each Semester
Portfolio Competencies	Candidate	Fall and Spring	Each Semester
Praxis II: Principles of Learning and Teaching	ETS	Fall and Spring	Each Semester
Formative and Summative Evaluation of Performance Standards using the TCRI	Cooperating Teacher and University Supervisor	Fall and Spring	Each Semester

Transition Point 4 Evidence-Graduation and Licensure

Evidence	Provider	When Collected	Report Completed
Cumulative GPA 2.75	WEEVILNET	Fall and Spring	Each Semester
Completion of All Degree Requirements	Registrar	Fall and Spring	Each Semester
Degree Conferral	Registrar	Fall and Spring	Each Semester

UAM's initial licensure program Master of Arts in Teaching is composed of the following 3 transition points:

- ✿ Transition Point 1: Pre-Admission
- ✿ Transition Point 2: Master of Arts in Teaching Program of Study
- ✿ Transition Point 3: Program Completion
- ✿ Transition Point 4: Graduation

Initial Licensure Master of Arts in Teaching Assessment Points

Transition Point 1 Evidence-Pre-Admission Requirements

Evidence	Provider	When Collected	Report Completed
Application for Admission	Candidate	Fall and Spring	Each Semester
Conferred Bachelor's Degree	Candidate	Fall and Spring	Each Semester
Cumulative GPA 3.0	Candidate	Fall and Spring	Each Semester
Praxis I Exam	ETS	Continuously	Each Semester
Two Letters of Recommendation	Faculty	Fall and Spring	Each Semester
Praxis II: Specialty Exam	ETS	Fall and Spring	Each Semester

Transition Point 2 Evidence-Master of Arts in Teaching Program of Study

Evidence	Provider	When Collected	Report Completed
Completion of 30 Hours of Prescribed Coursework	WEEVILNET	Spring	Spring Semester
Complete 2 Formal Observations	ETS	Fall and Spring	Each Semester

Transition Point 3 Evidence-Program Completion

Evidence	Provider	When Collected	Report Completed
Passing scores on Praxis II: Principles of Learning and Teaching or Pedagogy Exam	ETS	Fall and Spring	Each Semester

Transition Point 4 Evidence-Graduation and Licensure

Evidence	Provider	When Collected	Report Completed
Completion of All Degree Requirements	Registrar	Spring	Spring Semester
3.0 GPA	Registrar	Spring	Spring Semester
Degree Conferral	Registrar	Spring	Spring Semester

UAM's Advanced Non-Licensure program Master of Education is composed of the following 3 transition points:

- ✿ Transition Point 1: Pre-Admission
- ✿ Transition Point 2: Admission to Master of Education Program
- ✿ Transition Point 3: Capstone Course Requirement
- ✿ Transition Point 4: Graduation

Advanced Non-Licensure Master of Education Assessment Points

Transition Point 1 Evidence-Pre-Admission Requirements

Evidence	Provider	When Collected	Report Completed
Application for Admission	Candidate	Fall and Spring	Each Semester
Teacher Licensure	Candidate	Fall, Spring, and Summer Term	Each Semester
Cumulative GPA 3.0	Candidate	Fall and Spring	Each Semester
Praxis I Exam	ETS	Continuously	Each Semester
Two Letters of Recommendation	Faculty	Fall and Spring	Each Semester
Praxis II: Specialty Exam and Praxis II: Principles of Learning and Teaching or Subject Pedagogy Exam	ETS	Fall and Spring	Each Semester

Transition Point 2 Evidence-Admission to Master of Education Program

Evidence	Provider	When Collected	Report Completed
Cumulative GPA 3.0	WEEVILNET	Fall and Spring	Each Semester
Action Research Project	Capstone Course	Fall and Spring	Each Semester

Transition Point 3 Evidence-Capstone Course

Evidence	Provider	When Collected	Report Completed
Completion of Capston Course Requirments	SOE	Fall and Spring	Each Semester

Transition Point 3 Evidence-Graduation

Evidence	Provider	When Collected	Report Completed
Cumulative GPA 3.0	WEEVILNET	Fall and Spring	Each Semester
Completion of All Degree Requirements	Registrar	Fall and Spring	Each Semester
Degree Conferral	Registrar	Fall and Spring	Each Semester

UAM's Advanced Licensure program Master of Education in Educational Leadership is composed of the following 3 transition points:

- ✿ Transition Point 1: Pre-Admission
- ✿ Transition Point 2: Admission to Master of Education Program in Educational Leadership
- ✿ Transition Point 3: Portfolio Defense
- ✿ Transition Point 4: Graduation and Licensure

Advanced Licensure Master of Education in Educational Leadership Assessment Points

Transition Point 1 Evidence-Pre-Admission Requirements

Evidence	Provider	When Collected	Report Completed
Application for Admission	Candidate	Fall and Spring	Each Semester
Arkansas Teacher Licensure	Candidate	Fall, Spring, and Summer Term	Each Semester
Cumulative GPA 3.0	Candidate	Fall and Spring	Each Semester
Three Letters of Recommendation	Candidate	Fall and Spring	Each Semester
Proof of Teaching Experience	ETS	Fall and Spring	Each Semester

Transition Point 2 Evidence-Admission to Master of Education Program

Evidence	Provider	When Collected	Report Completed
Cumulative GPA 3.0	WEEVILNET	Fall and Spring	Each Semester
SPA Assessments	EDLD Courses	Fall and Spring	Each Semester
SLLA Exam	ETS	Fall and Spring	Each Semester

Transition Point 3 Evidence-Portfolio Defense

Evidence	Provider	When Collected	Report Completed
Portfolio Defense	SOE	Fall and Spring	Each Semester

Transition Point 3 Evidence-Graduation and Licensure

Evidence	Provider	When Collected	Report Completed
Cumulative GPA 3.0	WEEVILNET	Fall and Spring	Each Semester
Completion of All Degree Requirements	Registrar	Fall and Spring	Each Semester
Degree Conferral	Registrar	Fall and Spring	Each Semester

NCATE Standard 1a-Content Knowledge for Teacher Candidates

ACCEPTABLE

Teacher candidates know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards. Eighty percent or more of the unit’s program completers pass the content examinations in states that require examinations for licensure. Candidates in advanced programs for teachers have an in-depth knowledge of the content that they teach.

TARGET

Teacher candidates have in-depth knowledge of the content that they plan to teach as described in professional, state, and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject. All program completers pass the content examinations in states that require examinations for licensure. Candidates in advanced programs for teachers are recognized experts in the content that they teach.

Standard 1a Teacher Preparation Program Evidences –Initial Undergraduate

Evidence	Provider	When Collected	Report Completed
Title Two Report	AD	Yearly	May
Praxis II: Specialty Exam	ETS	Prior to Admission to Clinical Internship	Each Semester
SPA Reviews	Program Coordinators	When Submitted	Spring 2008
Formative and Summative Evaluation of Performance Standards using the TCRI Specifically A2, A3, C2, C3	Cooperating Teacher and University Supervisor	Fall and Spring	Each Semester
Internship I Survey	Candidate	Fall and Spring	Each Semester
Internship II Survey	Candidate	Fall and Spring	Each Semester
Employer Survey	Principal	Fall and Spring	Each Semester
Praxis III	ADE	One to three years after program completion	Each Semester

Standard 1a Teacher Preparation Program Evidences –Initial MAT

Evidence	Provider	When Collected	Report Completed
Title Two Report	AD	Yearly	May
Praxis II: Specialty Exam	ETS	Prior to Admission	Each Semester
TCRI Specifically A2, A3, C2, C3	University Supervisor	Fall and Spring	Each Semester
Praxis III	ADE	One to three years after program completion	Each Semester

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

Evidence	Provider	When Collected	Report Completed
Title Two Report	AD	Yearly	May
Praxis II: Specialty Exam	ETS	Fall and Spring	Each Semester
Employer Survey	Principal	Fall and Spring	Each Semester
Action Research Project	Capstone Course	Fall and Spring	Each Semester
Cumulative GPA 3.0	WEEVILNET	Fall and Spring	Each Semester

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

ACCEPTABLE

Teacher candidates understand the relationship of content and content specific pedagogy delineated in professional, state, and institutional standards. They have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. They facilitate student learning of the content through presentation of the content in clear and meaningful ways and through the integration of technology. Candidates in advanced programs for teachers demonstrate an in-depth understanding of the content of their field and of the theories related to pedagogy and learning. They are able to select and use a broad range of instructional strategies and technologies that promote student learning and are able to clearly explain the choices they make in their practice.

TARGET

Teacher candidates reflect a thorough understanding of the relationship of content and content specific pedagogy delineated in professional, state, and institutional standards. They have in-depth understanding of the content that they plan to teach and are able to provide multiple explanations and instructional strategies so that all students learn. They present the content to students in challenging, clear, and compelling ways, using real-world contexts and integrating technology appropriately. Candidates in advanced programs for teachers have expertise in pedagogical content knowledge, and share their expertise through leadership and mentoring roles in their schools and communities. They understand and address student preconceptions that hinder learning. They are able to critique research and theories related to pedagogy and learning. They are able to select and develop instructional strategies and technologies, based on research and experience that help all students learn.

Standard 1b Teacher Preparation Program Evidences –Initial Undergraduate

Evidence	Provider	When Collected	Report Completed
Title Two Report	AD	Yearly	May
Praxis II: Specialty Exam	ETS	Prior to Admission to Clinical Internship	Each Semester
Formative and Summative Evaluation of Performance Standards using the TCRI Specifically A3, A4, C2, C3,C4,C7	Cooperating Teacher and University Supervisor	Fall and Spring	Each Semester
Internship I Survey	Candidate	Fall and Spring	Each Semester
Internship II Survey	Candidate	Fall and Spring	Each Semester
Employer Survey	Principal	Fall and Spring	Each Semester
Praxis III	ADE	One to three years after program completion	Each Semester

Standard 1b Teacher Preparation Program Evidences –Initial MAT

Evidence	Provider	When Collected	Report Completed
Title Two Report	AD	Yearly	May
Praxis II: Specialty Exam	ETS	Prior to Admission	Each Semester
Formative and Summative Evaluation of Performance Standards using the TCRI Specifically A3, A4, C2, C3,C4,C7	University Supervisor	Fall and Spring	Each Semester
Employer Survey	Principal	Fall and Spring	Each Semester
Praxis III	ADE	One to three years after program completion	Each Semester

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

Evidence	Provider	When Collected	Report Completed
Title Two Report	AD	Yearly	May
Praxis II: Specialty Exam	ETS	Fall and Spring	Each Semester
Employer Survey	Principal	Fall and Spring	Each Semester
Action Research Project	Capstone Course	Fall and Spring	Each Semester
Cumulative GPA 3.0	WEEVILNET	Fall and Spring	Each Semester

NCATE STANDARD 1c-Professional and Pedagogical Knowledge and Skills for Teacher Candidates

ACCEPTABLE

Teacher candidates can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences. They reflect on their practice. They know major schools of thought about schooling, teaching and learning. They are able to analyze educational research findings and incorporate new information into their practice as appropriate. Candidates in advanced programs for teachers reflect on their practice and are able to identify their strengths and areas of needed improvement. They engage in professional activities. They have a thorough understanding of the school, family, and community contexts in which they work, and collaborate with the professional community to create meaningful learning experiences for all students. They are aware of current research and policies related to schooling, teaching, learning and best practices. They are able to analyze educational research and policies and can explain the implications for their own practice, and for the profession.

TARGET

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

Standard 1c Teacher Preparation Program Evidences –Initial Undergraduate

Evidence	Provider	When Collected	Report Completed
Title Two Report	AD	Yearly	May
Praxis II: Specialty Exam	ETS	Prior to Admission to Clinical Internship	Each Semester
Formative and Summative Evaluation of Performance Standards using the TCRI Specifically A1, A2, C1,C2, C3,C4,C5,C6,D1,D4	Cooperating Teacher and University Supervisor	Fall and Spring	Each Semester
Internship I Survey	Candidate	Fall and Spring	Each Semester
Internship II Survey	Candidate	Fall and Spring	Each Semester
Employer Survey	Principal	Fall and Spring	Each Semester
Praxis III	ADE	One to three years after program completion	Each Semester

Standard 1c Teacher Preparation Program Evidences –Initial MAT

Evidence	Provider	When Collected	Report Completed
Title Two Report	AD	Yearly	May
Praxis II: Specialty Exam	ETS	Prior to Admission	Each Semester
Formative and Summative Evaluation of Performance Standards using the TCRI Specifically A1, A2, C1,C2, C3,C4,C5,C6,D1,D4	University Supervisor	Fall and Spring	Each Semester
Employer Survey	Principal	Fall and Spring	Each Semester
Praxis III	ADE	One to three years after program completion	Each Semester

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

Evidence	Provider	When Collected	Report Completed
Title Two Report	AD	Yearly	May
Praxis II: Specialty Exam	ETS	Fall and Spring	Each Semester
Employer Survey	Principal	Fall and Spring	Each Semester
Action Research Project	Capstone Course	Fall and Spring	Each Semester
Cumulative GPA 3.0	WEEVILNET	Fall and Spring	Each Semester

NCATE Standard 1d Student Learning for Teacher Candidates

ACCEPTABLE

Teacher candidates focus on student learning. Teacher candidates assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress. They are able to develop and implement meaningful learning experiences for students based on their developmental levels and prior experience. Candidates in advanced programs for teachers have a thorough understanding of the major concepts and theories related to assessing student learning and regularly apply these in their practice. They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn. They are aware of and utilize school and community resources that support student learning.

TARGET

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

Standard 1d Teacher Preparation Program Evidences –Initial Undergraduate

Evidence	Provider	When Collected	Report Completed
Formative and Summative Evaluation of Performance Standards using the TCRI Specifically A1, A2, C1,C2, C3,C4,C5,C6,C8,D1,D4	Cooperating Teacher and University Supervisor	Fall and Spring	Each Semester
SPA Signature Assessments	Course Work	Fall, Spring, and Summer Term	Each Semester
Employer Survey	Principal	Fall and Spring	Each Semester
Praxis III	ADE	One to three years after program completion	Each Semester

Standard 1d Teacher Preparation Program Evidences –Initial MAT

Evidence	Provider	When Collected	Report Completed
Formative and Summative Evaluation of Performance Standards using the TCRI Specifically A1, A2, C1,C2, C3,C4,C5,C6,C8,D1,D4	Cooperating Teacher and University Supervisor	Fall and Spring	Each Semester
Employer Survey	Principal	Fall and Spring	Each Semester
Praxis III	ADE	One to three years after program completion	Each Semester

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

Evidence	Provider	When Collected	Report Completed
Employer Survey	Principal	Fall and Spring	Each Semester
Action Research Project	Capstone Course	Fall and Spring	Each Semester

NCATE Standard 1e Knowledge and Skills for Other School Professionals

ACCEPTABLE

Candidates for other professional school roles have an adequate understanding of the professional knowledge expected in their fields and delineated in professional, state, and institutional standards. They know their students, families, and communities; use current research to inform their practices; use technology in their practices; and support student learning through their professional services.

TARGET

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

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

Evidence	Provider	When Collected	Report Completed
Title Two Report	AD	Yearly	May
SLLA	ETS	Fall and Spring	Each Semester
SPA Signature Assessments	Course Work	Fall, Spring, and Summer Term	Each Semester
Employer Survey	Superintendents	Fall and Spring	Each Semester

NCATE Standard 1f Student Learning for Other School Professionals

ACCEPTABLE

Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards. They know their students, families, and communities; use data and current research to inform their practices; use technology in their practices; and support student learning through their professional services.

TARGET

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

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

Evidence	Provider	When Collected	Report Completed
SPA Signature Assessments	Course Work	Fall, Spring, and Summer Term	Each Semester
Employer Survey	Superintendents	Fall and Spring	Each Semester

NCATE Standard 1g Professional Dispositions for All Candidates

ACCEPTABLE

Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards. Candidates demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn. Their work with students, families, colleagues and communities reflects these professional dispositions.

TARGET

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

Standard 1g Teacher Preparation Program Evidences –Initial Undergraduate

Evidence	Provider	When Collected	Report Completed
Admission Interview	Interview Committee	Fall and Spring	Each Semester
Candidate Self Evaluation	Candidate	Beginning Internship I and Ending Internship II	Each Semester
Formative and Summative Evaluation of Performance Standards using the TCRI Specifically A1, A2, B1,B2,B3,B4,B5,C2, C3,C4, D1,D3,D4,D6,D7	Cooperating Teacher and University Supervisor	Fall and Spring	Each Semester
Disposition Rubric	Faculty, Cooperating Teacher and University Supervisor	Fall and Spring	Each Semester
Internship I Survey	Candidate	Fall and Spring	Each Semester
Internship II Survey	Candidate	Fall and Spring	Each Semester
Employer Survey	Principal	Fall and Spring	Each Semester
Praxis III	ADE	One to three years after program completion	Each Semester

Standard 1g Teacher Preparation Program Evidences–Initial MAT

Evidence	Provider	When Collected	Report Completed
Candidate Self Evaluation	Candidate	Beginning of Program and Ending of Program	Each Semester
Formative and Summative Evaluation of Performance Standards using the TCRI Specifically A1, A2, B1,B2,B3,B4,B5,C2, C3,C4, D1,D3,D4,D6,D7	Cooperating Teacher and University Supervisor	Fall and Spring	Each Semester
Disposition Rubric	Faculty, Cooperating Teacher and University Supervisor	Fall and Spring	Each Semester
Employer Survey	Principal	Fall and Spring	Each Semester
Praxis III	ADE	One to three years after program completion	Each Semester

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

Evidence	Provider	When Collected	Report Completed
Candidate Self Evaluation	Candidate	Prior to Graduation	Each Semester
Formative and Summative Evaluation of Performance Standards using the TCRI Specifically A1, A2, B1,B2,B3,B4,B5,C2, C3,C4, D1,D3,D4,D6,D7	University Supervisor	Fall and Spring	Each Semester
Disposition Rubric	Faculty, Cooperating Teacher and University Supervisor	Fall and Spring	Each Semester
Employer Survey	Principal	Fall and Spring	Each Semester

Standard 1g Teacher Preparation Program Evidences –Advanced Licensure M.Ed. Educational Leadership

Evidence	Provider	When Collected	Report Completed
Admission Interview	Interview Committee	Fall and Spring	Each Semester
Candidate Self Evaluation	Candidate	Beginning of Program and End of Program	Each Semester
Disposition Rubric	Faculty	Fall and Spring	Each Semester
360 Survey	Candidate	End of Program	Each Semester
Internship II Survey	Candidate	Fall and Spring	Each Semester
Employer Survey	Superintendents	Fall and Spring	Each Semester

- AD** Assessment Director
- ADE** Arkansas Department of Education
- WEEVILNET** University of Arkansas at Monticello Registration System
- ETS** Educational Testing Services
- GPA** Grade Point Average
- SOE** School of Education
- TCRI** Teacher Candidate Rating Instrument
- UAM** University of Arkansas at Monticello

Standard 2: Assessment System and Unit Evaluation

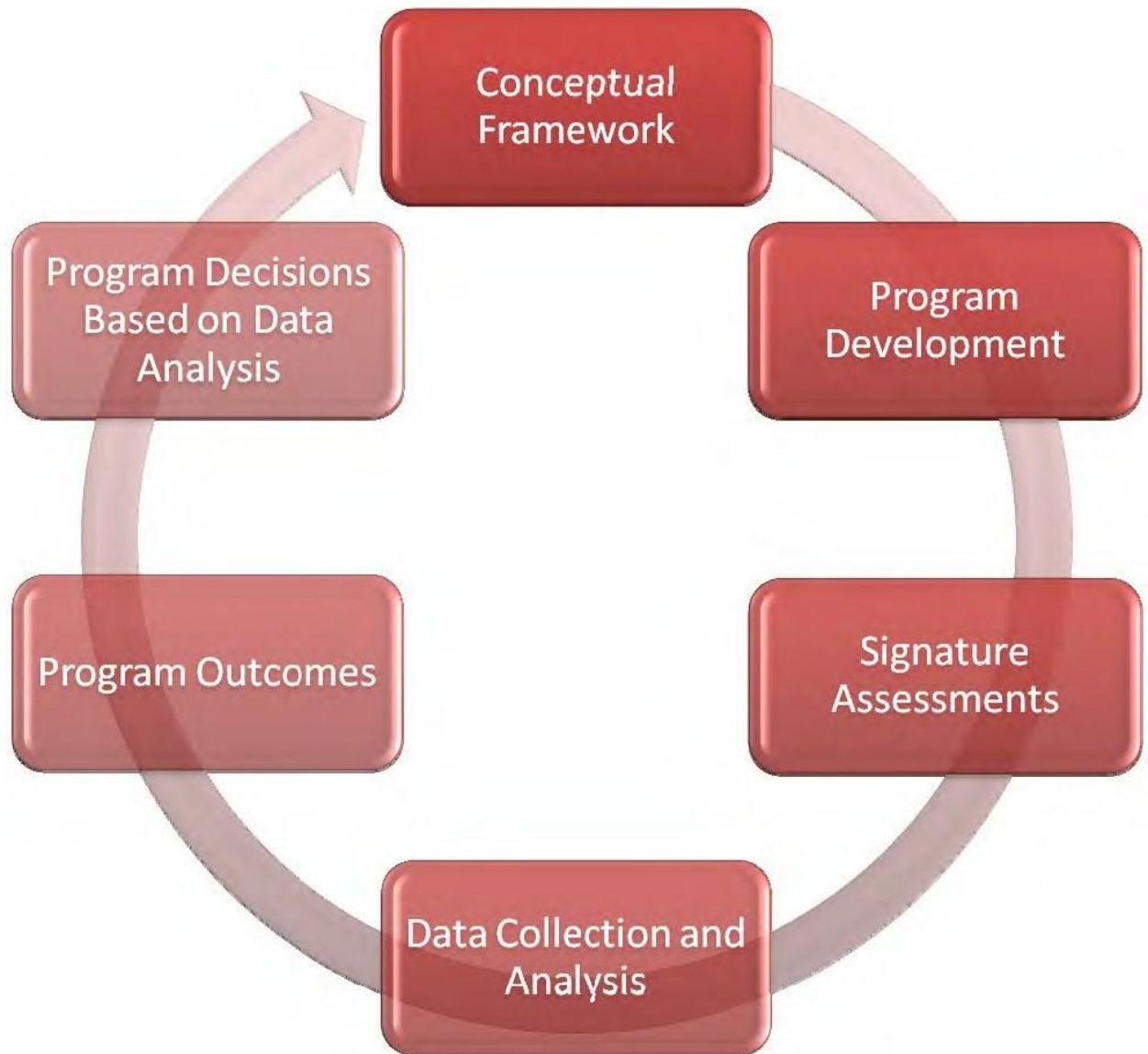
The assessment system that is in place for the University of Arkansas at Monticello (UAM) School of Education (SOE) can be viewed from two perspectives: the program perspective and the unit perspective. Additionally, the assessment system is cyclical in nature starting and ending with the conceptual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

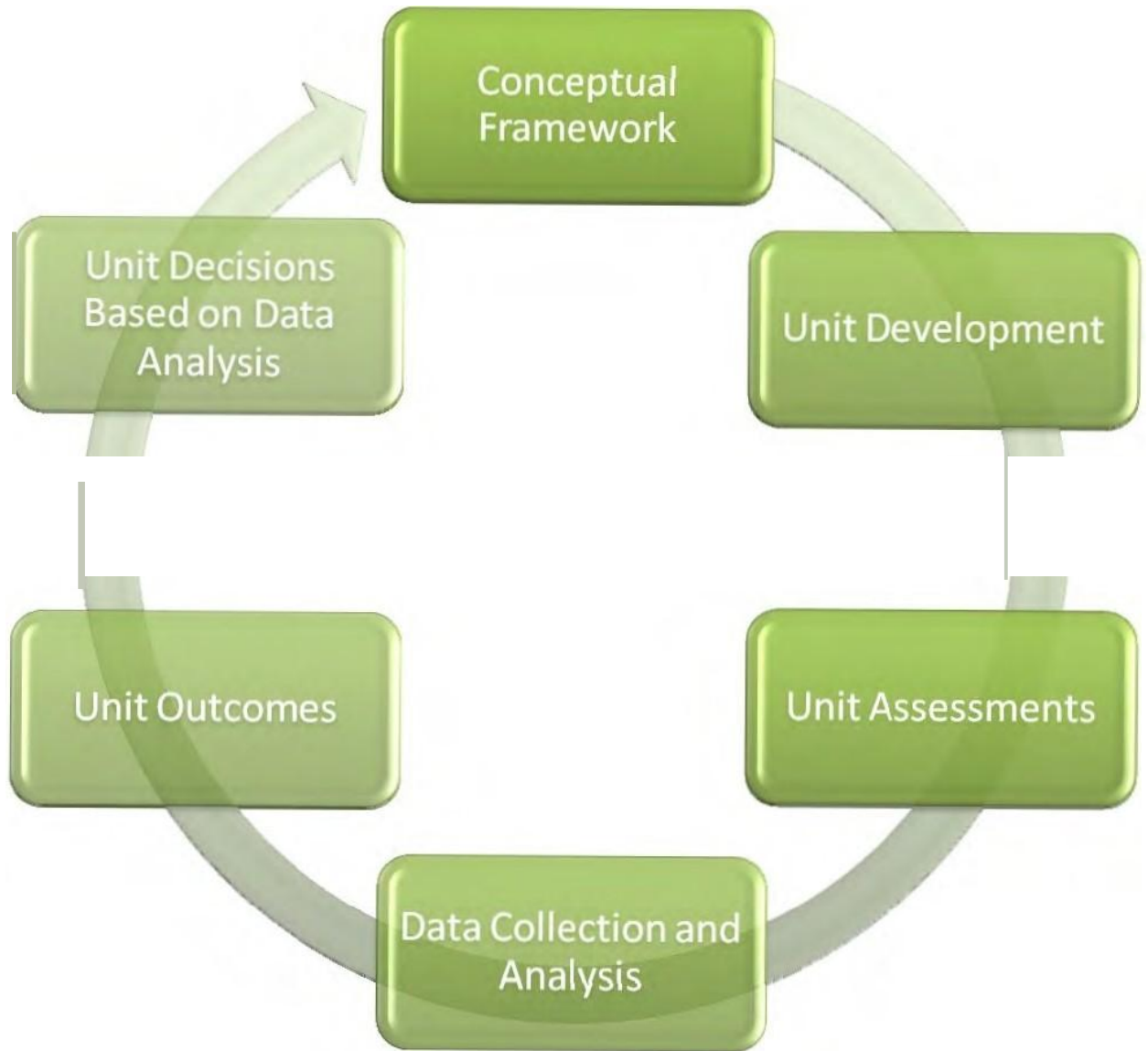
The conceptual framework was developed using NCATE standard one and the research of the professional education community. The conceptual framework is also guided by the program and unit outcomes.

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

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

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





NCATE Standard 3: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

NCATE Standard 3a Collaboration between Unit and School Partners

ACCEPTABLE

The unit, its school partners, and other members of the professional community design, deliver, and evaluate field experiences and clinical practice to help candidates develop their knowledge, skills, and professional dispositions. The unit and its school partners jointly determine the specific placement of student teachers and interns for other professional roles to provide appropriate learning experiences. The school and unit share expertise to support candidates' learning in field experiences and clinical practice.

TARGET

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

Standard 3a Teacher Preparation Program Evidences-Initial and Advanced

Evidence	Provider	When Collected	Report Completed
Comments from Public School Professionals (qualitative)	School Professionals	Each Semester and As Opportunities Arise	Summary of comments developed each semester
Field Experience Logs	Candidates	Fall and Spring	Each Semester
Field Experience Activities Chart-List of Activities Required within each program	Program Reports	Summary Each Semester	As Changes Occur
Stakeholders' Meeting	SOE	Fall and Spring	Each Semester

Standard 3b Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

ACCEPTABLE

Candidates meet entry and exit criteria for clinical practice. Field experiences facilitate candidates' development as professional educators by providing opportunities for candidates to observe in schools and other agencies, tutor students, participate in education-related community events, interact with families of students, attend school board meetings, and assist teachers or other school professionals prior to clinical practice. Both field experiences and clinical practice reflect the unit's conceptual framework(s) and help candidates continue to develop the content, professional, and pedagogical knowledge, skills, and professional dispositions delineated in standards. They allow candidates to participate as teachers or other professional educators, as well as learners in the school setting.

Clinical practice allows candidates to use information technology to support teaching and learning. Clinical practice is sufficiently extensive and intensive for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing. Criteria for school faculty are clear and known to all of the involved parties. School faculty are accomplished professionals who are prepared for their roles as mentors and supervisors.

Clinical faculty, which includes both higher education and P-12 school faculty, use multiple measures and multiple assessments to evaluate candidate skills, knowledge, and professional dispositions in relation to professional, state, and unit standards. Clinical faculty provide regular and continuing support for student teachers and interns in conventional and distance learning programs through such processes as observation, conferencing, group discussion, email, and the use of other technology.

Candidates in advanced programs for teachers participate in field experiences that require them to apply course work in classroom settings, analyze P-12 student learning, and reflect on their practice in the context of theories on teaching and learning. Candidates in programs for other school professionals participate in field experiences and clinical practice that require them to engage in structured activities related to the roles for which they are preparing. These activities involve the analysis of data, the use of technology and current research, and the application of knowledge related to students, families, and communities.

TARGET

Field experiences allow candidates to apply and reflect on their content, professional, and pedagogical knowledge, skills, and professional dispositions in a variety of settings with students and adults. Both field experiences and clinical practice extend the unit's conceptual framework(s) into practice through modeling by clinical faculty and well-designed opportunities to learn through doing. During clinical practice, candidate learning is integrated into the school program and into teaching practice. Candidates observe and are observed by others. They interact with teachers, families of students, administrators, college or university supervisors, and other interns about their practice regularly and continually. They reflect on and can justify their own practice. Candidates are members of instructional teams in the school and are active participants in professional decisions. They are involved in a variety of school-based activities directed at the improvement of teaching and learning, such as

collaborative projects with peers, using of information technology, and engaging in service learning.

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

Standard 3b Teacher Preparation Program Evidences-Initial and Advanced

Evidence	Provider	When Collected	Report Completed
Initial – TCRI	Cooperating Teacher/University Supervisor	Fall and Spring	Cross Referenced to Standard 1
Advanced-Program Assessments	UAM Faculty	Fall and Spring	Cross Referenced to Standard 1
Field Experience Log	Candidate	Fall and Spring	Each Semester
Field Experience Assignments and related work samples	UAM Faculty	Fall and Spring	Each Semester
Cooperating Teacher and University Supervisor Credentials	Cooperating Teacher/University Supervisor	On-going	Each Semester
Internship Handbook	Partnership Coordinator	Updated Yearly	Upon Revision
Field Placement and Hour Chart	SPA Reports	Each Semester	Upon Revision

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

ACCEPTABLE

Candidates demonstrate mastery of content areas and pedagogical and professional knowledge before admission to and during clinical practice. Assessments used in clinical practice indicate that candidates meet professional, state, and institutional standards identified in the unit's conceptual framework and affect student learning. Multiple assessment strategies are used to evaluate candidates' performance and impact on student learning. Candidates and clinical faculty jointly conduct assessments of candidate performance throughout clinical practice. Both field experiences and clinical practice allow time for reflection and include feedback from peers and clinical faculty. Candidates and clinical faculty systematically examine results related to P-12 learning. They begin a process of continuous assessment, reflection, and action directed at supporting P-12 student learning. Candidates collect data on student learning, analyze them, reflect on their work, and develop strategies for improving learning.

Field experiences and clinical practice provide opportunities for candidates to develop and demonstrate knowledge, skills, and professional dispositions for helping all students learn.

All candidates participate in field experiences or clinical practice that include students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups.

TARGET

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

Standard 3c Teacher Preparation Program Evidences-Initial

Evidence	Provider	When Collected	Report Completed
Application for Admission	Candidate	Fall and Spring	Each Semester
Specific Coursework with a “B” or better	WEEVILNET	Fall, Spring, and Summer Terms	Each Semester
Cumulative GPA 2.75	WEEVILNET	Fall and Spring	Each Semester
Portfolio Competencies	Candidate	Fall and Spring	Each Semester
Interview	Interview Committee	Fall and Spring	Each Semester
Praxis II: Specialty Exam	ETS	Fall and Spring	Each Semester
Praxis II: PLT or Pedagogy Exam	ETS	Fall and Spring	Each Semester
TCRI	Cooperating Teacher and University Supervisor	Fall and Spring	Each Semester
Correlations: Conceptual Framework, TCRI, Arkansas Licensure Standards, Pathwise/Praxis III	AD	As Standards Change	As Changes Occur

Standard 3c Teacher Preparation Program Evidences-Advanced

Evidence	Provider	When Collected	Report Completed
Impact on P-12 Students	AD	Fall and Spring	Each Semester
Assessments Conducted by UAM Faculty	AD	Fall and Spring	Each Semester
Correlations: Conceptual Framework, TCRI, Arkansas Licensure Standards, Pathwise/Praxis III	AD	As Standards Change	As Changes Occur

- AD** Assessment Director
- ETS** Educational Testing Services
- GPA** Grade Point Average
- TCRI** Teacher Candidate Rating Instrument

NCATE Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

(SEE Diversity PLAN)

NCATE Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Standard 5a Qualified Faculty

ACCEPTABLE

Professional education faculty have earned doctorates or exceptional expertise that qualifies them for their assignments. School faculty are licensed in the fields that they teach or supervise, but often do not hold the doctorate. Clinical faculty from higher education have contemporary professional experiences in school settings at the levels that they supervise.

TARGET

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

Standard 5a Teacher Preparation Program Evidences

Evidence	Provider	When Collected	Report Completed
SOE Faculty List	Dean's Office	On-going	Yearly
Faculty Vitae, Vita Summaries, and Educational Background Report	Faculty	Annually	Yearly
Cooperating Teacher Information	Cooperating Teacher	Fall and Spring	Each Semester
Hiring Policies	University	Annually	Communicate Changes as Necessary

Standard 5b Modeling Best Professional Practices in Teaching

ACCEPTABLE

Professional education faculty have a thorough understanding of the content they teach. Teaching by professional education faculty helps candidates develop the proficiencies outlined in professional, state, and institutional standards and guides candidates in the application of research, theories, and current developments in their fields and in teaching. Professional education faculty value candidates' learning and assess candidate performance. Their teaching encourages candidates' development of reflection, critical thinking, problem solving, and professional dispositions. Professional education faculty use a variety of instructional strategies that reflect an understanding of different learning styles. They integrate diversity and technology throughout their teaching. They assess their own effectiveness as teachers, including the positive effects they have on candidates' learning and performance.

TARGET

All professional education faculty have an in-depth understanding of their fields and are teacher scholars who integrate what is known about their content fields, teaching, and learning in their own instructional practice. They exhibit intellectual vitality in their sensitivity to critical issues. Teaching by the professional education faculty reflects the proficiencies outlined in professional, state, and institutional standards; incorporates appropriate performance assessments; and integrates diversity and technology throughout coursework, field experiences, and clinical practices. Professional education faculty value candidates' learning and adjust instruction appropriately to enhance candidate learning. They understand assessment technology, use multiple forms of assessments in determining their effectiveness, and use the data to improve their practice. Many of the professional education faculty are recognized as outstanding teachers by candidates and peers across campus and in schools.

Standard 5b Teacher Preparation Program Evidences

Evidence	Provider	When Collected	Report Completed
Course Syllabi	Faculty	Each Semester	Available on Demand
Webpages, WebCT, Compressed Video Classes; Other Technology	Faculty	Ongoing; Current Semester for WebCT Courses	Available on Demand
Vita (Awards section)	Faculty	Bi-Annually	Available on Demand
Course Evaluations	Candidates	Fall and Spring	See Dean
Faculty Self Evaluation	Faculty	Annually	See Dean
Faculty Evaluation Peer	Faculty	Annually	See Dean
Faculty Evaluation Dean	Dean	Annually	See Dean

NCATE 5c Modeling Best Professional Practices in Scholarship

ACCEPTABLE

Most professional education faculty demonstrate scholarly work in their fields of specialization. They are engaged in different types of scholarly work, based in part on the missions of their units and institutions.

TARGET

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

Standard 5c Teacher Preparation Program Evidences

Evidence	Provider	When Collected	Report Completed
Vita (Grants, Presentations, Publications)	Faculty	Bi-Annually	Available on Demand
Samples of Scholarly Activities	Faculty	Annually	Available on Demand
Faculty Self Evaluation	Faculty	Annually	See Dean
Faculty Evaluation Peer	Faculty	Annually	See Dean
Faculty Evaluation Dean	Dean	Annually	See Dean

Standard 5d Modeling Best Professional Practices in Service

ACCEPTABLE

Most professional education faculty provide service to the college or university, school, and broader communities in ways that are consistent with the institution and unit's mission. They collaborate with the professional world of practice in P-12 schools and with faculty in other college or university units to improve teaching, candidate learning, and the preparation of educators. They are actively involved in professional associations. They provide education-related services at the local, state, national, or international levels.

TARGET

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

Standard 5d Teacher Preparation Program Evidences

Evidence	Provider	When Collected	Report Completed
Vita	Faculty	Bi-Annually	Available on Demand
Samples of Scholarly Activities	Faculty	Annually	Available on Demand
Faculty Self Evaluation	Faculty	Annually	See Dean
Faculty Evaluation Peer	Faculty	Annually	See Dean
Faculty Evaluation Dean	Dean	Annually	See Dean

NCATE 5e Unit Evaluation of Professional Education Faculty Performance

ACCEPTABLE

The unit conducts systematic and comprehensive evaluations of faculty teaching performance to enhance the competence and intellectual vitality of the professional education faculty. Evaluations of professional education faculty are used to improve the faculty’s teaching, scholarship and service.

TARGET

The unit’s systematic and comprehensive evaluation system includes regular and comprehensive reviews of the professional education faculty’s teaching, scholarship, service, collaboration with the professional community, and leadership in the institution and profession.

Standard 5e Teacher Preparation Program Evidences

Evidence	Provider	When Collected	Report Completed
Course Evaluation	Candidates	Fall and Spring	See Dean
Faculty Self Evaluation	Faculty	Annually	See Dean
Faculty Evaluation Peer	Faculty	Annually	See Dean
Faculty Evaluation Dean	Dean	Annually	See Dean

NCATE 5f Unit Facilitation of Professional Development

ACCEPTABLE

Based upon needs identified in faculty evaluations, the unit provides opportunities for faculty to develop new knowledge and skills, especially as they relate to the conceptual framework(s), performance assessment, diversity, technology, and other emerging practices.

TARGET

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

Standard 5f Teacher Preparation Program Evidences

Evidence	Provider	When Collected	Report Completed
Course Evaluation	Candidates	Fall and Spring	See Dean
Faculty Self Evaluation	Faculty	Annually	See Dean
Faculty Evaluation Peer	Faculty	Annually	See Dean
Faculty Evaluation Dean	Dean	Annually	See Dean
SOE Faculty Handbook	Dean	Updates Annually	When Changes Occur

NCATE Standard 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Standard 6a Unit Leadership and Authority

ACCEPTABLE

The unit has the leadership and authority to plan, deliver, and operate coherent programs of study. The unit effectively manages or coordinates all programs so that their candidates are prepared to meet standards. The unit's recruiting and admission practices are described clearly and consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current. The unit ensures that candidates have access to student services such as advising and counseling. Faculty involved in the preparation of educators, P-12 practitioners, and other members of the professional community participate in program design, implementation, and evaluation of the unit and its programs. The unit provides a mechanism and facilitates collaboration between unit faculty and faculty in other units of the institution involved in the preparation of professional educators.

TARGET

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

Standard 6a Teacher Preparation Program Evidences

Evidence	Provider	When Collected	Report Completed
SOE Faculty Meeting Minutes	Dean's Office	Continuous	Each Semester
NCATE Committee Meeting Minutes	Committee Chairs	Continuous	Each Semester
Program Committee Meeting Minutes	Committee Chairs	Continuous	Each Semester
SOE Annual Report	Dean's Office	Annually	Upon Demand
Curriculum and Standards Committee Minutes	Committee Participant	Continuous	Each Semester
Graduate Council Minutes	Committee Participant	Continuous	Each Semester
Academic Council Minutes	Dean	Continuous	Each Semester
Teacher Education Committee Minutes	Dean	Continuous	Each Semester
Organizational Chart	Dean's Office	Yearly	Upon Demand

Standard 6b Unit Budget

ACCEPTABLE

The unit receives sufficient budgetary allocations at least proportional to other units on campus with clinical components or similar units at other campuses to provide programs that prepare candidates to meet standards. The budget adequately supports on-campus and clinical work essential for preparation of professional educators.

TARGET

Unit budgetary allocations permit faculty teaching, scholarship, and service that extend beyond the unit to P-12 education and other programs in the institution. The budget for curriculum, instruction, faculty, clinical work, scholarship, etc., supports high-quality work within the unit and its school partners.

Standard 6b Teacher Preparation Program Evidences

Evidence	Provider	When Collected	Report Completed
SOE Budgets	Dean	Annually	See Dean
SOE Budget Hearings	Dean	Annually	See Dean
AACTE PEDS Report	Dean	Annually	October

Standard 6c Personnel

ACCEPTABLE

Workload policies, including class-size and on-line course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P–12 schools, and service. Faculty loads for teaching on campus and on line generally do not exceed 12 hours for undergraduate teaching and 9 hours for graduate teaching per semester or the equivalent. Supervision of clinical practice does not generally exceed 18 candidates for each full-time equivalent faculty member per semester or the equivalent. The unit makes appropriate use of full-time, part-time, and clinical faculty as well as graduate assistants so that program coherence and integrity are assured. The unit provides an adequate number of support personnel so that programs can prepare candidates to meet standards. The unit provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.

TARGET

Workload policies and practices permit and encourage faculty not only to be engaged in a wide range of professional activities, including teaching, scholarship, assessment, advisement, work in schools, and service, but also to professionally contribute on a community, state, regional, or national basis. Formal policies and procedures have been established to include on-line course delivery in determining faculty load. The unit’s use of part-time faculty and of graduate teaching assistants is purposeful and employed to strengthen programs, including the preparation of teaching assistants. Clinical faculty are included in the unit as valued colleagues in preparing educators. Unit provision of support personnel significantly enhances the effectiveness of faculty in their teaching and mentoring of candidates. The unit supports professional development activities that engage faculty in dialogue and skill development related to emerging theories and practices.

Standard 6c Teacher Preparation Program Evidences

Evidence	Provider	When Collected	Report Completed
Data on SOE Faculty AACTE Report Faculty Vita Faculty Rosters Faculty Diversity	Dean	Annually	Annually
Workload Policies and Procedures SOE Faculty Handbook UAM Faculty Handbook Board Policies	Dean and University	Annually	Annually
Data on SOE Support Personnel	Dean	Annually	Annually
Professional Development Support Travel Allocations and Record	Dean	Annually	Annually

Standard 6d Unit Facilities

ACCEPTABLE

The unit has adequate campus and school facilities to support candidates in meeting standards. The facilities support faculty and candidates' use of information technology in instruction.

TARGET

The unit has outstanding facilities on campus and with partner schools to support candidates in meeting standards. Facilities support the most recent developments in technology that allow faculty to model the use of technology and candidates to practice its use for instructional purposes.

Standard 6d Teacher Preparation Program Evidences

Evidence	Provider	When Collected	Report Completed
SOE Technology Facility and Campus Building Description	Dean	Annually	Upon Demand
Inventories	Technology Committee	Annually	Upon Demand
Public School Facilities	Public School Visits, Interview	Annually	Upon Demand

Standard 6e Unit Resources including Technology

ACCEPTABLE

The unit allocates resources across programs to prepare candidates to meet standards for their fields. It provides adequate resources to develop and implement the unit's assessment plan. The unit has adequate information technology resources to support faculty and candidates. Professional education faculty and candidates have access both to sufficient and current library and curricular resources and electronic information. Resources for distance learning programs are sufficient to provide reliability, speed, and confidentiality of connection in the delivery system.

TARGET

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

Standard 6e Teacher Preparation Program Evidences

Evidence	Provider	When Collected	Report Completed
Capital Equipment Expenditures	Dean	Annually	Annually
Distance Learning, WebCT Offerings/Enrollment	AACT PEDS Report	Annually	Upon Demand
SOE Webpage	Web	Continuous	When Changes Occur
Fred Taylor Technology and Media Center Holdings	UAM Library	Annually	Annually
Full-Text Databases	UAM Library	Annually	Annually

Appendix A

P-4 Early Childhood ECED Course Alignment

PATHWISE Domains	UAM Conceptual Framework	Arkansas Early Childhood Competencies	INTASC Standards	NAEYC Standards	NCATE Standards
DOMAIN A: Organizing Content Knowledge for Student Learning					
A1: Becoming familiar with relevant aspects of student’s background knowledge and experiences.	Knowledge	Standard 3: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.	Standard 1: Knowledge of Subject Matter Standard 2: Knowledge of Human Dev. & Learning Standard 3: Adapting Instruction for Individual Needs Standard 7: Instructional Planning Skills Standard 8: Assessment of Student Learning	Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 2: Assessment System and Unit Evaluation
A2: Articulating clear learning goals for the lessons that are appropriate to the students.	Pedagogy	Standard 1: 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. Standard 2: The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.	Standard 1: Knowledge of Subject Matter Standard 2: Knowledge of Human Dev. & Learning Standard 6: Communication Skills Standard 7: Instructional Planning Skills	Standard 1: Promoting Child Development and Learning Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families Standard 4: Teaching	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 3: Field Experience and Clinical Practice

P-4 Early Childhood ECED Course Alignment

PATHWISE Domains	UAM Conceptual Framework	Arkansas Early Childhood Competencies	INTASC Standards	NAEYC Standards	NCATE Standards
				and Learning	
A3: 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.	Diversity	<p>Standard 1: 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.</p> <p>Standard 2: The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.</p> <p>Standard 3: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.</p>	<p>Standard 1: Knowledge of Subject Matter</p> <p>Standard 7: Instructional Planning Skills</p>	<p>Standard 1: Promoting Child Development and Learning</p> <p>Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>Standard 4: Teaching and Learning</p>	<p>Standard 1: Candidate Knowledge, Skills, and Dispositions</p> <p>Standard 4: Diversity</p>

P-4 Early Childhood ECED Course Alignment

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

P-4 Early Childhood ECED Course Alignment

PATHWISE Domains	UAM Conceptual Framework	Arkansas Early Childhood Competencies	INTASC Standards	NAEYC Standards	NCATE Standards
<p>A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson</p>	<p>Pedagogy Diversity</p>	<p>Standard 2: The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. Standard 3: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.</p>	<p>Standard 7: Instructional Planning Skills Standard 8: Assessment of Student Learning</p>	<p>Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families Standard 4: Teaching and Learning</p>	<p>Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 2: Assessment System and Unit Evaluation Standard 3: Field Experience and Clinical Practice Standard 4: Diversity</p>

P-4 Early Childhood ECED Course Alignment

PATHWISE Domains	UAM Conceptual Framework	Arkansas Early Childhood Competencies	INTASC Standards	NAEYC Standards	NCATE Standards
Domain B: Creating an Environment for Student Learning					
B1: Creating a climate that promotes fairness	Knowledge Diversity	Standard 4: The teacher exhibits human relations skills which support the development of human potential.	Standard 5: Classroom Motivation and Management Skills	Standard 2: Building Family and Community Relationships	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 4: Diversity
B2: Establishing and maintaining rapport with students	Knowledge	Standard 4: The teacher exhibits human relations skills which support the development of human potential.	Standard 5: Classroom Motivation and Management Skills Standard 6: Communication Skills	Standard 2: Building Family and Community Relationships	Standard 1: Candidate Knowledge, Skills, and Dispositions
B3: Communicating challenging learning expectations to each student.	Knowledge Pedagogy Diversity	Standard 4: The teacher exhibits human relations skills which support the development of human potential.	Standard 5: Classroom Motivation and Management Skills Standard 6: Communication Skills	Standard 2: Building Family and Community Relationships	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 3: Field Experience and Clinical Practice Standard 4: Diversity

P-4 Early Childhood ECED Course Alignment

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

P-4 Early Childhood ECED Course Alignment

PATHWISE Domains	UAM Conceptual Framework	Arkansas Early Childhood Competencies	INTASC Standards	NAEYC Standards	NCATE Standards
DOMAIN C: Teaching for Student Learning					
C1: Making learning goals and instructional procedures clear to students.	Knowledge Pedagogy	<p>Standard 1: 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.</p> <p>Standard 2: The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.</p> <p>Standard 3: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.</p>	<p>Standard 4: Multiple Instructional Strategies</p> <p>Standard 6: Communication Skills</p>	<p>Standard 1: Promoting Child Development and Learning</p> <p>Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>Standard 4: Teaching and Learning</p>	<p>Standard 1: Candidate Knowledge, Skills, and Dispositions</p> <p>Standard 3: Field Experience and Clinical Practice</p>

P-4 Early Childhood ECED Course Alignment

PATHWISE Domains	UAM Conceptual Framework	Arkansas Early Childhood Competencies	INTASC Standards	NAEYC Standards	NCATE Standards
<p>C2: Making content comprehensible to students</p>	<p>Pedagogy Diversity</p>	<p>Standard 1: 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.</p> <p>Standard 3: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.</p>	<p>Standard 2: Knowledge of Human Dev. & Learning</p> <p>Standard 4: Multiple Instructional Strategies</p> <p>Standard 6: Communication Skills</p>	<p>Standard 1: Promoting Child Development and Learning</p> <p>Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</p>	<p>Standard 1: Candidate Knowledge, Skills, and Dispositions</p> <p>Standard 3: Field Experience and Clinical Practice</p> <p>Standard 4: Diversity</p>
<p>C3: Encouraging students to extend their thinking.</p>	<p>Pedagogy</p>	<p>Standard 2: The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.</p> <p>Standard 3: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.</p>	<p>Standard 4: Multiple Instructional Strategies</p>	<p>Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>Standard 4: Teaching and Learning</p>	<p>Standard 1: Candidate Knowledge, Skills, and Dispositions</p> <p>Standard 3: Field Experience and Clinical Practice</p>

P-4 Early Childhood ECED Course Alignment

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

P-4 Early Childhood ECED Course Alignment

PATHWISE Domains	UAM Conceptual Framework	Arkansas Early Childhood Competencies	INTASC Standards	NAEYC Standards	NCATE Standards
<p>C5: Using instructional time effectively</p>	<p>Pedagogy</p>	<p>Standard 1: 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.</p> <p>Standard 2: The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.</p> <p>Standard 3: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.</p>	<p>Standard 3: Adapting Instruction for Individual Needs</p>	<p>Standard 1: Promoting Child Development and Learning</p> <p>Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>Standard 4: Teaching and Learning</p>	<p>Standard 1: Candidate Knowledge, skills, and Dispositions</p> <p>Standard 3: Field Experience and Clinical Practice</p>
<p>C6: Communicate clearly and accurately in oral and written discourse</p>	<p>Professionalism</p>	<p>Standard 1: 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.</p>	<p>Standard 6: Communication Skills</p>	<p>Standard 5: Becoming a Professional</p>	<p>Standard 1: Candidate Knowledge, skills, and Dispositions</p>

P-4 Early Childhood ECED Course Alignment

PATHWISE Domains	UAM Conceptual Framework	Arkansas Early Childhood Competencies	INTASC Standards	NAEYC Standards	NCATE Standards
C7: Integrate technology into instruction	Knowledge	Standard 1: 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.	Standard 3: Adapting Instruction for Individual Needs Standard 4: Multiple Instructional Strategies	Standard 4: Teaching and Learning	Standard 1: Candidate Knowledge, Skills, and Dispositions
C8: Impact student learning as evidenced by formative and summative assessments	Pedagogy	Standard 3: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.	Standard 8: Assessment of Student Learning	Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 3: Field Experience and Clinical Practice

P-4 Early Childhood ECED Course Alignment

PATHWISE Domains	UAM Conceptual Framework	Arkansas Early Childhood Competencies	INTASC Standards	NAEYC Standards	NCATE Standards
DOMAIN D: Teacher Professionalism					
D1: Reflecting on the extent to which the learning goals were met	Professionalism	Standard 5: The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being.	Standard 9: Professional Commitment and Responsibility	Standard 5: Becoming a Professional	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 3: Field Experience and Clinical Practice
D2: Demonstrating a sense of efficacy	Professionalism	Standard 5: The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being.	Standard 9: Professional Commitment and Responsibility	Standard 5: Becoming a Professional	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 3: Field Experience and Clinical Practice

P-4 Early Childhood ECED Course Alignment

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

P-4 Early Childhood ECED Course Alignment

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

Middle Level Childhood MLED Course Alignment

PATHWISE Domains	UAM Conceptual Framework	Arkansas Middle Level Childhood Competencies	INTASC Standards	NMSA Standards	NCATE Standards
DOMAIN A: Organizing Content Knowledge for Student Learning					
A1: Becoming familiar with relevant aspects of student’s background knowledge and experiences	Knowledge	Standard 3: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.	Standard 1: Knowledge of Subject Matter Standard 2: Knowledge of Human Dev. & Learning Standard 3: Adapting Instruction for Individual Needs Standard 7: Instructional Planning Skills Standard 8: Assessment of Student Learning	Standard 1: Young Adolescent Development	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 2: Assessment System and Unit Evaluation
A2: Articulating clear learning goals for the lessons that are appropriate to the students	Pedagogy	Standard 1: 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. Standard 2: The teacher plans curriculum appropriate to the students, to the content, and to the	Standard 1: Knowledge of Subject Matter Standard 2: Knowledge of Human Dev. & Learning Standard 6: Communication Skills Standard 7: Instructional Planning Skills	Standard 1: Young Adolescent Development Standard 3: Middle Level Curriculum and Assessment Standard 4: Middle Level Teaching Fields	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 3: Field Experience and Clinical Practice

Middle Level Childhood MLED Course Alignment

PATHWISE Domains	UAM Conceptual Framework	Arkansas Middle Level Childhood Competencies	INTASC Standards	NMSA Standards	NCATE Standards
		course objectives.			
<p>A3: 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>	<p>Diversity</p>	<p>Standard 1: 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.</p> <p>Standard 2: The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.</p> <p>Standard 3: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.</p>	<p>Standard 1: Knowledge of Subject Matter</p> <p>Standard 7: Instructional Planning Skills</p>	<p>Standard 1: Young Adolescent Development</p> <p>Standard 3: Middle Level Curriculum and Assessment</p> <p>Standard 4: Middle Level Teaching Fields</p>	<p>Standard 1: Candidate Knowledge, Skills, and Dispositions</p> <p>Standard 4: Diversity</p>

Middle Level Childhood MLED Course Alignment

PATHWISE Domains	UAM Conceptual Framework	Arkansas Middle Level Childhood Competencies	INTASC Standards	NMSA Standards	NCATE Standards
<p>A4: 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>	<p>Diversity</p>	<p>Standard 2: The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. Standard 3: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.</p>	<p>Standard 1: Knowledge of Subject Matter Standard 2: Knowledge of Human Dev. & Learning Standard 3: Adapting Instruction for Individual Needs Standard 4: Multiple Instructional Strategies Standard 7: Instructional Planning Skills</p>	<p>Standard 1: Young Adolescent Development Standard 3: Middle Level Curriculum and Assessment Standard 4: Middle Level Teaching Fields</p>	<p>Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 4: Diversity</p>

Middle Level Childhood MLED Course Alignment

PATHWISE Domains	UAM Conceptual Framework	Arkansas Middle Level Childhood Competencies	INTASC Standards	NMSA Standards	NCATE Standards
<p>A5: Creating or selecting evaluations strategies that are appropriate for the students and that are aligned with the goals of the lesson</p>	<p>Pedagogy Diversity</p>	<p>Standard 2: The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. Standard 3: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.</p>	<p>Standard 7: Instructional Planning Skills Standard 8: Assessment of Student Learning</p>	<p>Standard 1: Young Adolescent Development Standard 3: Middle Level Curriculum and Assessment Standard 4: Middle Level Teaching Fields</p>	<p>Standard 1: Candidate Knowledge, skills, and Dispositions Standard 2: Assessment System and Unit Evaluation Standard 3: Field Experience and Clinical Practice Standard 4: Diversity</p>

Middle Level Childhood MLED Course Alignment

PATHWISE Domains	UAM Conceptual Framework	Arkansas Middle Level Childhood Competencies	INTASC Standards	NMSA Standards	NCATE Standards
Domain B: Creating an Environment for Student Learning					
B1: Creating a climate that promotes fairness	Knowledge Diversity	Standard 4: The teacher exhibits human relations skills which support the development of human potential.	Standard 5: Classroom Motivation and Management Skills	Standard 5: Middle Level Instruction and Assessment	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 4: Diversity
B2: Establishing and maintaining rapport with student	Knowledge	Standard 4: The teacher exhibits human relations skills which support the development of human potential.	Standard 5: Classroom Motivation and Management Skills Standard 6: Communication Skills	Standard 5: Middle Level Instruction and Assessment	Standard 1: Candidate Knowledge, Skills, and Dispositions
B3: Communicating challenging learning expectations to each student.	Knowledge Pedagogy Diversity	Standard 4: The teacher exhibits human relations skills which support the development of human potential.	Standard 5: Classroom Motivation and Management Skills Standard 6: Communication Skills	Standard 5: Middle Level Instruction and Assessment	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 3: Field Experience and Clinical Practice Standard 4: Diversity

Middle Level Childhood MLED Course Alignment

PATHWISE Domains	UAM Conceptual Framework	Arkansas Middle Level Childhood Competencies	INTASC Standards	NMSA Standards	NCATE Standards
B4: Establishing and maintaining consistent standards of classroom behavior	Knowledge Pedagogy	Standard 4: The teacher exhibits human relations skills which support the development of human potential.	Standard 5: Classroom Motivation and Management Skills	Standard 5: Middle Level Instruction and Assessment	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 3: Field Experience and Clinical Practice
B5: Making the physical environment as safe and conducive to learning as possible	Pedagogy Diversity	Standard 4: The teacher exhibits human relations skills which support the development of human potential.	Standard 5: Classroom Motivation and Management Skills	Standard 5: Middle Level Instruction and Assessment	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 3: Field Experience and Clinical Practice Standard 4: Diversity

Middle Level Childhood MLED Course Alignment

PATHWISE Domains	UAM Conceptual Framework	Arkansas Middle Level Childhood Competencies	INTASC Standards	NMSA Standards	NCATE Standards
DOMAIN C: Teaching for Student Learning					
<p>C1: Making learning goals and instructional procedures clear to students</p>	<p>Knowledge Pedagogy</p>	<p>Standard 1: 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.</p> <p>Standard 2: The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.</p> <p>Standard 3: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.</p>	<p>Standard 4: Multiple Instructional Strategies</p> <p>Standard 6: Communication Skills</p>	<p>Standard 1: Young Adolescent Development</p> <p>Standard 3: Middle Level Curriculum and Assessment</p> <p>Standard 4: Middle Level Teaching Fields</p>	<p>Standard 1: Candidate Knowledge, Skills, and Dispositions</p> <p>Standard 3: Field Experience and Clinical Practice</p>

Middle Level Childhood MLED Course Alignment

PATHWISE Domains	UAM Conceptual Framework	Arkansas Middle Level Childhood Competencies	INTASC Standards	NMSA Standards	NCATE Standards
<p>C2: Making content comprehensible to students</p>	<p>Pedagogy Diversity</p>	<p>Standard 1: 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.</p> <p>Standard 3: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.</p>	<p>Standard 2: Knowledge of Human Dev. & Learning</p> <p>Standard 4: Multiple Instructional Strategies</p> <p>Standard 6: Communication Skills</p>	<p>Standard 1: Young Adolescent Development</p> <p>Standard 3: Middle Level Curriculum and Assessment</p> <p>Standard 4: Middle Level Teaching Fields</p>	<p>Standard 1: Candidate Knowledge, Skills, and Dispositions</p> <p>Standard 3: Field Experience and Clinical Practice</p> <p>Standard 4: Diversity</p>
<p>C3: Encouraging students to extend their thinking</p>	<p>Pedagogy</p>	<p>Standard 2: The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.</p> <p>Standard 3: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.</p>	<p>Standard 4: Multiple Instructional Strategies</p>	<p>Standard 1: Young Adolescent Development</p> <p>Standard 3: Middle Level Curriculum and Assessment</p> <p>Standard 4: Middle Level Teaching Fields</p>	<p>Standard 1: Candidate Knowledge, Skills, and Dispositions</p> <p>Standard 3: Field Experience and Clinical Practice</p>

Middle Level Childhood MLED Course Alignment

PATHWISE Domains	UAM Conceptual Framework	Arkansas Middle Level Childhood Competencies	INTASC Standards	NMSA Standards	NCATE Standards
<p>C4: 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>	<p>Pedagogy</p>	<p>Standard 2: The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. Standard 3: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.</p>	<p>Standard 1: Knowledge of Subject Matter Standard 3: Adapting Instruction for Individual Needs Standard 4: Multiple Instructional Strategies Standard 5: Classroom Motivation and Management Skills Standard 8: Assessment of Student Learning</p>	<p>Standard 1: Young Adolescent Development Standard 3: Middle Level Curriculum and Assessment Standard 4: Middle Level Teaching Fields</p>	<p>Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 2: Assessment System and Unit Evaluation Standard 3: Field Experience and Clinical Practice</p>

Middle Level Childhood MLED Course Alignment

PATHWISE Domains	UAM Conceptual Framework	Arkansas Middle Level Childhood Competencies	INTASC Standards	NMSA Standards	NCATE Standards
<p>C5: Using instructional time effectively</p>	<p>Pedagogy</p>	<p>Standard 1: 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.</p> <p>Standard 2: The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.</p> <p>Standard 3: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.</p>	<p>Standard 3: Adapting Instruction for Individual Needs</p>	<p>Standard 1: Young Adolescent Development Standard 3: Middle Level Curriculum and Assessment Standard 4: Middle Level Teaching Fields</p>	<p>Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 3: Field Experience and Clinical Practice</p>
<p>C6: Communicate clearly and accurately in oral and written discourse</p>	<p>Professionalism</p>	<p>Standard 1: 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.</p>	<p>Standard 6: Communication Skills</p>	<p>Standard 1: Young Adolescent Development Standard 3: Middle Level Curriculum and Assessment Standard 4: Middle Level Teaching Fields</p>	<p>Standard 1: Candidate Knowledge, Skills, and Dispositions</p>

Middle Level Childhood MLED Course Alignment

PATHWISE Domains	UAM Conceptual Framework	Arkansas Middle Level Childhood Competencies	INTASC Standards	NMSA Standards	NCATE Standards
<p>C7: Integrate technology into instruction</p>	<p>Knowledge</p>	<p>Standard 1: 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.</p>	<p>Standard 3: Adapting Instruction for Individual Needs Standard 4: Multiple Instructional Strategies</p>	<p>Standard 3: Middle Level Curriculum and Assessment Standard 4: Middle Level Teaching Fields</p>	<p>Standard 1: Candidate Knowledge, Skills, and Dispositions</p>
<p>C8: Impact student learning as evidenced by formative and summative assessments</p>	<p>Pedagogy</p>	<p>Standard 3: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.</p>	<p>Standard 8: Assessment of Student Learning</p>	<p>Standard 1: Young Adolescent Development Standard 3: Middle Level Curriculum and Assessment Standard 4: Middle Level Teaching Fields</p>	<p>Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 3: Field Experience and Clinical Practice</p>

Middle Level Childhood MLED Course Alignment

PATHWISE Domains	UAM Conceptual Framework	Arkansas Middle Level Childhood Competencies	INTASC Standards	NMSA Standards	NCATE Standards
DOMAIN D: Teacher Professionalism					
D1: Reflecting on the extent to which the learning goals were met	Professionalism	Standard 5: The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being	Standard 9: Professional Commitment and Responsibility	Standard 2: Middle Philosophy and School Organization Standard 6: Family and Community Involvement Standard 7: Middle Level Professional Roles	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 3: Field Experience and Clinical Practice
D2: Demonstrating a sense of efficacy	Professionalism	Standard 5: The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being	Standard 9: Professional Commitment and Responsibility	Standard 2: Middle Philosophy and School Organization Standard 6: Family and Community Involvement Standard 7: Middle Level Professional Roles	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 3: Field Experience and Clinical Practice

Middle Level Childhood MLED Course Alignment

PATHWISE Domains	UAM Conceptual Framework	Arkansas Middle Level Childhood Competencies	INTASC Standards	NMSA Standards	NCATE Standards
D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students	Professionalism Knowledge	Standard 5: The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being	Standard 9: Professional Commitment and Responsibility Standard 10: Partnerships	Standard 2: Middle Philosophy and School Organization Standard 6: Family and Community Involvement Standard 7: Middle Level Professional Roles	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 3: Field Experience and Clinical Practice
D4: Communication with parents or guardians about student learning	Professionalism Knowledge	Standard 5: The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being	Standard 9: Professional Commitment and Responsibility Standard 10: Partnerships	Standard 2: Middle Philosophy and School Organization Standard 6: Family and Community Involvement Standard 7: Middle Level Professional Roles	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 3: Field Experience and Clinical Practice

Middle Level Childhood MLED Course Alignment

PATHWISE Domains	UAM Conceptual Framework	Arkansas Middle Level Childhood Competencies	INTASC Standards	NMSA Standards	NCATE Standards
D5: Maintain accurate records	Knowledge Professionalism	Standard 5: The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being	Standard 9: Professional Commitment and Responsibility	Standard 2: Middle Philosophy and School Organization Standard 6: Family and Community Involvement Standard 7: Middle Level Professional Roles	Standard 1: Candidate Knowledge, Skills, and Dispositions
D6: Grow and develop professionally	Professionalism	Standard 5: The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being	Standard 9: Professional Commitment and Responsibility Standard 10: Partnerships	Standard 2: Middle Philosophy and School Organization Standard 6: Family and Community Involvement Standard 7: Middle Level Professional Roles	Standard 1: Candidate Knowledge, Skills, and Dispositions
D7: Demonstrate a professional demeanor	Professionalism	Standard 5: The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being	Standard 9: Professional Commitment and Responsibility Standard 10: Partnerships	Standard 2: Middle Philosophy and School Organization Standard 6: Family and Community Involvement Standard 7: Middle Level Professional Roles	Standard 1: Candidate Knowledge, Skills, and Dispositions

MAT Course Alignment

PATHWISE Domains	UAM Conceptual Framework	INTASC Standards	NCATE Standards
DOMAIN A: Organizing Content Knowledge for Student Learning			
A1: Becoming familiar with relevant aspects of student’s background knowledge and experiences	Knowledge	Standard 1: Knowledge of Subject Matter Standard 2: Knowledge of Human Dev. & Learning Standard 3: Adapting Instruction for Individual Needs Standard 7: Instructional Planning Skills Standard 8: Assessment of Student Learning	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 2: Assessment System and Unit Evaluation
A2: Articulating clear learning goals for the lessons that are appropriate to the students	Pedagogy	Standard 1: Knowledge of Subject Matter Standard 2: Knowledge of Human Dev. & Learning Standard 6: Communication Skills Standard 7: Instructional Planning Skills	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 3: Field Experience and Clinical Practice

MAT Course Alignment

PATHWISE Domains	UAM Conceptual Framework	INTASC Standards	NCATE Standards
<p>A3: 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>	<p>Diversity</p>	<p>Standard 1: Knowledge of Subject Matter Standard 7: Instructional Planning Skills</p>	<p>Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 4: Diversity</p>
<p>A4: 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>	<p>Diversity</p>	<p>Standard 1: Knowledge of Subject Matter Standard 2: Knowledge of Human Dev. & Learning Standard 3: Adapting Instruction for Individual Needs Standard 4: Multiple Instructional Strategies Standard 7: Instructional Planning Skills</p>	<p>Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 4: Diversity</p>

MAT Course Alignment

PATHWISE Domains	UAM Conceptual Framework	INTASC Standards	NCATE Standards
A5: Creating or selecting evaluations strategies that are appropriate for the students and that are aligned with the goals of the lesson	Pedagogy Diversity	Standard 7: Instructional Planning Skills Standard 8: Assessment of Student Learning	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 2: Assessment System and Unit Evaluation Standard 3: Field Experience and Clinical Practice Standard 4: Diversity
Domain B: Creating an Environment for Student Learning			
B1: Creating a climate that promotes fairness	Knowledge Diversity	Standard 5: Classroom Motivation and Management Skills	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 4: Diversity
B2: Establishing and maintaining rapport with student	Knowledge	Standard 5: Classroom Motivation and Management Skills Standard 6: Communication Skills	Standard 1: Candidate Knowledge, skills, and Dispositions
B3: Communicating challenging learning expectations to each student	Knowledge Pedagogy Diversity	Standard 5: Classroom Motivation and Management Skills Standard 6: Communication Skills	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 3: Field Experience and Clinical Practice Standard 4: Diversity

MAT Course Alignment

PATHWISE Domains	UAM Conceptual Framework	INTASC Standards	NCATE Standards
B4: Establishing and maintaining consistent standards of classroom behavior	Knowledge Pedagogy	Standard 5: Classroom Motivation and Management Skills	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 3: Field Experience and Clinical Practice
B5: Making the physical environment as safe and conducive to learning as possible	Pedagogy Diversity	Standard 5: Classroom Motivation and Management Skills	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 3: Field Experience and Clinical Practice Standard 4: Diversity
DOMAIN C: Teaching for Student Learning			
C1: Making learning goals and instructional procedures clear to students	Knowledge Pedagogy	Standard 4: Multiple Instructional Strategies Standard 6: Communication Skills	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 3: Field Experience and Clinical Practice
C2: Making content comprehensible to students	Pedagogy Diversity	Standard 2: Knowledge of Human Dev. & Learning Standard 4: Multiple Instructional Strategies Standard 6: Communication Skills	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 3: Field Experience and Clinical Practice Standard 4: Diversity

MAT Course Alignment

PATHWISE Domains	UAM Conceptual Framework	INTASC Standards	NCATE Standards
C3: Encouraging students to extend their thinking	Pedagogy	Standard 4: Multiple Instructional Strategies	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 3: Field Experience and Clinical Practice
C4: 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	Pedagogy	Standard 1: Knowledge of Subject Matter Standard 3: Adapting Instruction for Individual Needs Standard 4: Multiple Instructional Strategies Standard 5: Classroom Motivation and Management Skills Standard 8: Assessment of Student Learning	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 2: Assessment System and Unit Evaluation Standard 3: Field Experience and Clinical Practice
C5: Using instructional time effectively	Pedagogy	Standard 3: Adapting Instruction for Individual Needs	Standard 1: Candidate Knowledge, skills, and Dispositions Standard 3: Field Experience and Clinical Practice

MAT Course Alignment

PATHWISE Domains	UAM Conceptual Framework	INTASC Standards	NCATE Standards
C6: Communicate clearly and accurately in oral and written discourse	Professionalism	Standard 6: Communication Skills	Standard 1: Candidate Knowledge, Skills, and Dispositions
C7: Integrate technology into instruction	Knowledge	Standard 3: Adapting Instruction for Individual Needs Standard 4: Multiple Instructional Strategies	Standard 1: Candidate Knowledge, Skills, and Dispositions
C8: Impact student learning as evidenced by formative and summative assessments	Pedagogy	Standard 8: Assessment of Student Learning	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 3: Field Experience and Clinical Practice
DOMAIN D: Teacher Professionalism			
D1: Reflecting on the extent to which the learning goals were met	Professionalism	Standard 9: Professional Commitment and Responsibility	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 3: Field Experience and Clinical Practice
D2: Demonstrating a sense of efficacy	Professionalism	Standard 9: Professional Commitment and Responsibility	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 3: Field Experience and Clinical Practice

MAT Course Alignment

PATHWISE Domains	UAM Conceptual Framework	INTASC Standards	NCATE Standards
D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students	Professionalism Knowledge	Standard 9: Professional Commitment and Responsibility Standard 10: Partnerships	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 3: Field Experience and Clinical Practice
D4: Communication with parents or guardians about student learning	Professionalism Knowledge	Standard 9: Professional Commitment and Responsibility Standard 10: Partnerships	Standard 1: Candidate Knowledge, Skills, and Dispositions Standard 3: Field Experience and Clinical Practice
D5: Maintain accurate records	Knowledge Professionalism	Standard 9: Professional Commitment and Responsibility	Standard 1: Candidate Knowledge, Skills, and Dispositions
D6: Grow and develop professionally	Professionalism	Standard 9: Professional Commitment and Responsibility Standard 10: Partnerships	Standard 1: Candidate Knowledge, Skills, and Dispositions
D7: Demonstrate a professional demeanor	Professionalism	Standard 9: Professional Commitment and Responsibility Standard 10: Partnerships	Standard 1: Candidate Knowledge, Skills, and Dispositions