

**University of Arkansas
At Monticello**

School of Education

**Annual Assessment
Report
2006-07**

Submitted by:
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- 1. List the student learning outcomes (goals) for your unit. Include the specific website address where the learning outcomes can be accessed. An example of a student learning outcome is: “A student who graduates from the School/Department of _____ should be able to ...” If your unit has specific accreditation standards; include the name of the accrediting body and the term of the accreditation.**

The student learning outcomes (goals) for the School of Education at the University of Arkansas at Monticello begin with the 2006 Edition of the Professional Standards for the Accreditation of Schools, Colleges and Department of Education by the national Council for Accreditation of Teacher Education (NCATE) (see <http://www.ncate.com>). For purposes of this UAM Annual Assessment Report regarding learning outcomes, NCATE Standards I and II are addressed:

STANDARD I: CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS

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

STANDARD II: ASSESSMENT SYSTEM AND UNIT EVALUATION

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate, and grade performance, and unit operations to evaluate and improve the unit and its programs.

Furthering the national standards, the University of Arkansas at Monticello’s School of Education has personalized these standards for faculty and candidates in the SOE Conceptual Framework, Initial and Advanced Levels, in the acquisition of knowledge, development of pedagogical skills, promotion of diversity and social justice, the demonstration of professionalism, and technology skills. These outcomes state:

- 1) Candidates must acquire an extensive knowledge base in order to reach and teach all learners.
- 2) Candidates must develop pedagogical knowledge, skills, and dispositions that will result in improved learning and achievement for our very diverse population of learners.

- 3) Candidates recognize the diversity of its learners, other constituencies, and the greater society they serve to improve teaching and learning.
- 4) Candidates must demonstrate professionalism through interactions with students, parents, colleagues, and others.
- 5) Candidates must utilize technology to improve teaching and learning.

The SOE uses also the standards for relevant Specialty Program Associations (SPA's). These are examined in written, SOE specialty reports programs submitted to the SPA's for approval. These SPA's, which are listed on page 42 and 43 of the NCATE Standards, include the Council for Exceptional children (CEC); the Educational Leadership Constituent Council (ELCC); the National Association for the Education of Young Children (NAEYC); and the National Middle School Association (NMSA). After approval by the SPA, each program is submitted to NCATE for approval.

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

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

3. Provide specific evidence of the ways that your unit communicates student learning outcomes to prospective and current students (Examples: website, catalog, syllabi, brochures).

The SOE communicates the student learning outcomes to prospective and current students in the following ways:

The direct link to the SOE website is <http://uamont.edu/education> .

The website also can be found easily through the UAM website.

The UAM catalog relates to prospective and current students the SOE Conceptual Framework which addressed learner outcomes for each of its five strands: knowledge, pedagogy, diversity, professionalism and technology.

Each SOE syllabus contains the Conceptual Framework introduction.

The newly formed SOE brochure contains the SOE mission in which the Conceptual Framework and its five strands are related.

The Pathwise Lesson Plan completed and/or taught by Intern I's and Intern II's is evaluated by university supervisors as well as cooperating teachers from the public schools. Data are collected and results are shared with UAM SOE candidates in the Language Arts and Social Studies Intern I Methods course and by cooperating teachers in the public schools. Both candidates' strengths and weaknesses are related by UAM assistant professor and cooperating public school teacher.

The Teacher Education Handbook and the Clinical Internship Handbook communicate information to current students on the Conceptual Framework.

4. Provide specific evidence of how your unit assesses whether students have achieved your unit's student learning outcomes. (Examples: pre/post tests, capstone courses, surveys, graduation rates, etc.) Address historical patterns or trends.

Specific evidence of how the SOE assesses the students learning outcomes is seen:

- 1) Data are collected/aggregated from signature assessments that are imbedded in major courses and which address standards for that specific program (SPA), NCATE and the state.
- 2) Data are collected/aggregated on the candidate dispositions which are collected by university instructors, supervising faculty, interns, cooperating public school teachers working with interns, and the candidates who complete the survey of dispositions at multiple points during the program of study and scores are compared.
- 3) Data are also collected from the following sources (see appendices):
 - a) Pre and Post Surveys Of Intern I and II candidates
 - b) Graduating Senior Exit Survey
 - c) Masters' Program Exit Survey
 - d) Graduate 360 Survey (Educational Leadership Assessment)
 - e) Employer Survey

- 4) Test data are collected and aggregated on candidates at transition points throughout the teacher education program and is part of the student portfolio.
- 5) Data are collected on the three, state licensure exams: Praxis I in Reading, Writing and Math; Praxis II, and the PLT.

Principal's (Employer's) Survey, Spring Semester, 2007

50% of Administrators responding	Weak	Fair	Satisfactory	Strong	Outstanding	Don't Know
Monitoring students' progress using strategies that are appropriate to learning outcomes.		8%	52%	37%		3%
Interpreting data from standardized assessments		21%	52%	19%		8%
Employing a cycle of planning, implementing and evaluating instruction.		8%	63%	26%		3%
Providing constructive feedback on students' individual work and behavior.	3%		37%	57%		3%
Maintaining instructional momentum.			33%	59%		8%
Applying results of self-reflections on his/her teaching to future instructional plans and activities.		8%	41%	44%		8%
Analyzing the effects of his/her teaching on the learning environment and student outcomes.		15%	37%	41%		3%
Engaging in self-improvement and professional development activities.		3%	30%	37%	22%	3%
Using a variety of strategies to engage students in critical thinking.		15%	26%	52%	3%	3%
Engaging students in learning activities and projects that require them to demonstrate problem-solving skills.		19%	30%	41%	8%	3%
Analyzing students' learning needs to accommodate linguistic and cultural differences.	8%	19%	44%	19%	3%	8%
Encouraging the exploration of diverse points of view.		30%	44%	19%	3%	3%
Working actively to challenge stereotypes.		22%	57%	11%	3%	8%
Following the CODE of ETHICS and PRINCIPLES of PROFESSIONAL CONDUCT for educators.		3%	41%	48%	3%	3%
Working to maintain the respect and confidence of colleagues, parents and students.		8%	33%	52%	3%	3%
Protecting students from harassment and discrimination.		8%	48%	37%	3%	3%
Using examples or illustrations to support learning.		3%	37%	57%		3%
Integrating a variety of experiences and		3%	41%	48%	3%	3%

activities to enhance learning.						
Presenting subject matter with appropriate breadth and depth.		3%	41%	48%		8%
Planning and conducting lessons that are interdisciplinary.	3%		37%	48%	3%	8%
Helping students relate subject matter to real life experiences.		3%	44%	44%	3%	3%
Providing opportunities for students to learn from each other.	3%	11%	33%	48%		3%
Establishing classroom routines such as collecting homework, distributing papers, etc.		8%	41%	41%	3%	8%
Involving students in establishing classroom rules for behavior.	11%	3%	41%	30%	3%	8%
Modifying instructional plans based on assessment of student outcomes.		19%	37%	33%	3%	3%
Planning activities that meet the needs of the individual as well as the needs of the group.		22%	30%	37%		8%
Planning lessons that both meet the learners' current needs and prepare them for the next level of development.	3%	15%	44%	33%		3%
Working collaboratively with parents and families to meet students' needs.		22%	37%	30%	3%	3%
Employing strategies that support individual and group learning.		8%	48%	33%	3%	3%
Using instructional time wisely.	3%		44%	33%	8%	8%
Presenting material in a manner that holds student attention.		3%	57%	30%	3%	3%
Posing problems, dilemmas, and questions in lessons to promote higher order thinking.		26%	41%	22%	35	3%
Using a variety of developmentally appropriate activities to engage and motivate students.	3%	3%	48%	30%	3%	8%
Working with other faculty and school administrators to improve the educational experiences of students.			41%	41%	8%	8%
Advocating for all students.		3%	44%	30%	11%	8%
Using technology as a resource to enhance student learning.	3%	8%	30%	44%	8%	3%
Using technology for personal and teacher productivity.		3%	44%	33%	8%	8%
Using technology to engage students in authentic, complex tasks.	3%	11%	41%	33%	3%	3%
Maintaining an orderly and disciplined classroom conducive to student learning.	8%	11%	48%	26%		3%
Over all teacher rating.		3%	44%	27%	11%	3%

	Strongly	Agree	Neither Agree nor	Disagree	Strongly
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	Agree		Disagree		Disagree
...a lifelong love of learning	11%	81%	3%		3%
...commitment to students	22%	67%	8%		3%
...commitment to the community	8%	63%	22%	3%	3%
...reflective thinking	3%	78%	11%	3%	3%
...creativity	8%	81%	8%		3%
...ethical and professional conduct	15%	85%			3%
...professional responsibility	15%	70%	3%	8%	3%
... flexibility	11%	74%	8%	3%	3%
...initiative/resourcefulness	8%	81%	8%		
...passion for profession	8%	78%	11%		
...respect for diversity	8%	78%	8%	3%	
...desire to work collaboratively	15%	70%	3%		
...a commitment to continuous professional improvement	22%	74%			
...self-directed learning	8%	81%	8%		
...respect for multiple perspectives	8%	78%	11%		

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

Evidence measured on student performance is gathered from the state licensure exams. Results show that candidates have difficulty in passing one or more sections of the Praxis I Exam: Reading, Math, and Writing exams. In light of this information, three UAM SOE, one hour courses were developed to assist students in being successful on the PRAXIS I area exams.

Evidence gained from UAM surveys of public school personnel state that candidates should be equipped with additional strategies for classroom management. As a result, the SOE developed a new classroom management course. Also in response to stakeholder feedback, two new math courses were added to the P-4th program of study to provide more math content.

UAM SOE candidates are required to have a 100% passing rate on the Praxis II examination for graduation.

Specific Evidence from Middle Level Data Collection:

Candidate Praxis II Content Knowledge exam scores are reviewed and the findings indicate that candidates demonstrate the acquisition of the knowledge of content that they must have to teach. Although, the Middle Childhood program are required to have a 100% passing rate, analysis of the Praxis data indicates that candidates were performing lower in social studies and science. The findings led to a program revision which increased the number of content hours required in each content area: social studies 15 hours, science 16 hours, math 15 hours, and English 18 hours. The new program better prepares candidates in all four content areas for which

they are licensed to teach in Arkansas. A second measure of candidate content knowledge is the TCRI Domain C, which focuses predominantly with content and pedagogy. Based on a T-test analysis, the data showed that at a .05 level, there was no statistically significant difference in how the mentor teachers and the university content specialist supervisors rate the middle level candidates. Therefore, the data supports that the candidates are well prepared in the area of content in the learned opinions of both the mentor teacher and university content specialists. Based on the data collected from the TCRI, it was determined that the new curriculum research project assessment needed to be included in the program to better measure and determine candidate standard based outcomes. Assessment #2 Middle Level Curriculum Research Project data will be collected for the new program aggregated and reviewed. The findings will be presented at a later date and used to make further program improvements if needed.

Candidate Praxis II Principles of Learning and Teaching exam scores were reviewed and the findings show that candidates have the pedagogical knowledge, skills, and dispositions necessary for working with adolescent learners. The Middle Childhood program has 100% pass rate for program completers. Additionally, UAM Middle Childhood candidates are scoring at or above the national average on percentage correct in each of the testing categories, with the exception of the category named “students as learners’ case history”. Based on this data, a program change was made to add assessments that would allow UAM the opportunity to monitor this area more intensely. The current measure for professionalism is in Domain D of the TCRI. Based on a T-test analysis, the data showed that at a .05 level, there was no statistically significant difference in how the mentor teachers and the university middle childhood supervisors rate the middle level candidates. Therefore, the data indicates that the candidates are well prepared in the area of pedagogy and professionalism in the learned opinions of both the mentor teacher and university middle childhood supervisors. Based on the data that has been collected, it was determined that assessment #3 lesson plan development and assessment #8 parent/teacher conference professional activity needed to be included in the program to better measure and determine candidate standard based outcomes. Assessments #3 and #8 are new to this program and data hasn’t been gathered at this time from these assessments.

Data collected from professional and scholarly dispositions that are used for unit and program analysis indicates that the middle childhood candidates have the knowledge, skills and dispositions to be highly qualified middle childhood educators. Areas of improvement that have been identified include professionalism and working with diverse candidates. Unit changes that impact the program to rectify this issue are professional development workshops for university faculty and candidates. The diversity committee was asked to review and to recommend new and innovative strategies to address this concern. As a result, field experiences throughout the program of studies are now more diversified.

The results of student assessments administered by candidates during their Clinical Internships and scores from Domain C on the TCRI indicate that the middle childhood candidates are impacting student learning in a positive manner. In addition, based on a T-test analysis, the data showed that at a .05 level there was no statistically significant difference in how the mentor teachers and the university middle childhood supervisors observe the middle level candidates’ impact on student learning. Therefore, the data indicates that the candidates have a positive impact on student learning.

Based on the data, the unit determined that an additional assessment should be included in the program to better measure and determine candidate learning outcomes and how the candidate impacted student learning.

The UAM School of Education realizes that in order to continue developing highly qualified middle childhood educators this program must be fluid and evolving to meet current standards.

Specific Evidence Gained from the Early Childhood Education Program for P-4th Grades Data Collection:

Candidate Praxis II Early Childhood exam scores were reviewed and the findings indicated that candidates are demonstrating the acquisition of the knowledge of content that they must have to teach. A second measure of candidate content knowledge is the TCRI Domain C, which focuses predominantly on content and pedagogy. Based on a T-test analysis, the data indicate that at a .05 level, there was no statistically significant difference in how the cooperating teachers and the university content specialist supervisors rate the Early Childhood candidates. Therefore, the data supports that the candidates are well prepared in the area of content in the learned opinions of both the cooperating teacher and university content specialists. Assessment #2 project data, named the Curriculum Development Assessment, will be collected for the new program, aggregated and reviewed. The findings will be presented at a later date and used to make further program improvements if needed.

The current measure for professionalism is in Domain D of the TCRI. Based on a T-test analysis, the data showed that at a .05 level, there was no statistically significant difference in how the cooperating teachers and the university Early Childhood supervisors rate the candidates. Therefore, the data indicates that the candidates are well prepared in the area of pedagogy and professionalism in the learned opinions of both the mentor teacher and university Early Childhood supervisors. Assessments #3 and #7 project data, named “Comprehensive Lesson Plan and Assessment” and “Early Literacy Intervention Plan”, will be collected for the new program, aggregated, and reviewed. The findings will be presented at a later date and used to make further program improvements if needed.

Data collected from professional and scholarly dispositions that are used for unit and program analysis indicate that the early childhood candidates have the knowledge, skills and dispositions to be highly qualified professional educators. Areas of improvement that have been identified include professionalism and working with diverse candidates. Unit changes to address this concern include professional development workshops for university faculty and candidates as well as the diversity committee was asked to review and to recommend new and innovative strategies to address this concern. As a result, field experiences throughout the program of studies are now more diversified and additional emphasis is placed on the diversity throughout the curriculum.

The candidates’ gathered data from student assessments that were administered during their Clinical Internships and from scores in Domain C on the TCRI. The data indicate that the Early Childhood candidates are impacting student learning in a positive manner. Based on a T-test analysis, the data showed that at a .05 level there was no statistically significant difference in how the cooperating teacher and the university Early Childhood supervisors observe the candidate’ impact on student learning. Therefore, the data show that the candidates are well prepared in the area of impacting student learning in the learned opinions of both the cooperating teacher and university Early Childhood supervisors.

The UAM School of Education realizes that in order to continue developing highly qualified early childhood educators this program must be fluid and evolving to meet current standards.

Evidence on Educational Leadership is being gathered. It is a newly developed program without enough data for analysis.

6. To what extent has the unit determined that the key assessment procedures are fair, accurate, consistent, and free of bias.

After candidates, gathered data from student administered assessments in Clinical Internships, T-test analyses are performed. Results relate that at the .05 level there is no statistically significant difference in how the cooperating teachers and university Early Childhood and Middle Level supervisors' observation rated candidates impacting student learning.

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

SOE Future Course of Action

<u>What Will Be Done?</u>	<u>By Whom?</u>	<u>To What Extent?</u>	<u>How Often?</u>
Recruitment of Future FTA's Teacher Candidates	Kappa Delta Pi Honorary Society	Goal for Year	Mtgs. w/ H.S.
Recruitment Billboard	SOE & ERZ, Mary Jo Barnett	Throughout ERZ Area	Throughout Yr.
Candidates' Writing Improvement	SOE & UAM Engl. Department	To Pass Praxis I Writing Exam	Mtgs. As Data Collected
Data: Signature Assess. Analysis;	Professors & Ms. Hunnicutt	Each Semester	Each Semester
Data: Surveys	Candidates, Graduates, Principals, & Ms. Hunnicutt	End of Intern II, End of School, Graduation	Throughout the Yr.
Teacher Ed. Committee Meetings	Dr. Doss & Committee	Review Programs & Data	Twice a year
Review & Align Course Curriculum	Assessment & Curriculum Committee	Continuous	Monthly
NCATE Visit Preparation	Standards' Committees	Continuous	Monthly

8. Specifically describe how your unit is making student learning accessible, including, if applicable, alternative modes of instruction (CIV, WebCT, week-end, Early College, etc.). Address patterns and trends.

The UAM SOE is making student learning accessible by providing CIV classes to four different Arkansas cities through the SOE CIV Lab. WebCT and weekend (Saturday) classes in professional development are held. Hybrid courses as well as summer school, three week, intensive courses are held in the SOE. As to patterns and trends, the SOE is hosting more courses this past year to help the non-traditional student accomplish an education; a statistical report has not been prepared as to percentage.

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

Candidates serve on the SOE Teacher Education Committee and the Graduate Council. Candidate feedback is communicated and program/course reviews are discussed in faculty meetings. Candidates are surveyed and data is collected at different times in the educational process.

Appendices

University of Arkansas-Monticello School of Education Initial Teacher Preparation Graduating Seniors' Exit Survey

The purpose of this survey is to give you an opportunity to provide feedback about your educational experiences while completing your degree. Your feedback will be helpful in our efforts to improve programs in our college. Individual responses will be kept strictly confidential and will not be identified or reported so please be candid. Your participation is voluntary.

1) Part I: Demographic and Program Information

2) Directions: Please tell us about yourself:

3) Program Area :(please choose only one)

- Early Childhood Education
- Middle Childhood Education
- Music Education
- Physical Education
- other (please specify)

If you selected other please specify:

4) Current place of employment:

5) What is your gender?

- Male
- Female

6) what is your racial/ethnic background?

- Caucasian/White
- African American
- Asian/Pacific Islander

- Hispanic
- rather not say
- Other (please specify)

If you selected other please specify:

7) Part II: Perception of Preparation

8) Directions: Using the scale provided, rate your level of preparation in each area listed below. Use DK if you are not able to rate your preparation in an area.

	Weak	Fair	Satisfactory	Strong	Outstanding	Don't Know
Monitoring students' progress using strategies that are appropriate to learning outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpreting data from standardized assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employing a cycle of planning, implementing and evaluating instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing constructive feedback on students' individual work and behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presenting material in a manner that holds student attention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employing strategies that support individual and group learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using instructional momentum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying results of self-reflections on your teaching to future instructional plans and activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing the effects of your teaching on the learning environment and student outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging in self-improvement and professional development activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using a variety of strategies to engage students in critical thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging students in learning activities and projects that require them to demonstrate problem-solving skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9) Using the scale provided, rate your level of preparation in each area listed below. Use DK if you are not able to rate your preparation in an area.

	Weak	Fair	Satisfactory	Strong	Outstanding	Don't Know
Posing problems, dilemmas, and questions in lessons to promote higher order thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Analyzing students' learning needs to accommodate linguistic and cultural differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging the exploration of diverse points of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working actively to challenge stereotypes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Following the CODE of ETHICS and PRINCIPLES of PROFESSIONAL CONDUCT for educators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working to maintain the respect and confidence of colleagues, parents and students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Protecting students from harassment and discrimination.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using a variety of developmentally appropriate activities to engage and motivate students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using examples or illustrations to support learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating a variety of experiences and activities to enhance learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presenting subject matter with appropriate breadth and depth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning and conducting lessons that are interdisciplinary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10) Using the scale provided, rate your level of preparation in each area listed below. Use DK if you are not able to rate your preparation in an area.

	Weak	Fair	Satisfactory	Strong	Outstanding	Don't Know
Helping students relate subject matter to real life experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing opportunities for students to learn from each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing classroom routines such as collecting homework, distributing papers, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involving students in establishing classroom rules for behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modifying your instructional plans based on assessment of student outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning activities that meet the needs of the individual as well as the needs of the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning lessons that both meet the learners' current needs and prepare them for the next level of development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working collaboratively with parents and families to meet students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with other faculty and school administration to improve the educational experiences of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocating for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using technology as a resource to enhance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

student learning.						
Using technology for personal and professional productivity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using technology to engage students in authentic, complex tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11) Part III: Professional Qualities and Scholarly Dispositions

12) Directions: Using the scale provided, indicate the extent to which you agree or disagree with the following statements about the impact of your program and experiences. In general, my program and experiences at UAM served to foster...

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
...a lifelong love of learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...commitment to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...commitment to the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...reflective thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...ethical and professional conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...professional responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...flexibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...initiative/resourcefulness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...passion for my profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...respect for diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...desire to work collaboratively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...a commitment to continuous professional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...self-directed learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...respect for multiple perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13) Part IV: Level of Satisfaction

14) Directions: Using the scale provided, please rate your level of satisfaction with each of the following aspects of your program.

	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied
Clarity of my program goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance of program goals for today's teaching environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coherence of program purposes,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

courses, field experiences, and evaluations.					
Opportunities provided to practice and demonstrate skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty modeling of teaching techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback and guidance provided by my professors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities provided to improve my skills during practice and internships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exposure to schools in different communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities provided to teach culturally diverse students and students with exceptionalities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities provided to teach students from different age groups within my certification area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15) Using the scale provided, please rate your level of satisfaction with each of the following aspects of your program.

	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied
Feedback and guidance provided by my cooperating teacher during my final internship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback and guidance provided by my university supervisor during my final internship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to faculty in my program area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guidance provided by my faculty advisor in my program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guidance provided by the advisors in the Student Academic Services Office (EDU 106).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of classes to complete my program in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commitment on the part of faculty and staff in my program to meet my individual needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to use technology to enhance teaching and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

learning.					
My overall preparation for teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for your time and interest.

University of Arkansas at Monticello
Teacher Education Program

Survey - Intern II

As part of its continual program evaluation and accreditation review, the UAM School of Education routinely surveys students to assess their perceptions regarding the effectiveness of the Teacher Education Program. Please take the time to complete the following survey. Your responses will be anonymous (e.g., you are not to put your name on the survey), and the results from all respondents will be aggregated for analysis and reporting. Thank you for your assistance.

1. What is your degree objective? Please check all that apply.
 - BA, Early Childhood Education
 - BA, Middle Level (Generalist)
 - BA, Middle Level (Math/Science)
 - BA, Middle Level (English-Language Arts/Social Studies)
 - BA, Social Studies-Secondary Education
 - BS, Mathematics-Secondary Education
 - BA, Speech/Drama
 - BA or BS, Physical Education
 - BA, Art
 - BA, Vocal Music
 - BA, Instrumental Music

2. What is your teaching certification and/or endorsement objective? Please check all that apply.
 - P-4 Early Childhood Special Education
 - 4-8 Middle Level
 - 7-12 Secondary (Mathematics or Social Studies)
 - P-8 and 7-12 (PE Wellness Leisure, Art, Vocal Music, or Instrumental Music)
 - Coaching Endorsement

3. What made you choose to attend UAM? Rate the following from least (1) to most (4) important.
 - Location
 - Cost
 - Quality of the Teacher Education Program

Other: _____
Intern Survey (continued)

4. The Teacher Education Program has a number of standards that all students should reach to become well-prepared teachers. To what extent do you agree with the following statements about how the Teacher Education program has helped you reach the standards? Please use the following key.

- 1 – Strongly Disagree
- 2 – Moderately Disagree
- 3 – Disagree
- 4 – Agree
- 5 – Moderately Agree
- 6 – Strongly Agree

The Teacher Education Program has helped me develop the knowledge and skills to ...

- a. Understand the central concepts and processes of inquiry of the subject matter I teach. 1 2 3 4 5 6
- b. Create learning experiences that make subject matter meaningful to students. 1 2 3 4 5 6
- c. Use alternative theoretical perspectives and research to guide instructional decision making and reflection on practice. 1 2 3 4 5 6
- d. Use knowledge about individual differences to plan, deliver, and analyze instruction. 1 2 3 4 5 6
- e. Plan meaningful learning experiences that promote student achievement and engagement in learning. 1 2 3 4 5 6
- f. Use a variety of instructional strategies to promote student achievement and engagement in learning. 1 2 3 4 5 6
- g. Use a variety of formal and informal assessments to evaluate classroom learning and teaching. 1 2 3 4 5 6
- h. Create and maintain a safe and productive learning environment. 1 2 3 4 5 6
- i. Use technology in planning, delivery, and analysis of learning and instruction. 1 2 3 4 5 6
- j. Support and expand student literacy skills. 1 2 3 4 5 6
- k. Model effective communication. 1 2 3 4 5 6
- l. Foster relationships with the home, school, and community to support student learning and well-being. 1 2 3 4 5 6

Intern Survey (continued)

page 3

- m. Display beliefs, values, and behaviors that guide the ethical Dimensions of professional practice. 1 2 3 4 5 6

5. Indicate how much you agree with each of the following statements. Please use the following scale.

- 1 – Strongly Disagree
- 2 – Moderately Disagree
- 3 – Disagree
- 4 – Agree
- 5 – Moderately Agree
- 6 – Strongly Agree

- a. I was involved in a variety of learning experiences in my classes. 1 2 3 4 5 6
- b. My field experiences helped me relate principles and theory to teaching practices. 1 2 3 4 5 6
- c. The Teacher Education Program at UAM helped me develop as a professional. 1 2 3 4 5 6
- d. If someone asked me whether he or she should enroll in the Teacher Education program at UAM, I would say “yes.” 1 2 3 4 5 6
- e. Issues of exceptionality and cultural diversity as they relate to teaching and learning were covered in my classes. 1 2 3 4 5 6
- f. My instructors in the Teacher Education Program encouraged me to think critically and self-reflect. 1 2 3 4 5 6
- g. As a result of the Teacher Education Program, I have developed confidence in my abilities as a teacher. 1 2 3 4 5 6

6.

Intern Survey (cont.)

page 4

7. What do you think are the three greatest strengths of the Teacher Education Program at UAM?

a. _____

b. _____

c. _____

8. If you could make three changes in the Teacher Education Program, what would they be?

a. _____

b. _____

c. _____

9. Please rate the following aspects of the **courses** you completed as part of the Teacher Education Program. Use the following scale.

P – Poor
F – Fair
G – Good
E – Excellent

a. Quality of lectures and other presentations given by faculty (e.g., clarity, relevance, organization). P F G E

b. Availability of your advisor. P F G E

c. Quality of academic and personal advising. P F G E

d. Quality of assessments of your work (e.g., fair, relevant, informative). P F G E

e. Professional quality of faculty. P F G E

10. Please rate the following aspects of the **field experiences** (e.g., pre-internship, internship) you completed as part of the Teacher Education Program. Use the following scale.

P – Poor
F – Fair
G – Good
E – Excellent

a. Quality of placements (e.g., At a good site? Did you have good models of teaching?) P F G E

- b. Variety of experiences (e.g., school sites, grade levels, classrooms) P F G E
- c. Quality of supervision from your university supervisors. P F G E
- d. Quality of supervision from your cooperating/mentor teachers. P F G E
- e. Opportunities to work with a variety of students in authentic contexts.P F G E
- f. Opportunities to work with students of diverse ethnic, socioeconomic, and cultural backgrounds. P F G E
- g. Opportunities to work with students with exceptionalities (e.g., gifted and talented, special needs, 504, Title I, etc...). P F G E
- h. Opportunities to work with teachers of diverse ethnic, socioeconomic, and cultural backgrounds. P F G E

Thank you for taking the time to fill out this survey.

UNIVERSITY OF ARKANSAS
SCHOOL OF EDUCATION
MASTER'S PROGRAMS EXIT SURVEY

The purpose of this survey is to give you an opportunity to provide feedback about your graduate education experiences. Your feedback will be helpful in our efforts to improve graduate education. Responses will be kept strictly confidential and individual responses will not be identified or reported so please be candid. Your participation is voluntary.

Thank you for your time and interest.

Please tell us about yourself:

1. In which program were you enrolled at UAM?

_____ (e.g. Science Education, Counselor Education)

2. What degree were you awarded?

- M.A. Plan I
 M.Ed. Plan III

3. What was your undergraduate major?

4. What was your undergraduate GPA?

5. Do you plan to pursue post graduate studies?

- No Yes

6. What was your primary reason (purpose) for pursuing a Master's degree? (Please mark only one)

- Advancement/Promotion
 Increase marketability
 Professional enrichment
 Increase competence in my field
 Personal enrichment
 Salary increase
 Change of discipline
 Preparation for advanced degree
 Poor economic conditions
 Other _____

7. Approximately how many years of employment or other experience is related to your current field of study? _____

8. Do you plan to continue your current employment or return to previous employment after completing your degree?

- Yes, continue in my current position
 Yes, return to previous employer in new position
 Yes, return to previous position
 No, seeking new employment

9. What plans do you have for employment after graduation? (please mark only one)

- 4-year college/non Ph.D. granting university
 Community College
 Primary or secondary school
 School district office
 Nonprofit organization
 Business or industry
 Government
 Self-employed
 Other, please

specify: _____.

Directions: Please indicate your level of agreement or disagreement with each of the following statements about your experience at UAM.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

Scholarly Excellence

Faculty in my program held high expectations for my performance.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

My professors encouraged me to participate in professional organizations.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

Different scholarly points of view were encouraged.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

Faculty members prepared carefully for their courses.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

Environment for Learning

Graduate students in my program were treated with respect.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

I have had the opportunity to engage in collaborative work with faculty in my program.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

I have had the opportunity to engage in collaborative work with students in my program.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

My program fostered a sense of intellectual community.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

My program supported my professional goals.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

The academic advising that I received was timely and accurate.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

The amount of coursework required seemed appropriate.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

Courses were relevant for my intended profession.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

Courses addressed current developments in my field.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

Course offerings were sufficiently flexible to meet my needs.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

My program requirements were flexible enough to meet my needs.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

Faculty Concern for Students

Faculty in my program served as positive role models.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

Faculty in my program were receptive to new ideas and ways of doing things.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

I received honest, useful feedback from faculty on my class performance.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

Faculty in my program were supportive of my academic interests.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

Faculty Concern for Students-continued

Faculty in my program were accessible to students.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

Intellectual Environment

Please rate the following dimensions of the intellectual environment in your graduate program.

1=Poor
2=Fair
3=Good
4=Very Good
5=Excellent

Intellectual quality of the faculty.

1=Poor 2=Fair 3=Good 4=Very Good 5=Excellent

Faculty's knowledge of current developments in the field

1=Poor 2=Fair 3=Good 4=Very Good 5=Excellent

Intellectual quality of your fellow graduate students

1=Poor 2=Fair 3=Good 4=Very Good 5=Excellent

Quality of the courses in my program

1=Poor 2=Fair 3=Good 4=Very Good 5=Excellent

Faculty's use of varied teaching strategies to enhance learning

1=Poor 2=Fair 3=Good 4=Very Good 5=Excellent

Academic standards in my program

1=Poor 2=Fair 3=Good 4=Very Good 5=Excellent

Overall program quality

1=Poor 2=Fair 3=Good 4=Very Good 5=Excellent

Directions: Please indicate your level of agreement or disagreement with each of the following statements about your experience at UAM.

1=Strongly Disagree
2=Disagree
3=Neutral
4=Agree
5=Strongly Agree

Perceptions of Preparation

I feel well prepared in my area of specialization.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

I feel well prepared to carry out my professional responsibilities.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

I feel well prepared to assume a leadership position.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

I am confident in my ability to use appropriate technologies in my work.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

Perceptions of Preparation-continued

I have enhanced my critical thinking skills.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

I have enhanced my problem-solving skills.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

I feel well prepared to communicate my ideas in writing.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

I feel well prepared to communicate my ideas orally.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

I am confident in my ability to apply the knowledge that I have learned to my work.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

I feel well prepared to critically evaluate the literature in my field.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

Professional Qualities and Scholarly Dispositions

In general, my graduate program and experiences at UAM served to foster...

...a lifelong love of learning

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

...commitment to students

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

...commitment to the community

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

...reflective thinking

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

...creativity

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

...ethical and professional conduct

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

...professional responsibility

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

...flexibility

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

...initiative/resourcefulness

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

...passion for my profession

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

...respect for diversity

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

...desire to work collaboratively

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

...a commitment to continuous professional improvement

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

...self-directed learning

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

...respect for multiple perspectives

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

Practicum Experiences

If you did not participate in a clinical, fieldwork or internship experience during your graduate program, please skip to the next page.

Program training prepared me for the field experience(s).

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

The experience(s) contributed to my academic development.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

I had opportunities to practice professional skills.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

I participated in a variety of activities.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

I was given assignments that matched my skills, abilities, and interests.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

The amount and quality of supervision that I received were appropriate.

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

Graduate Education Experiences

Directions: Please indicate if you have had any of these experiences during your graduate program at UAM

Have you....

...written scholarly papers addressing current issues in your field? No Yes

...revised papers based on critiques of your work? No Yes

...searched for professional literature and other sources in the library? No Yes

...searched for professional literature and other sources on line? No Yes

...compared and contrasted theories, methods, or policies in your field? No Yes

...synthesized information from a variety of sources? No Yes

...engaged in academic debate? No Yes

...taken courses outside your department? No Yes

...taken courses outside the School of Education No Yes

...published one or more research papers as sole author or co-author? No Yes

...attended a professional conference? No Yes

...presented a paper or poster session at a professional conference? No Yes

...developed professional skills through participation in field work, or internship? No Yes

Knowing what you know now, if you had to do it over again would you...

...pursue graduate studies at this university? No Yes

...pursue graduate studies in this field? No Yes

...pursue graduate studies in a different field? No Yes

PLEASE ATTACH ANY OTHER COMMENTS ABOUT YOUR GRADUATE PROGRAM

Thank you for your time!

Graduate(360) Completer Survey -- Course Feedback

This questionnaire is designed to assist The University of Arkansas/Monticello's attempt to improve the Master's Degree in Educational Leadership. It is based on the ELCC Standards for School Leaders. Please answer each question to the best of your ability.

Note: As you answer each question, we want to know your opinion regarding how you feel your plan of study has prepared you in relation to your understanding and application of the ELCC standards

5=Strongly Agree

4=Agree

3=Neutral

2=Disagree

1=Strongly Disagree

Standard 1: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Program of study has enabled me to develop a vision of learning for a school/district that promotes the success of all students.

5=Strongly Agree

4=Agree

3=Neutral

2=Disagree

1=Strongly Disagree

Program of study has enable me to base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learner's needs, schools as interactive social and cultural systems, and social and organizational change.

- 5=Strongly Agree
- 4=Agree
- 3=Neutral
- 2=Disagree
- 1=Strongly Disagree

Program of study has enabled me to articulate the components of this vision for a school/district and the leadership processes necessary to implement and support the vision.

- 5=Strongly Agree
- 4=Agree
- 3=Neutral
- 2=Disagree
- 1=Strongly Disagree

Program of study has enabled me to explain how data-based research strategies and strategic planning processes that focus on student learning inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.

- 5=Strongly Agree
- 4=Agree
- 3=Neutral
- 2=Disagree
- 1=Strongly Disagree

Program of study has enabled me to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

- 5=Strongly Agree
- 4=Agree
- 3=Neutral
- 2=Disagree
- 1=Strongly Disagree

Program of study has enabled me to formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.

- 5=Strongly Agree
- 4=Agree
- 3=Neutral
- 2=Disagree
- 1=Strongly Disagree

Program of study has enabled me to develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).

- 5=Strongly Agree
- 4=Agree
- 3=Neutral
- 2=Disagree
- 1=Strongly Disagree

Program of study has enabled me to demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.

- 5=Strongly Agree
- 4=Agree
- 3=Neutral
- 2=Disagree
- 1=Strongly Disagree

Program of study has enabled me to design or adapt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.

- 5=Strongly Agree
- 4=Agree
- 3=Neutral
- 2=Disagree
- 1=Strongly Disagree

Program of study has enabled me to assume stewardship of the vision through various methods.

- 5=Strongly Agree
- 4=Agree
- 3=Neutral
- 2=Disagree
- 1=Strongly Disagree

Program of study has enabled me to develop plans to involve community members in the realization of the vision and in related school/district improvement efforts.

- 5=Strongly Agree
- 4=Agree
- 3=Neutral
- 2=Disagree
- 1=Strongly Disagree

Program of study has enabled me to communicate effectively with all stakeholders about implementation of the vision.

- 5=Strongly Agree
- 4=Agree
- 3=Neutral
- 2=Disagree
- 1=Strongly Disagree

Standard 2: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Program of study has enabled me to assess school/district culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school/district programs and culture.

- 5=Strongly Agree
- 4=Agree
- 3=Neutral
- 2=Disagree
- 1=Strongly Disagree

Program of study has enabled me to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.

- 5=Strongly Agree
- 4=Agree
- 3=Neutral
- 2=Disagree
- 1=Strongly Disagree

Program of study has enabled me to develop a school/district profile in order to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.

- 5=Strongly Agree
- 4=Agree
- 3=Neutral
- 2=Disagree
- 1=Strongly Disagree

UNIVERSITY of ARKANSAS at MONTICELLO
School of Education
Course Syllabus- EDUC 2223
Spring, 2007

COURSE TITLE: ECED 2223 Developing Critical Literacy Skills
Willard Hall, Room #110

PREREQUISTE: Admission to Teacher Education

INSTRUCTOR: Dr. Sue S. Martin
Coordinator of Teacher Education/Associate Professor
Of Early Childhood with Special Education
(870) 460-1237, ext. 1562
martins@uamont.edu

OFFICE: Willard Hall, Room #113

OFFICE HOURS: Monday- Friday, 8:30-10:00 a.m. & 2:00- 4:30 p.m.
(Please call for an appointment.)

REQUIRED TEXTS: Concise Rules of A.P.A Style: The Official Pocket Style of
American Psychological Association. Washington;

Richardson, J.S.; Morgan, R.E.; and Fleener, C. (2006)
Reading to learn in the content areas (6th edition). CA:
The Thomson Wadsworth Corporation.

Harvey, Stephanie & Goudis, Anne. (2000). *Teaching
comprehension to enhance understanding*. MA: Stenhouse
Publishers

National Department of Education “Putting Reading First”
[FREE publication, UAM Bookstore or on the National Institute
for Literacy website, www.nifl.gov.]

REQUIRED: TaskStream Student Subscription for minimum of one year to 4-6
years cost. Contact Mr. Billy Hogue, UAM Bookstore (financial
aid can pay for subscription)

The University of Arkansas at Monticello School of Education-
Teacher Education Handbook

Spiral Notebook for “Response & Reflective Log” kept daily for
notes and field experiences, and reflections of each.

Loose-leaf, 3” binder for AR Frameworks & artifacts

COURSE DESCRIPTION: This course is designed to improve students understanding

of language and communication skills in : 1) traditional literacy; 2) scientific literacy; 3) mathematical literacy; and 4) technological literacy. **Emphasis will be placed on developing writing skills.** For 10 hours of field experience, UAM students will observe and interview teachers and will use technology during the tutorial experience including desktop publishing, graphics, and database management. Upon conclusion of their field experience activities, UAM students will write a reflective based on their field experiences. TaskStream will be implemented in this course so that students may begin to build their electronic portfolio.

COURSE GOALS:

- be familiar with the role of reading/literacy in the elementary school (NAEYC # 1,2,3,4a,4b,4c,4d,)
- possess an understanding of the strategies useful for developing active learners who successfully interact with textual material (NAEYC # 4a,4b,4c,4d)
- be able to create and implement a variety of assessment strategies, develop an understanding of the writing process and how/why it can be useful in the content area classroom (NAEYC # 3,4b,4c,4d)
- develop teaching strategies to promote maximum pupil achievement by using effective study skills (NAEYC # 4b,4c,4d)
- utilize a variety of instructional adaptations suited for students with special needs (NAEYC # 1,2,3,4a,4b,4c)
- use effective verbal, nonverbal and technology to foster active inquiry, collaboration, and interaction in the classroom (NAEYC # 4a,4b,4c, 5)
- develop professional leadership skills through an awareness of ways to model and promote independent, lifelong reading habits.(NAEYC # 2, 5)

COURSE OBJECTIVES:

- complete inventories to assess their own and students' positive and attitudes about reading
- develop an understanding for the broader implications of literacy and how it impacts all areas of the curriculum
- to develop an understanding of the elements of reading as phonetics, phonemic and phonological awareness, phonics and the alphabetic principle, vocabulary development, reading comprehension and strategies, and fluency.
- create sample lessons that provide students with a structure for responding to literacy-related activities across the curriculum
- utilize writing strategies in the content areas
- emphasize critical thinking and decision-making across the content areas
- explore and/or develop literacy activities using technology that complement the content
- work with small groups of students to improve their literacy skills and strategy usage across the curriculum
- participate in group and paired interactions with emphasize collaborative learning and appeal to diverse learners

CORRELATION TO THE CONCEPTUAL FRAMEWORK:

The content of this class reinforces the following strands of the Conceptual Framework:

Knowledge:

The importance of acquiring specific content knowledge and the importance of being literate with the content areas is reinforced.

Pedagogy:

The teacher educators will apply literacy-related pedagogical strategies with students in their classroom.

Equity:

The teacher educators will identify how literacy plays an important role in access to information, knowledge, and our democratic society.

Professionalism

The teacher educators will demonstrate honesty and professionalism as they study and complete the expectations of the Critical Literacy course.

STUDENTS WITH DISABILITIES:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Students Services located in Harris Hall Room 120; phone (870) 460-1026; TDD (870) 460-1626; fax (870) 460-1926

Please note a change in the last line for the colleges of technology:

McGhee: Office of Special Student Services representative on campus; phone (870) 222-5360; fax (870) 222-1105.

Crossett: Office of Special Student Services representatives on campus; phone (870) 364-6414; fax (870) 364-5707.

EVALUATION:

Grades for the course will be weighted as follows: Tests/Exams- 20%; Course Oral Assignments- 10%; Attendance- 5%; Class Discussions- 5%; Course Written Assignments- 60%

GRADING SCALE: 90-100 = A 80-89= B 70-79= C 60-69= D 59- = F

All students in this course must score a "B" or better.

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

STATEMENT ON DISRUPTIVE BEHAVIOR:

The following action is prohibited under the Student Conduct Code: Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others.

COMPUTER:

Please submit all assignments using Microsoft Word Program.

EDUCATION TECHNOLOGY:

Educational technology is an important component of this course. Students will be provided opportunities to explore and develop their skills using technology to enhance their teaching effectiveness in the classroom. TaskStream will be used by students for their future portfolios.

FIELD EXPERIENCES:

Students will complete 10 hours of field experiences in schools/library completing observations, discussions, and interactions with school personnel and/or students. Students will use technology sources to increase literacy skills. Classroom teachers/librarians must sign off on field experience forms. This course will not be passed without the 10 hours of field experiences. This professor encourages you to quickly complete hours needed by the last day of the course. A pink copy of your field experience form will be placed in your portfolio.

Suggestions for field experiences:

- 1) Observe diverse learners in a classroom. Who and what did you see? Share the observations with our class.
- 2) Discussion with teacher: The use of technology scares many teachers. What can you/we do to rectify this feeling and encourage teachers to become more technological?
- 3) Discuss with a teacher the techniques describe in Chapter 5, "Technology in Today's Classroom", to create a literature-based classroom. Which do you and the teacher prefer and why?
- 4) Technology: Busy Teachers' Website. Locate a lesson plan you like and explain why to the class.
- 5) Observe questioning techniques in a classroom. What question words are used and what techniques are used by teachers to get students to think critically? (*What do you see and know about Bloom's Taxonomy?*)
- 6) Observe and visit with a teacher is included in a lesson plan. What were his/her P-A-R- activities?
- 7) Technology: Research the Arkansas A.D.E. Website and find the curriculum frameworks. Discuss them with a teacher.
- 8) View a cooperative learning activity mentioned in the textbook to promote cooperative learning in your classroom. What activity did they use and what results did you learn from your observation? Would you do anything differently?
- 9) View a thematic unit produced by a teacher or commercially. Did it cover all the areas our text mention including grade(s) \and length of time spent?
- 10) Work with a student on a project generated by the teacher. Observe and make your reflection.
- 11) What kind of assessments do you see in the classroom? Share with the class.
- 12) Assess a student's (relative, child) attitude toward reading (Appendix A).

PLAGIARISM/COLLUSION:

Plagiarism-whether intentional or unintentional- is a serious offense and can be grounds for failing the course. If a student plagiarizes an assignment, he/she will receive an F for that assignment; and the instructor reserves the right to allow the student to resubmit the assignment. If a second offense of plagiarism occurs, the student can fail the course. What is considered plagiarism? Deliberate acts of plagiarism exists when the student borrows a previously written work from someone, uses a paper he has previously written for another class, seeks assistance from others with the instructor's permission, buys or takes a paper from someone else, uses a source without appropriate documentation. In other words, a student can plagiarize if he borrows, purchases, or uses something that is not his original idea, is not common knowledge, or fails to use complete documentation where a source was used. The mere suggestion that one doesn't know how to avoid plagiarizing will not exempt the student of responsibility or liability.

PORTFOLIO:

“A teaching portfolio is the structured documentary history of a set of coached or mentored accomplishments, substantiated by samples of students' work, and fully realized only through reflective writing, deliberation and serious conversation.” (Shulman, Lee, 1992). Students are expected to subscribe and use TaskStream for the electronic portfolio usage. Jeff Longing will be instructing this class on its usage. Questions and concerns over TaskStream should be directed to Mr. Longing.

Portfolio items include: CLOZE Chart, Thematic Unit, Lesson Plan (**NAEYC ASSESSMENT instrument used for P-4th Grade Report**), and **Readability Analysis**.

For the UAM School of Education preservice and inservice teacher, the portfolio is a purposeful collection of your work that exhibits efforts, progress, and achievements. The portfolio provides a complex and comprehensive view of you as a preservice or inservice teacher throughout your teacher education program. The portfolio portrays you as developing professional. The teacher candidate should emphasize the reflective phase of each artifact placed in the portfolio.

The students in **EDUC 2223** will submit the following assignments in their portfolio.

- reflective papers from chapter topics and professional journals on issues and trends relating to reading (stated “to be placed in portfolios”)
- student selected project and reflection of the project which was completed during the course
- lesson plan with teaching activity and reflective comments
- thematic unit with cross curriculum resources
- there might be other artifacts to be included in your portfolio/folio (See Assignment Schedule)

CRITICAL LITERACY – SPRING, 2007
Communication Information

Information in this assignment schedule as well as syllabus is subject to change by the instructor if it is deemed necessary for the success of the course or special circumstances.

While this course has many assignments, none of the assignments is busywork. The texts and the assignments have been selected in a structured format to allow you to demonstrate your knowledge and understanding of the various literacy topics while constructing assignments and materials to use in your classroom. The text as well as your assignments reflect and should reflect at the least the PAR (preparation, assistance, and reflection) you will learn about. The assignments will also examine ways in which you the teacher can improve your ability to read, write and use spoken language across the curriculum as well as in your specific content areas.

RESPONDING TO E-MAIL AND ASSIGNMENTS:

It is my goal to respond to all email questions within 1-2 days and assignments will be returned within 3 school days.

FORMATING ASSIGNMENTS:

All assignments should be professionally done and are due on specific dates (see tentative schedule). The assignments must follow the format provided:

Spacing- All assignments must be word processed and double-spaced.

Margins- All assignments should be one-inch margins all around the text of your paper-left side, right side, and top and bottom.

Fonts- Times New Roman and 12-point font must be used for all assignments. All work must be submitted in black type.

Heading and Title- for assignments, please use the following format:

Heading format- **a)** 1st line- at top of the page, left-hand margin, word process your name on the first line (e.g. John Smith-); **b)** 2nd line- the name of the course and course number (Critical Literacy-EDUC 2223); **c)** 3rd line- the date (e.g. June 4, 2005), and **d)** 4th line –type of assignment (e.g. comparison and contrast...)- all on separate, single spaced lines. If the assignment is a **journal article, a reference to a journal article in its title, OR a book title**, please use the APA format for citing the following information for your journal articles: author(s)' name, copyright year of the article/book, name of the article/book, pages- if a direct quote, etc. (**see latest APA manual**).

General writing assignment- for assignments, center the title of your paper, double-space again and begin the body of your paper. The body of your paper should be double-spaced. Two points for each format item will be deducted from your assignment's total points when the format does not follow the provided instructions. For a **journal article**, then double space and begin writing reflective comments about the article you read. **Please do not rewrite the article.** Read the article and respond to the assignment topic, and chapter/article information read.

Length- Papers should be at least two to four pages in length.

Bibliography- Unless the assignment is totally your thinking, ALL papers should include a bibliography, on a separate sheet, following the *Concise Rules of APA Style, 2005*.

“Tools” bar, Microsoft Word- spelling and grammar check should be used in your word processing and writing of assignments.

LATE ASSIGNMENTS:

Five points will be deducted each day passed the due date for assignments that are late. The assignment schedule has been designed to give students ample time to complete all work for this class.

The instructor has the right to withdraw students from classes if they have missed a certain amount of days and/or times in submitting assignments or responding to e-mail messages. *Specifically, if the instructor for this course has not received and/or communicated with a student within four course assignments and/or course messages, recommendations to the administration, regardless to his/her circumstances, will be made that the student is officially dropped from the course.*

UNDERSTANDING THE TEXT:

At the beginning of each chapter in your text, the author has provided a **graphic organizer** including specific topics in the chapter, a preparation activity to help determine students’ background of the material that will be introduced, and specific objectives for the chapter. You should review this information at the beginning of each chapter. Also, the student should read **the brief summary** at the conclusion of the chapter before reading the chapter. At the beginning of each chapter, **a vocabulary list and objectives** are provided for your preview and review as you read the chapter. These study skill strategies will help the reader in the planning, organization, understanding and reflection of the chapter. This process is an effective strategy to enhance the student’s understanding and retention of the information presented in the chapters.

Course Outline

Jan. 11th:

Orientation

Welcome & Introductions

Introduction to Course

* What is Critical Literacy?

Review Syllabus

Review Preface at Beginning of Textbook, Reading to Learn in the Content Areas

Special Features of this Textbook and Organization of This Book

Review Preface of Stephanie Harvey’s and Ann Goudvis’ book, Strategies that Work: Teaching Comprehension to Enhance Understanding.

Expectations of Students

Expectations of Instructor

“Response Log” (spiral notebook for notes, peer presentations and your reflections)

UAM Dispositions

Field Experiences

Mr. Devore’s Do-Over

Writing Sample

Verify student information on BOLL.

**Jan. 16th &
Jan. 18:**

Due for 16th: Review the following articles and/or websites for your information. The sites will give you some dated information on things happening in Arkansas and the nation pertaining to reading and literacy.

TeachNet

<http://teachnet.com>

Children’s Literature with Social Studies Themes

<http://www.udel.edu/dssep/literature.htm>

Center for Civic Education

<http://www.civiced.org>

EPALS Classroom Exchange

<http://www.epals.com>

A great place to find electronic pen pals

<http://www.ed.gov/programs/coe/2003/charts/chart36/asp> (National Center for Educational Statistics site for statistics on literacy in US).

<http://www.katv.com/news/stories/o7o3/97008.html>

<http://www.nes.org/esea/eseaayp.html>

Arkansas Department of Education

Arkansas Department of Education Curriculum Frameworks

- Language Arts
- Science
- Mathematics

Madeline Hunter’s Total Teaching Act

Mastery Learning

Other Websites to share with class.

Article-

“The first days of school in the classrooms of two more effective and four less effective primary-grades teachers” by Catherine M. Bohn, Alysia D. Roehrig, Michael Pressley from *The Elementary School Journal*, March 2004, v104 i4 p269.

What is it that effective primary-grades teachers do to produce student engagement?

How can you apply the findings of this study to your own classroom?

What principles in Chapter 1 does this article support?

Article-

“The Peter effect; reading habits and attitudes of preservice teachers: many preservice teachers are not avid readers themselves, and this lack of engagement may be passed onto their students by Anthony J. Applegate & Mark D. Applegate from *the Reading Teacher*, March 2004 v57 i6

What factors seem to create motivated readers?

How can you apply the findings of this study to your own classroom?

What principles in Chapter 1 does this article support?

http://www.wadsworth.com/cgiwadsworth/course_products_wp.pl?foid=M20b&product_isbn_issn+0534553095&discipline_number=3

Submit to instructor statement of reading syllabus.

Chapter 1: “Content Teachers and Content Literacy” Discussion

**Jan. 23rd &
Jan. 25th**

Chapter 1: Student presentations on the “End of Chapter Activities”. All other students will use response logs for notes and reflection. Review information from web-sites.

Discussion of Standards for Teacher Candidates:

- NAEYC (National Association for the Education of Young Children)
- Middle School Standards
- INTASC Standards
- Arkansas Standards
- PATHWISE

Discussion of Stephanie Harvey’s book, **Strategies That Work: Teaching Comprehension to Enhance Understanding:**

- Part I : The Foundation of Meaning
 - Chapter 1: Strategic Thinking
 - Chapter 2: Strategic Reading

“Step Up to Writing” Training (Teaching Procedure which will help in Expository Writing)

Jan. 30th & Chapter 1: Complete student oral presentations (Notes and reflections in **Feb.1st:**
Response Logs)

**Chapter 2: “Supporting Diverse Learners in Content Classrooms”-
Discussion**

Discussion of Stephanie Harvey’s book, Strategies That Work:...

* Chapter 3: Strategy Instruction and practice

Feb.1st Assignment due: *Paper Due: What is PAR? Explain its usage in critical literacy in the content areas. How does PAR compare to Madeline Hunter’s “Total Teaching Act” of the Program for Effective Teaching (PET)? (3-4 pages long with a Bibliography, APA style).*

Feb.6th & Chapter 2: Student Oral Presentations (Notes and reflections in response **Feb. 8th:**
logs)

Discussion of Stephanie Harvey’s book, Strategies That Work

* Chapter 4: Teaching with Short Text

Chapter 3: “A Guide to Evaluation and Assessment for Content Teachers”

“True Colors” Assessment

Discussion of Stephanie Harvey’s book, Strategies That Work...

Chapter 5: Book Selection

Chapter 3: Student Oral Presentations on “End of the Chapter” Activities

Feb. 8th, Paper Due:

Using the “Instructional Guidelines for working with Students from Low Socioeconomic Environments”, state what you are/will do to help the low socioeconomic students in your classroom. (See Ruby Payne’s work to see if you are on track.)(3-4 page paper, APA format)

Quiz: Chapters 1-3

Feb. 13th & Chapter 4: “Technology in Today’s Classrooms”, discussion
Feb. 15th:

(Handout- “A Comparison of Young Children’s Technology- enhanced and Traditional Responses to Texts: An Action Research Project” by Susan M. Tancock and Janis Segedy from Journal of Research in Childhood Education , Fall 2004, v19, i1, p58 (8).

Due: Field Experience-Technology:

Busy Teachers' Website K-12: <http://www.ceismc.gatech.edu/BusyT/>

Ask ERIC: Social Studies Lesson Plans

<http://ericir.syr.edu>

The Ask Eric site has hundreds of lesson plans written by teachers from all over the United States. Go to "Subject", then "Social Studies", then to "Lesson Plans".

Keypal Service of the Educational Technology Support Center,
Educational Service District 1051 in Yakima, Washington

<http://etsc105.wednet.edu>

Teachers can connect with other teachers planning similar units and lessons.

TechNet

<http://www.teacfhnet.com>

Very good source for lesson plans.

Preparing Tomorrow's Teachers to Use Technology: California State University, Hayward

<http://pt3.csuhayward.edu>

This is the Web site for a federally-funded grant project. It has many sample lessons and videos of exemplary teachers.

Civics in Act5ion

<http://www.civicsinaction.org>

This organization's site provides teachers with weekly lessons on current events.

Taskstream

Class Discussion: Locate a lesson plan you like and explain why.

Feb. 15th, Assignment due:

Assessment is a key element in accountability (No Child Left Behind Act, 2000). Compare, contrast, use analysis and then evaluate the following forms of assessment in your "Reflection" stage (R) with students across the curriculum:

- *Formative Assessment*
- *Summative Assessment*
- *Teacher-made tests*
- *Authentic assessment*
- *Student self-evaluation*
- *Portfolios*
- *Standardized, norm-referenced tests*

- *Criterion-referenced tests*
- *Anecdotal records with standards based instruction*

**Feb. 20th &
Feb. 22nd:**

Chapter 4: Student Oral Presentations
with response logs

Chapter 5: “Moving Beyond the Traditional Textbook”, discussion

Discussion of Stephanie Harvey’s book, Strategies that Work...

Part II: Strategy Lessons and More

Chapter 6- Making Connections: A Bridge from the New to the
Known, (Appendix F, Response Option for each Strategy)

ONLINE tests hand-out sheet given to students

Three ONLINE Personality and Brain Intelligences Tests to take (see
handout)(Discussion)

- Learning Styles
- Global/ Analytical
- * Seven Intelligences

**Feb.27th &
Mar. 1st:**

Oral Discussions over the ONLINE tests:

Chapter 5: Student Oral Presentations
with response logs

Chapter 6: ‘Preparing Learners’

March 1st Paper due: *Read “A Comparison of Young Children’s Technology-Enhanced and Traditional Responses to Texts: An Action Research Project” by Susan M. Tancock & Janis Segedy from the Journal of research in Childhood Education, Fall 2004 v19 il p58 (8). Describe the stud. What is significant about this study? How can you apply the findings of this study to your own classroom? (3-4 pages, APA style, Bibliography)*

Discussion on Stephanie Harvey’s book...

Chapter 7: Questioning: the Strategy That Propels Readers Forward

**Mar. 6th &
Mar. 8th:**

March 8th Paper due: *Follow the guidelines listed for the two types CLOZE chart. Develop a CLOZE Chart as you would as a teacher with P, A, R, addressed. (to be placed in your portfolio)*

Discussion of Ruby Payne’s A Framework for Understanding Poverty

Chapter 6: Student Oral Presentations on “End of the Chapter Activities”

**Chapter 7: “Assisting Comprehension and Reflection on Learning”,
discussion**

Quiz: Chapters 4-6

**Mar. 13th &
Mar. 15th:**

Discussion of Stephanie Harvey’s book...
Chapter 8: Visualizing and Inferring Strategies That Enhance
Understanding.

March 15th, Paper due: *What is critical literacy, and how can it and the
strategy described by Stephanie Harvey and/or others be used in your
classroom?*

Chapter 7: Student Oral Presentations

Chapter 8: “Study Skills”, discussion

Discussion of Stephanie Harvey’s book...
Chapter 9: Determining Importance in Text: The Non-fiction Connection

**Mar. 20th &
Mar. 22nd:**

Chapter 9: “Teaching Vocabulary”, discussion

Discussion of Stephanie Harvey’s book...
Chapter 10: Synthesizing Information: The Evolution of Thought

March 22nd, Paper due:
*Describe how and what study skills and teaching of vocabulary you will
use in your classroom. What part(s) of PAR will be used for them?*

*Review abbreviated lesson plan format on handout.
Review comprehensive lesson plan format on handout.*

**Mar. 27th &
March 29th:**

Chapter 10: “Writing to Learn in the Content Areas”, discussion

Quiz: Chapters 7-9

Discussion of Stephanie Harvey’s book...
Chapter 11: Strategy Instruction in Context: three Classroom Portraits

**Mar. 29th due: ABBREVIATED Lesson Plan (for portfolio assessment &
NAEYC assessment for NCATE)**

**Apr. 3rd &
Apr. 5th:**

Chapter 10: Student Oral presentations
Field Experience: Technology: Research the Arkansas Department of Education's website.

Arkansas Writing Rubrics for 4th graders (5 areas). How and why would you use these rubrics for preparation for the Benchmark Exam? Visit with a teacher about the Writing Process and when would you introduce these writing rubrics /or modified for lower grade students

April 5th: Paper Due: *As a classroom teacher, when will you approach writing instruction as a process? How will you approach students to want to learn to write? (3-4 page paper, APA Style, Bibliography)*

Discussion of Stephanie Harvey's book...

Chapter 12: Assessing Comprehension: How Do We Know?

**Apr. 10th &
Apr. 12th:**

Chapter 11: Student Oral Presentations

Chapter 12: Engaging Students through Teaching in the Affective Domain

Discussion of Stephanie Harvey's book...

Appendix A-

**Apr. 17th &
Apr. 19th:**

Chapter 12: Student Oral Presentations on "End of the Chapter Activities"

Reading to Learn...

Discussion on **Appendix A & Appendix B: discussion, demonstration**

Administer and explain and show the process of one of the assessment tools (Appendix A). Why did you choose this tool and what did you learn from your students' assessment?

Also, follow one of the readability procedures or formulas you used in your textbook. Show your work. What did you find? (Appendix B). (placed in portfolio)

Quiz: Chapters 10-12

**Apr. 24th &
Apr. 26th:**

"Put Reading First: The Research Building Blocks for Teaching Children to Read, kindergarten through third grade" by the National Reading Panel discussion

* 5 Areas of Reading Instruction

April 26th, due: Comprehensive Pathwise Lesson Plan

May 1st: Last day of classes- **Field Experiences and Reflection due**

May 3rd: **Final Exam**

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Thompson, Susan Conklin. (2005). Children as illustrators: Making meaning through art and language. D.C: NAEYC.

Appendix A: Writing Rubric

Name:

Date:

Domains	Consistent Control 4	Reasonable Control 3	Inconsistent Control 2	Little or No Control 1
<p>Content:</p> <ul style="list-style-type: none"> • Central Idea • Elaboration • Unity • Organization 	<ul style="list-style-type: none"> *Clear central idea *Tightly focused *Strong sense of control *Supports central idea *Evenly developed * Supporting ideas developed with detail rather than broad generalizations *Progression of ideas * Consistent point of view *Introduction & Closure *Appropriate for the purpose * Planned strategy * No confusion 	<ul style="list-style-type: none"> * Clear central idea * Focused * Not as evenly elaborate (some ideas elaborated and some not) * Ideas progress, though not as smoothly * May have digressions (but not major or disruptive) * Point of view may shift but is not distracting *Sense of introduction & closure * Sense of planning * May be repetitive * May not be skillful, but not confusing 	<ul style="list-style-type: none"> * Central idea may not be clear * May not be focused * May have more than one central idea * If present, usually sketchy * May be listy * Ideas not elaborated, just stated * Weak progression of ideas *Distracting shift in point of view * Abrupt beginnings/endings *List in no particular order * Associative organization *“What else can I say about this?” * Repetitive * If narrative, gaps in time sequence 	<ul style="list-style-type: none"> * Unclear * Can ascertain central idea, but little else * Very little or no elaboration * Digressions; glaring retreats * Focus shifts * Lacks unity * Random organization * “All I know about...” * Automatic writing

<p>Sentence Formation</p> <ul style="list-style-type: none"> • Completeness • Non-enjambment • Expansion through standard coordination and modifiers • Embedding through standard subordination and modifiers 	<p>* Control of a variety of sentence structures * Ideas are combined and embedded with skill * Does not have to be perfect</p>	<p>* Sentences not as skillfully executed as in a “4” * May have some weakness (i.e. , run-ons, fragments), but a majority of well-constructed sentences * May have no sentence errors, but does not display skill in combining or subordinating</p>	<p>* May have too many run-ons, comma splices, and/or fragments in relation to error-free sentences to be considered reasonable. * A pattern of missing words indicates a weakness</p>	<p>* Often there is one long sentence with no punctuation or capitalization</p>
<p>Usage</p> <ul style="list-style-type: none"> • Standard Inflections • Agreement • Word Meaning • Conventions 	<p>* All the features are handled well * Does not have to be perfect</p>	<p>* There are enough errors in one or more features to conclude the control is reasonable, not consistent</p>	<p>* Significant weakness is shown in several features * Reading is interrupted due to error</p>	<p>* Preponderance of errors * Reading and understanding are impeded.</p>
<p>Mechanics: Capitalization Punctuation Formatting, spelling</p>	<p>* All the features are handled well * Does not have to be perfect</p>	<p>* Some errors in one or more features may be present, and the control is considered reasonable</p>	<p>* Many errors across all features</p>	<p>* large number of errors across all features.</p>

name: _____

date: _____

Appendix B:
Developing Critical Literacy Skills
Classroom ORAL & VISUAL Presentation Rubrics

	1	2	3	4
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student sequence is erratic.	Teacher candidate presents information in logical sequence which audience can follow.	Teacher candidate presents information in logical, interesting sequence which audience can follow.
Thinking (in depth, divergent)	Takes an unreflective and routine approach to the subject. Little evidence of gaining new understandings.	Takes a somewhat successful but ordinary approach to the subject. Remains at knowledge level thinking.	Takes a successful but ordinary approach to the subject. Remains at knowledge level thinking.	Unique, insightful, or fresh approach. Analyzes synthesis, evaluates and applies new knowledge.
Idea & Content (clearly developed)	Central idea is undeveloped. Strays from topic. Hard to follow. Lacks details and examples.	Central idea with support is somewhat obvious. Stays on topic. Predictable.	Central idea with support is obvious. Stays on topic.	Central idea is focused, clear, and specific. Fresh and original insights. Details keep viewers' attention
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.
Elocution	Student mumbles incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.

Appendix C- Developing Critical Literacy Skills: Oral & Visual presentations

Textbook Chapter	Candidate's Name	Activities
Chapter 1: Content Teachers & Literacy		* Question 1. Assisting Comprehension, End of the Chapter Activities * Question 2: “ * Ten Principles of Content Reading Instruction * PAR Lesson Framework
Chapter 2: Supporting Diverse Learners in the content Classrooms		* Conceptual Model of Factors Influencing Resilient Students at Risk * Instructional Guidelines for Working with ELL students. * Fix-Up Strategy: Reciprocal Teaching * Motivation & Self-Esteem in Diverse Learners * ReQuest * Mystery Clue Game * Analogies Strategies * Language Experience Approach * Auditory & Visual Discrimination * Concept-Formation Study Guide * Embedded Questions * Beginner-Oriented Texts * Collaborative Strategic Reading (CSR) * Guidelines Working w/ Students of Low-Self-esteem * English as Second Lang: Monitor Model-
		5 Hypothesis * Special Education: Categories, Issues , Teaching in Content Classrooms
Chapter 3: A Guide to Evaluation and Assessment for content Teachers		* Graphic Organizers * Factstorming * SCORER & Becoming Test Wise * Authentic Assessment- Technological Checklist <ul style="list-style-type: none"> • Question 1; Assisting Compr., End of the Chapter Activities • Question 2: Assisting Compr., End of the chapter Activities

Chapter 4: Technology in Today's Content Classrooms		<ul style="list-style-type: none"> * Question 2. Assisting Compreh., End of the Chapter Activities * Reflecting on the Reading (IRA states...)
Chapter 5: Moving Beyond the Textbook		<ul style="list-style-type: none"> * Map (mapping example for literacy) * Characteristics of Eff. Lit.-Based Classrooms * Maze * Recognition Pretests * Self- Inventories * Factstorming * Pre Strategy * KWL Activity * What I Know Activity * Textbook Inventories (ex. Textbook Treasure Hunt) * Question 1: End of the Chapter Activities, Assisting Comprehension * "Reflecting on Reading"
Chapter 6: Preparing Learners		<ul style="list-style-type: none"> * Written Preview * Anticipation Guides (Reaction Guides) * Analogies * Graphic Organizers * Direct References & Discussion * End of Chapter Activities, Assisting Comprehension * Reflecting on Your Reading
Chapter 7: Assisting Comprehension & Reflecting on Learning		<ul style="list-style-type: none"> * Directed reading –Thinking Activity (DR-TA) * Higher Level Questioning Bookmark * Organization of Language * Jot Chart * Venn Diagram * Questioning Strategies: <ul style="list-style-type: none"> * Question-Answer Relationship * Guide-o-ramas and Marginal Glosses * Problem Solving & Decision Making * Analyzing Authors' Techniques * Detecting Propaganda * Fact from Opinion * Brainstorming * Trip Cards * Multitext Activities * Literacy Gift Exchanges * Postgraphic Organizers * Text Lookbacks

		<ul style="list-style-type: none"> * End of the Chapter Activities, Assisting Compreh., , <ul style="list-style-type: none"> • Question 1, 2 & 3 • Reflecting on Your Reading
Chapter 8: Study Skills		<ul style="list-style-type: none"> * Study Skills Model * Listening * Previewing * Acronyms * Acrostics * Associations * Method of Loci * Chunking * GO MAD * Note taking & REST system * Two-Column Note Taking * SQ3R * PQR2ST+ * SQRC
Chapter 9: Teaching Vocabulary		<ul style="list-style-type: none"> * Word Inventories * Graphic Organizers * Modified Cloze Procedures * Possible Sentences * Vocabulary Connections * Context Clue Discovery * DISSECT * Word Attack Paradigms * vocabulary Lists *Organizational (Jot) Charts * Interactive Cloze Procedure * Word Puzzles * Postgraphic Oranizers * Categorization * DR-TA Voc. Search * TOAST *Vocabulary Self-collection Strategy (VSS) * Key word Strategy * Word Analogies *Magic Squares * Voc. Illustrations * Voc. Bingo * Word Bubbles * Odd Word Out * Word Inquiry * End of chapter Activities, Assisting Comprehension
Chapter 10: Writing to Learn in the Content Areas		<ul style="list-style-type: none"> • Cubing • Brain Writing

		<ul style="list-style-type: none"> • Three Warm-up Activities • Learning Logs • Written Conversation • Annotations (REAP) • Biopoems • Cinquains • See What I Found • First Person Summary • Triangle Truths & Smart Remarks • Guided Writing Procedure • Book Diary • Content-Focused Drama • Collaborative Writing • C3B4ME • GIST • Short Statements
Chapter 11: Cooperative Learning and Reading		<ul style="list-style-type: none"> • Extended Anticipation Guides • ABOUT?POINT • Paired Reading • Self-Generated Questions • Group Summarization • Jigsaw • Think-Aloud • Cooperative Reading Activity • Cooperative Integrated Reading & Composition (CIRC) • Interactive Guide • Cooperative Graphing
Chapter 12: Engaging Students through Teaching in the Affective Domain		<ul style="list-style-type: none"> • Purkey's Four Levels of Invitation • Affect & Brain-Based Teaching

Appendix D: Assessment Lesson Plan Rubric:		
0 point	1 point	2 points
Candidate does not know, understands, or uses positive relationships and supportive interactions as the foundation for his/her work with young children.	Candidate partly knows, understands, and uses positive relationships and supportive interactions as the foundation for his/her work with young children.	Candidate completely knows, understands, and uses positive relationships and supportive interactions as the foundation for their work with young children.
Candidate do not knows, understands, and uses a wide array of effective approaches, strategies, and tools to positively influence young children's development and learning.	Candidate somewhat know, understands, and uses a wide array of effective approaches, strategies, and tools to positively influence young children's development and learning.	Candidate totally knows, understands, and uses a wide array of effective approaches, strategies, and tools to positively influence young children's development and learning.
Candidate does not know, or understands the importance of each content area in young children's learning. He/she does not know the essential concept areas, including academic subjects, and can not identify resources to deepen his/her understanding.	Candidate partly knows, understands the importance of each content area in young children's learning. He/she partly knows the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen his/her understanding.	Candidate completely knows, understands the importance of each content area in young children's learning. He/she knows the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen his/her understanding.
Candidate does not use his/her own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.	Candidate somewhat use his/her own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive development and learning outcomes for all young children.	Candidate greatly uses his/her own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive development and learning outcomes for all young children.

UNIVERSITY OF ARKANSAS at MONTICELLO

SCHOOL OF EDUCATION COURSE SYLLABUS

Course Title: EDUC 2233 Educational Technology

Credit Hours: 3

Instructor: Donna R. Hunnicutt
Willard Hall 107
870-460-1862
Hunnicutt@uamont.edu

Office Hours:

PREREQUISITE

EDUC 1143 Education Schools and Society

REQUIRED TEXTS

TaskStream e-folio software license. Obtain by online individual purchase directly from: <http://www.taskstream.com> or from UAM Bookstore. In addition, access to a printer, Personal Computer (for downloading of sample web educational software programs), Microsoft *Word* and *PowerPoint*. (Note: An additional *TaskStream* license for this course is not needed if you already have an active *TaskStream* account.)

COURSE DESCRIPTION

This three-hour undergraduate course is intended to provide an opportunity for P-12 Teacher Education candidates to explore the teaching and learning potential of current and emerging educational technology. Also, since this course is presented partially via WebCT it affords an opportunity for prospective P-12 teachers to become familiar with the educational, communications, and collaborative advantages of incorporating online materials into their own teaching curricula.

MISSION STATEMENT

The University of Arkansas at Monticello School of Education is committed to the development of highly qualified teacher candidates. The School of Education embraces the responsibility to prepare teacher candidates to live and work in a rapidly changing, diverse world. Teacher education candidates are challenged to achieve the highest level of competencies defined in the UAM School of Education's Conceptual Framework and as modeled by the UAM School of Education Faculty. The Conceptual Framework is comprised of five strands: knowledge,

pedagogy, professionalism, diversity, and technology. The teacher candidates' understanding of the Conceptual Framework is progressively developed as they advance through the teacher education programs. The UAM School of Education is dedicated to developing highly qualified teachers as identified by the State of Arkansas and by the "No Child Left Behind" Act of 2001 through a partnership with the Southeast Educational Cooperative, area public schools, the university community, and Arkansas' high-need geographical areas.

CONCEPTUAL FRAMEWORK

The Conceptual Framework of the School of Education is organized around five strands that promote: the acquisition of a knowledge base; development of pedagogical skills; promotion of diversity and social justice; the demonstration of professionalism, and technology skills. The core belief through all strands is that the diverse population of P-12 students can learn and succeed. This philosophy is shared by faculty and teacher candidates alike and is infused throughout the curriculum and practice of faculty and teacher candidates. The essential behaviors identified through indicators of competence within each strand define the performance of initial candidates in the teacher education program. These indicators represent the knowledge, skills, and dispositions for all initial and advanced candidates and serve as a foundation to scaffold specific experiences, assessments, and learning opportunities.

GOALS AND OBJECTIVES AND CORRELATED STANDARDS:

Course objectives are based on the ISTE (International Society for Technology in Education) standards for Recommended Foundations in Technology for All Teachers. Also visit ISTE's Web site for more information: <http://cnets.iste.org/perfprofiles.html>. Upon completion of this course, you will meet the following ISTE standards:

1. Compare and contrast the social, resource-informational, and instructional components of integrated classrooms across a variety of settings (C.2)
2. Explore, evaluate, and use computer/technology resources including applications, tools, educational Web sites and software, and associated documentation (C.1)
3. Demonstrate knowledge of uses of computers and technology in schools and society (A.5)
4. Design evaluation strategies and methods to assess the effectiveness of instructional units that integrate technology. (B.6; C.3)
5. Practice responsible, ethical, and legal use of technology, information, and software resources (C.5)

METHODS OF INSTRUCTION

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

COURSE REQUIREMENTS:

1. Signature Assessment: Issues of Technology in the Classroom

Candidates will research and develop a multimedia presentation on the following topics related to technology: a) accessibility, b) privacy, c) legal, d) ethical, e) diversity issues.

2. Graphic organizer

Candidates will develop a graphic organizer using instructional technology to depict an article that the candidate has researched discussing adaptive technology for special needs students.

3. Self Study/Flash Card Project

Candidates will develop a flash card activity using PowerPoint that will address a student learning need/skill. The activity will be design for use at home and to involve family in the student learning. Candidates should consider family diversity, needs, and availability of technology in the preparation of this activity

4. Taskstream Portfolio

Candidates will begin to create the electronic portfolio that will be developed throughout their program of study and will be used as an assessment of their knowledge, skills, and dispositions to be a teacher. The portfolio will be reviewed/assessed at multiple transition points in the program by the partnership coordinator and the teacher education committee.

5. Webpage Development

Candidates will develop a web page that could be used in a public school classroom.

6. Select Projects

Instructor selected projects from the text.

FIELD EXPERIENCE (Required for Course Completion):

While learning a new skill, it is important to observe others performing the skill. For example, watching "experts" perform -- as in watching master teachers. As part of this course, candidates will observe teachers using educational technology. Observations will take place in actual

classrooms. Candidates will be asked to reflect on and document observations using given criteria.

GRADE ASSIGNMENT:

Grading Scale:

A= 90—100

B= 80—89

C= 70—79

D= 60--69

F= 59 and below

ATTENDANCE POLICY:

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

STUDENTS WITH DISABILITIES:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926

STUDENT CONDUCT STATEMENT:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. They must not conduct themselves in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

USE OF TECHNOLOGY:

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

DIVERSITY:

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

ACADEMIC DISHONESTY:

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper.
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor.
 - c. Collaboration with another student during the examination.
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material.
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion: Collusion is defined as obtaining from another party, with out specific approval in advance by the instructor; assistance in the production of work offered for credit, to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name in on the work submitted.
3. Duplicity: To offer for credit identical or substantially unchanged work in two or more courses, with out specific advanced approval of the instructors involved.
4. Plagiarism: To adopt and reproduce as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student or students involved will be that the instructor will assign a grade of F for the examination or assignment involved.

COURSE OUTLINE/CALENDAR:

July 5 Introduction/Self evaluation

July 6 Introduction to Taskstream

- July 9 Taskstream portfolio development, scanning documents, uploading documents, etc. for Taskstream//Introduction to research project
- July 10-11 CLASS WILL WORK ON TASKSTREAM ONLINE TO DEVELOP PERSONALIZED PORTFOLIO
- July 12 Presentations of beginning portfolio
- July 13 CLASS WILL BEGIN RESEARCH OUTSIDE OF CLASS
- July 16 Introduction to graphic organizers/ Interwrite Board
- July 17 Graphic Organizer development/Introduction to selected project
- July 18-19 CLASS WILL WORK OUT OF THE CLASSROOM TO DEVELOP THE GRAPHIC ORGANIZER AND COMPLETE SELECTED PROJECT
- July 20 GRAPHIC ORGANIZER AND SELECTED PROJECT DUE BY 11:55pm on WEBCT
- July 23 Introduction to creating a self study/flash card project and selected project
- July 24 CLASS WILL WORK OUT OF THE CLASSROOM TO DEVELOP THE SELF STUDY/ FLASH CARD PROJECT AND COMPLETE SELECTED PROJECT
- July 25 SELF STUDY/FLASH CARD AND SELECTED PROJECT DUE BY 11:55pm on WEBCT
- July 26-27 Introduction to Web Development/United Streaming
- July 30 CLASS WILL WORK OUT OF THE CLASSROOM TO DEVELOP THE WEB PAGE PROJECT AND COMPLETE SELECTED PROJECT
- July 31 WEB PAGE PROJECT AND SELECTED PROJECT DUE BY 11:55pm on WEBCT
- Aug 1-3 Multimedia Presentations of research projects

UNIVERSITY OF ARKANSAS-MONTICELLO
SCHOOL OF EDUCATION
PE 2213
COURSE SYLLABUS
Revised Summer II 2007

Course Title: Gymnastics and Rhythmic Activities

Credit Hours: 3

Instructor: Dr. Kathy King

Office: 223 Willard Hall

Phone: 870-460-1596

E-mail: king@uamont.edu

Office Hours: 9:00-10:00 daily, 12:00-1:00 daily

MISSION STATEMENT

The University of Arkansas at Monticello School of Education is committed to the development of high quality teacher leaders who are caring, competent professionals dedicated to meeting the needs of a changing, diverse society. The UAM School of Education faculty and teacher education students serve their communities through active participation in academic studies and field experiences that develop high-level competencies in content knowledge, pedagogy, professionalism and equity. 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.

PREREQUISITE: none

REQUIRED TEXT: none

COURSE DESCRIPTION:

This course will equally include a unit on rhythmic activities and a unit on gymnastics. The rhythmic activities portion of the class will be taught during the first half of the class and gymnastics during the second.

METHOD OF INSTRUCTION:

Lecture, demonstration

CONCEPTUAL FRAMEWORK: *The Conceptual Framework for the School of Education is organized around five strands that promote: the acquisition of a knowledge base; development of pedagogical skills; promotion of diversity and social justice; the demonstration of professionalism, and technology skills. The core belief through all strands is that the diverse population of P-12 students can learn. This philosophy is shared by faculty and teacher candidates alike and is infused throughout the curriculum and practice of faculty and teacher candidates. The essential behaviors identified through indicators of competence within each strand define the performance of initial candidates in the teacher education program. These indicators represent the*

knowledge, skills and dispositions for all initial and advanced candidates and serve as a foundation to scaffold specific experiences, assessments, and learning opportunities.

Rhythmic Activities

Purpose: The intent of this portion of the course is to develop the necessary musical competencies of analyzing dance movements and understanding the rhythmic elements of music in the potential physical education teacher. The course will equip the students with methods that will enable them to incorporate rhythmic activities into their programs in an interesting and educational way.

GOALS AND OBJECTIVES:

1. Defining and giving examples of the following terms: underlying beat, measure and meter, rhythmic pattern, accent, tempo, intensity and phrase.(Strand1: Knowledge)
2. Demonstrating locomotor and nonlocomotor movements to music. (Strand 1: Knowledge)
3. Understanding the scope of the rhythms and dance program and the activities for each content area. (Strand 1: Knowledge)
4. Teaching folk dance. (Strand 2: Pedagogy)
5. Identifying and describing the dance steps used in folk dance. (Strand 1: Knowledge)
6. Using movement exploration method in teaching basic rhythmic activities. (Strand 2: Pedagogy)
7. Teaching singing games(Strand 2: Pedagogy)
8. Familiar with of variety of methods and activity in teaching fundamental rhythmic movement and creative dance. (Strand 2: Pedagogy)

Educational Opportunities

The students of Rhythmic Activities for Children will be exposed to the following educational opportunities:

1. Lecture on the rhythmic elements of dance
2. Demonstration and participation of each of the fundamental movements to music
3. Learning centers with various resources available
4. Listening and responding rhythmically to tapes and records
5. Demonstration and participation in creative dance and folk dance
6. Opportunities in simulated teaching situations
7. Library research assignments

Gymnastics

Gymnastics Course Description: Progressive skills, techniques and methods of teaching gymnastics K-12.

Purpose: The purpose of the course is to teach a comprehensive program of activities that range from movement education and developmental gymnastics emphasis for the early grades through a progression of traditional gymnastic skills.

GOALS AND OBJECTIVES: Student will demonstrate instructional knowledge and skill in the following areas:

- Student will be able to design and administer a unit of instructional experiences based on developmentally appropriate activities for preschoolers.
 - Students will understand and be able to properly use the correct terminology.
 - Student will be able to discuss the importance of safety and spotting and will be able to properly spot all activities learned in class.
 - Students will explore proper conditioning and self testing exercises
 - Students will understand the proper methods for setting up and taking down equipment and will assume his/her fair share of these duties during class time.
 - Student will be able to state the mechanical principles involved in gymnastics and will be able to apply those to corrections while teaching.
 - Student will explore the types of equipment available for elementary and secondary gymnastics.
 - Students will understand the proper skill and developmental progression for activities K-12 with an emphasis on movement education and developmental gymnastics for the early grades.
 - Floor exercises, tumbling activities, parallel bars, vaulting horse, balance beam
1. Students will know safety procedures and spotting techniques.
 2. Students will plan and implement a special event of developmental gymnastics for early elementary or day care students.

COURSE OUTLINE

1. History and values of gymnastics
2. Calisthenics and stretching
3. Tumbling
4. Balancing
5. Free Exercise
6. Vaulting
7. Horizontal, uneven and parallel bars
8. Balance beam
9. Legal Liability
10. Mechanical principles
11. Proper conditioning
12. Movement education and developmentally appropriate activities for early years

Signature Assessment 7: Students will design and implement a program consisting of a series of 25 stations appropriate for pre-school children ages 3-5.

Quality of Assignment	
1.0	The event is well organized, all stations are age appropriate, all stations are designed for safety, all stations are implemented in a safe manner
2.0	The event is well somewhat organized, most stations are age appropriate, most stations are designed for safety, most

	stations are implemented in a safe manner
3.0	The event is unorganized, most stations are not age appropriate, some stations have issues with safety, some stations are implemented in an unsafe manner.

GRADE ASSIGNMENT: To successfully complete this course and meet the competencies listed above, the student must demonstrate the following after 15 hours of instruction:

1. Scores no lower than 60% on the written examinations given during the course
2. Successfully master 90% of the locomotor and nonlocomotor movements
folk dance, social, square and aerobic dance steps and any other rhythmic activity tested.

Evaluation

Written tests

- history
- mechanical principles
- legal liability
- children’s gymnastics terminology and execution

Skill tests

- floor exercise routine (men and women)
- parallel bar routine (men)
- uneven bar routine (women)
- side horse vaulting (men and women) 4 vaults
- balance beam (women)

Skill Test – Teach, spot and do (30pts.) at completion of unit

- Teach one skill
- Do one skill
- Spot one skill

Notebook for Dance and Gymnastics

A notebook of conditioning exercises, class notes, all handouts and outside work will be submitted the day of the written final. (20 pt.) No notebooks will be accepted after that date.

Class Attendance:

School of Education

Attendance is mandatory. Students are allowed three absences during the semester. After three absences the student’s grade will be dropped one letter grade per absence.

University policy

A student who does not attend at least 60% of classes will be required to repay any federal assistance he/she has received.

GRADE ASSIGNMENT:

Notebook	20 pts
Gymnastics Teach/Spot/Do	30 pts
Special Event with daycare children	25 pts
Floor Exercise men	15 pts
Horizontal bar routine men (if time allows)	15 pts
Parallel bar routine men (if time allows)	15pts
Uneven bar routine women (if time allows)	15 pts
Floor Exercise women	15 pts
Balance beam routine women	15 pts
Vaulting men and women 2 vaults	20 pts
History test	25 pts if time allows
Teaching and Conditioning test	30 pts
Mechanical Principles test	11 pts
Legal Liability test	12 pts if time allows
Rhythmic Activities test	22 pts
Rhythmic activities skill test	20 pts
Clean up Equipment Room	5 pts
Singing Game	20 pts

Grading Scale:

Final grades will be determined from a distribution of the total score achieved by each student during the semester. The scale is as follows:

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
0%-59%	F

Calendar

Order of topics to be covered:

Rhythmic Activities

Intro to terms and developmental levels

Fundamental rhythms

Creative rhythms

Singing movement songs

Folk Dances

Mixers

Aerobic dancing

Square dancing

Rope jumping to music

Musical games & rhythmic gymnastics

Skills tests and Written test on Rhythms

Gymnastics

Conditioning for gymnastics

History of gymnastics

History test

Conditioning continued and teaching assignments begin

Children's Gymnastics terminology, execution and fitness test review

Children Gymnastics test

Pre-School Gymboree

Mechanical Principles test material and test

Legal liability test material and test

Routine tests

Legal liability and mechanical principles test and finish routine tests

Routine tests

Final: Friday, August 3, 10:00-12:00

SPECIAL POLICIES AND INFORMATION:

Students are expected to assist in the setting up and taking down equipment. Students may not leave class until all equipment is properly stored.

Students in Gymnastics and Rhythmic Activities who cannot physically participate due to injury, must have a doctor's statement concerning the length of exemption and/or limits to participation. This student will be required to learn spotting technique and participation in this way if possible. If not, the student will be given other outside work to earn credit for the skill portion of the course.

STUDENTS WITH DISABILITIES:

It is the policy of the University of AR at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.

STUDENT CONDUCT STATEMENT: Students at the University of Arkansas-Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. They must not conduct themselves in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

USE OF TECHNOLOGY

Candidates will word-process all papers and out of class assignments. Candidates are responsible for obtaining an e-mail address at the Information Technology Center. Candidates will conduct internet research concerning model middle level programs. Candidates will make multi-media presentations.

DIVERSITY:

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

ACADEMIC DISHONESTY:

Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:

Copying from another student's paper.

Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor.

Collaboration with another student during the examination.

Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material.

Substituting for another person during an examination or allowing such substitutions for oneself.

Collusion: Collusion is defined as obtaining from another party, with out specific approval in advance by the instructor, assistance in the production of work offered for credit, to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name in on the work submitted.

Duplicity: To offer for credit identical or substantially unchanged work in two or more courses, with out specific advanced approval of the instructors involved.

Plagiarism: To adopt and reproduce as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student or students involved will be that the instructor will assign a grade of F for the examination or assignment involved.

