

University of Arkansas at Monticello

School of Education Faculty Handbook



University of Arkansas at Monticello
School of Education
PO Box 3608
Monticello, AR 71656
(870) 460-1063
www.uamont.edu/education

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Introduction

The School of Education of the University of Arkansas at Monticello is the official unit for professional education preparation. The policies of the School of Education are guided by UAM operating and governing procedures and are reflective of policies adopted by the University of Arkansas System Board of Trustees. All policies and procedures of the School of Education are consistent with system and campus policies and procedures and the constitution of the University of Arkansas at Monticello. The School of Education programs are accredited by the National Council for the Accreditation of Teacher Education, Specialty Program Associations and the Arkansas Department of Education.

The School of Education is charged with the preparation of professional educators for the public schools of southeast Arkansas, the state and the nation. The School of Education Conceptual Framework outlines the vision, mission, and goals of the unit and guides all unit and program decisions.

This Faculty Handbook serves as the source for current faculty to access information pertaining to appropriate procedures and activities. The Handbook also provides a resource for new faculty to become familiar with the various roles and responsibilities expected of faculty in the School of Education.

The Mission and Vision of the Institution

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

The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational/technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/ technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment that fosters individual achievement and personal development.

The University of Arkansas at Monticello seeks to fulfill its mission by:

- 1) Offering quality educational opportunities in the form of master's, baccalaureate, and associate degree preparation, as well as certification in a variety of vocational/ technical programs, or workforce training;
- 2) Offering a well-rounded program of general education designed to broaden and enrich students' awareness of the world around them;
- 3) Providing contemporary curricula which prepare students for careers in selected fields, for personal development, and for meeting societal needs;
- 4) Strengthening students' capabilities as thoughtful contributors to society by encouraging them to take personal responsibilities and seeking the benefits of life-long learning;
- 5) Providing support programs which increase the probability of success for those students needing additional academic preparation to meet college standards;
- 6) Assisting students in developing interpersonal skills needed by responsible and productive members of society;

- 7) Providing viable programs of public service, continuing education in selected areas, and cooperative programs with other educational institutions;
- 8) Promoting research programs which strengthen the institution and contribute new information to the existing body of knowledge and the extension of knowledge to serve the public;
- 9) Providing cultural and aesthetic experiences that will serve to enhance appreciation of the arts;
- 10) Maintaining regional and national recognition of the institution and its academic and technical programs by continuing to meet the standards of accrediting bodies, available but yet to be achieved; and
- 11) Preparing students to live and work in a technological and global society.

UAM School of Education Mission Statement

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

The Vision of the UAM School of Education

We envision the University of Arkansas at Monticello School of Education preparing highly qualified candidates who are caring and committed to addressing the challenges of educating all in a diverse population of P-12th grade students in an evolving technological world.

UAM School of Education Conceptual Framework

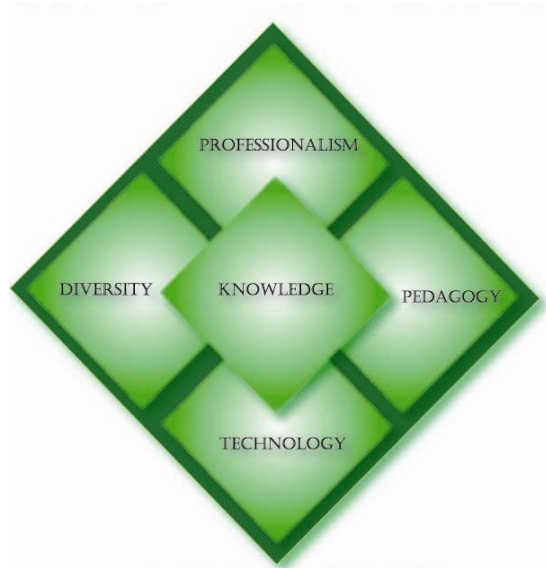
The Conceptual Framework of the School of Education is organized around five strands that promote the following: the acquisition of a knowledge base; development of pedagogical skills; promotion of diversity and social justice; the demonstration of professionalism, and technology skills. The core belief through all strands is that the diverse population of P-12 students can learn. This philosophy is shared by faculty and candidates alike and is infused throughout the curriculum and practice of faculty and candidates. The proficiencies identified either by indicators or standards within each strand define the performance of initial and advanced candidates in the undergraduate and graduate education programs. In the initial charts these indicators specify knowledge, skills, and dispositions for undergraduate candidates. However, in the advanced charts the indicators are represented by the standards and serve as a foundation to scaffold specific experiences, assessments, and learning opportunities.

Finally, numerous assessments are employed to gather data which is used to evaluate the utility of the conceptual framework and effective functioning of the unit. The aggregated data is used for continuous program improvement and to validate that programs goals are aligned with state and national standards as well as the SOE conceptual framework.

As a living document, the School of Education Conceptual Framework is continuously reviewed and revised by the Teacher Education Committee, the faculty and other stakeholders.

Philosophy of the Unit

We believe faculty and candidates value teaching and learning in a culturally diverse population where P-12 grade students can learn. We believe that our philosophy is supported by our core beliefs, which are based upon the five strands of the conceptual framework.



Knowledge:

We believe candidates will acquire content specific knowledge, as well as a knowledge base in general and professional education.

We believe candidates will attain knowledge of learners and how learning occurs.

We believe candidates will obtain knowledge of school-community relationships.

Pedagogy:

We believe candidates will create classrooms with active and engaged learning that promotes academic, social, and emotional learning for a diverse population.

Diversity:

We believe candidates will have a clear understanding of differences among groups of people and individuals based on ethnicity, race, socio-economic status, age, gender, exceptionalities, language, religion, sexual orientation, and geographic area.

Professionalism:

We believe candidates will develop the capacity to nourish relationships, build connections within the school-community, sustain professional learning, and exhibit ethical and moral behavior.

Technology:

We believe candidates will attain technological knowledge and use the information to enhance learning for all students.

Multi-Faceted Educators

Arkansas is home to the most precious of gems, the diamond, like the UAM Teacher Education Program is home to another kind of precious resource, its teacher candidates...our “Diamonds in the Rough”. They come to us in their natural states, inexperienced and less polished but with the promise to become brilliant and prized gems in their profession. Much as diamonds are diverse in characteristics, our candidates are also diverse in socioeconomic status, race, ethnicity, gender, age, and geographic origins. As is true with the diamond, our candidates, in their natural state, are not perfect or polished so that their brilliance is evident. We believe that they have talents, skills, and dreams and that it is our role to shape and polish each one to produce clarity so they can become a reflection of the light of learning. How well the diamond is shaped determines its brilliance; therefore, the School of Education and its partners must be mindful of their task. They must be brilliant jewelers and mold our candidates into gemstones that reflect the knowledge, skills, and professionalism required to make a difference in the lives of their students.

“We are all born diamonds in the rough. We are shaped and polished by our experiences. Love, patience, encouragement and praise smooth our edges like a fine cloth. What we become is a combination of everything we learn, feel, and know. People who are encouraged offer the world the same. Those who are praised are rarely critical of others. The jeweler must keep a steady hand so the ‘Diamond in the Rough’ becomes the five carat perfect stone.”

*Excerpts from “Diamonds in the Rough”
Bobbi Duffy*

(1.0) Administration

1.1 Dean of the School of Education

The Dean of the School of Education is appointed by and serves at the pleasure of the Chancellor, the Provost/Vice Chancellor for Academic Affairs. The Dean is the permanent chair of the UAM Assembly Teacher Education Committee and is responsible for committee activities and executing the policies of the Assembly in regard to the committee.

Essential Duties and Responsibilities include but are not limited to the following.

- Recruitment of a diverse faculty through recommendations of a faculty search committee
- Budgetary officer for the unit
- Acquisition and distribution of equipment, supplies, and materials to support effective teaching
- Collaboration with faculty and program coordinators to schedule classes
- Evaluation of faculty and staff
- Create positive and reciprocal partnerships with public school administrators and teachers, the Southeast Arkansas Educational Cooperative, the community, SOE alumni and other UAM academic units
- Create positive and reciprocal partnerships with the Arkansas Department of Education and the Arkansas Department of Higher Education, other universities, and state agencies
- Represent the UAM School of Education in national and state initiatives
- Chief Institutional Representation to the American Association of Colleges for Teacher Education
- Unit accreditation by the National Council for Accreditation of Teacher Education
- Preparation of university, state and national reports
- Collaboration with faculty and other stakeholders to develop and implement the unit strategic plan
- Acquisition of grants and other external funding
- Recommendations of tenure, promotion, and salary increases for faculty
- Monitor the School of Education Math/Science Center activities
- Other duties as assigned by the Provost and Vice Chancellor for Academic Affairs

1.2 Coordinator for Recruitment/Retention and Teacher Education

Essential Duties and Responsibilities include the following. Other duties may be assigned.

- Submission of Specialty Program Association proposals and reports by deadlines
- Student recruitment and retention plans and activities
- Faculty recruitment and retention plans and activities
- Ensure UAM's representation at state and local teacher recruitment fairs
- Development of annual course schedules for dean's approval
- Ensure current and research-based library acquisitions
- Co-Chair UAM Assembly Teacher Education Committee
- Co-Chair faculty search committee
- Chair of unit curriculum and assessment committee
- Ensure alignment of SOE curriculum in each major area
- Coordinator of Parent/Family Appreciation Day SOE Scholarship Committee
- Additional duties as assigned by the dean

1.3 Coordinator for Graduate Programs

Essential Duties and Responsibilities include the following. Other duties may be assigned.

- Review candidate applications for Master of Education and Master of Arts in Teaching programs
- Review applications for the Master of Education in Educational Leadership and forward to the Educational Leadership Coordinator
- Send letters of program acceptance to Master of Education and Master of Arts in Teaching candidates
- Maintain records and student files for all graduate programs
- Prepare graduate program review proposals, in collaboration with program coordinators, for state, NCATE and SPA approval
- Prepare new program proposals for the Arkansas Department of Education and the Arkansas Department of Higher Education
- Prepare proposals for the University of Arkansas at Monticello Graduate Council
- Represent the School of Education as a non voting member of the Graduate Council
- Respond to graduate candidate complaints/concerns
- Review all graduate transcripts for GPA requirements and transfer of courses
- Send letters of acceptance to graduate candidates

1.4 Specific Responsibilities for MAT Program

- Receive letters of hire to place with the licensure paper work for MAT program candidates
- Complete provisional licensure paperwork for all candidates and give to the Licensure Officer for signatures
- Complete initial licensure paperwork for all candidates and give to the Licensure Officer for signatures
- Collaborate with principals for candidates job placement
- Coordinate the summer two week training module for
 - Housing
 - Food services
 - Presenters
 - Parking passes
 - Facilities
- Coordinate six Saturday sessions
 - Facilities
 - Presenters
- Mentor candidates via WebCT
- Recruit for the program
 - Attend job fairs
 - Answer questions
 - Send applications
- Maintain records of all Master of Arts in Teaching candidates
- Respond to MAT candidate complaints/concerns
- Prepare MAT state, NCATE, and other required program reports

1.5 Unit Assessment Coordinator for NCATE

Essential Duties and Responsibilities include the following. Other duties may be assigned.

- Develop and maintain the School of Education Assessment System
- Develop timelines for data collection
- Collect data from the Faculty
- Enter data into the database
 - For each candidate
 - For each assessment
 - For each survey
- Develop and send surveys to Candidates
- Develop and send surveys to Employers
- Develop and send surveys to Graduates
- Aggregate and disaggregate data
- Analyze data on the candidates, the programs, and the unit
- Develop Annual Assessment report for stakeholders and NCATE review
- Develop the Assessment Plan with the stakeholders
- Collaborate with the Teacher Education Coordinator to prepare annual campus assessment report

1.6 Partnership Coordinator/Field Experience Coordinator

All placements of teacher candidates in public schools for field experiences and the clinical internship in diverse settings will be coordinated by the Partnership/Field Experience Coordinator. All contacts with the schools regarding placements will be done through this office. **Faculty should not make arrangements with the schools on an individual basis.** The partnership/field experience coordinator is responsible for all contacts with public schools for the placement of teacher candidates in field experiences and the clinical internship. The coordinator meets with classes on request to discuss field based placements and to determine specific needs of teacher candidates. The coordinator collaborates with the dean to assign faculty supervisors for the clinical internship and monitors the progress of clinical interns in their placements.

The partnership/field experience coordinator is also responsible for the development of articulation agreements with community colleges and the coordination of the 2+2 partnership program.

Essential Duties and Responsibilities include the following. Other duties may be assigned.

- Advertise and accept applications for the clinical internship during the semester prior to internship
- Screen all teacher candidate records to assure eligibility for admission to teacher education
- Screen all teacher candidate records to assure eligibility for admission to the clinical internship
- Coordinate and facilitate interviews for admission to teacher education
- Coordinate and facilitate interviews for admission to clinical internship
- Develop and revise teacher candidate handbook and clinical internship handbook
- Coordinate placement of field experience and clinical intern candidates with the public schools
- Provides public school administrators with clinical intern information including grade level assignments, and the clinical internship calendar
- Notify clinical interns of placements at least one month prior to beginning the internship semester
- Maintain communication among building administrators, cooperating teachers, university supervisors regarding clinical interns
- Notify university supervisors of supervision assignments
- Notify Unit Heads of placements for clinical interns
- Ensure that clinical interns are appropriately supervised and evaluated on a regular basis
- Meet with cooperating teachers and building administrators on a semester basis to discuss the clinical internship experience and to provide training for supervision
- Work with building administrators, university supervisors, cooperating teachers, and clinical interns to resolve problems during the clinical internship experience
- Conduct exit interviews and evaluations of clinical interns
- Collect field experience and clinical internship data and submit to assessment coordinator
- Prepare licensure documents/applications
- Meets with classes and instructors to make pre-clinical internship field placements
- Contact schools to request pre-clinical internship field placements
- Prepare name tags and other information for pre-clinical internship field placements
- Collect final pre-clinical internship field experience evaluations
- Acquire adjunct clinical internship supervisors
- Coordinate employment placement
- Coordinate with community college and UAM representatives the delivery of courses for 2+2 program

- Assist in developing course schedules to meet needs of 2+2 teacher candidates
- Work closely with the NCATE Coordinator and the Unit Assessment Coordinator for NCATE to ensure proper use of the TaskStream e-portfolio system

1.7 NCATE Coordinator

Under the general direction of the UAM Dean of the School of Education, the NCATE Coordinator will provide leadership and direction in positioning the School of Education to meet Arkansas State Department approval and NCATE accreditation. The NCATE Coordinator will also provide support and guidance to Program Coordinators to prepare programs to seek SPA recognition and address the six NCATE standards. In addition, this position works closely with the Arkansas State Department of Education in meeting the state licensure and program approval requirements.

Essential Duties and Responsibilities include the following. Other duties may be assigned.

- Provide leadership to assure alignment of the unit and programs with the six NCATE standards and the standards of the Arkansas State Department of Education
- Establish yearly goals and objectives to continually prepare for meeting state and national standards
- Work closely with program coordinators to align initial and advanced teacher licensure programs with SPA requirements
- Work closely with the Unit Assessment Coordinator for NCATE to monitor data collection and analysis for the Unit Assessment System
- Monitor NCATE and SPA information and provide timely updates to NCATE Steering Committee, program coordinators and the teacher education coordinator and the dean
- Provide leadership in writing and submitting documents and reports associated with NCATE accreditation
- Work with Field Experience Coordinator to support work with initial teacher licensure field experiences to be sure that NCATE standards are met
- Ensure that faculty and staff receive appropriate professional development related to NCATE and SPA standards
- Provide leadership in ensuring that the professional education community participates in the NCATE process
- Work closely with the Unit Assessment Coordinator for NCATE to develop exhibit room materials for NCATE visit
- Maintain timeline for NCATE accreditation preparation
- Prepare NCATE Institutional Report
- Chair committee to prepare for NCATE on-site unit review

1.8 Initial and Advanced Program Coordinator

Essential Duties and Responsibilities include the following. Other duties may be assigned.

- Ensure that the initial and advanced program aligns with the unit conceptual framework.
- Establish a core teaching and public school outreach program that will contribute to understanding of the process of becoming an exemplary teacher and educational professional.
- In collaboration with SOE faculty, translate those understandings into the design of programs for preparing pre-service teachers and other school professionals and facilitating the professional development of teachers throughout their careers.
- Provide intellectual guidance, leadership, and vision to the program while working closely with the NCATE Coordinator and Teacher Education Coordinator
- Prepare state and SPA reports for NCATE accreditation requirements.
- Suggest professional development opportunities for initial and advanced program faculty.
- Remain current in regard to program requirements and SPA standards.
- Collaborate with the Unit Assessment Coordinator, NCATE Coordinator, Teacher Education Coordinator, and other stakeholders to review assessment data and to recommend program improvements.
- Review program assessments and make recommendations for improvements.
- Recommend course schedule revisions to the Teacher Education Coordinator and Dean.
- Ensure that all program syllabi are current and course goals and objectives reflect current research findings.
- Remain current in the latest research in the discipline.
- Assure alignment of the program curriculum

1.9 Title II Coordinator

- Gather annual Title II data
- Prepare and submit annual Title II report

(2.0) Faculty

2.1 Tenure-Track Faculty (see UAM Faculty Handbook for Board of Trustee Tenure and Promotion Policies)

Tenure-track professional education faculty of the UAM School of Education are recruited through national searches and hold the rank of assistance professor, associate professor, or professor. All tenure-track are required to have an earned doctorate or exceptional expertise that qualifies them for their assignment. Faculty should be licensed in the fields they teach or supervise and have contemporary professional experiences of at least three years in school settings. Faculty must have thorough understanding of the content they teach. Teaching by the professional education faculty must reflect the conceptual framework as well as current research and theories in the discipline they teach.

Faculty Goals

All professional education faculty should continually meet the following goals. Additional areas may be included.

1. Promote the mission of the University and incorporate the unit conceptual framework into all aspects of the curriculum
2. Demonstrate excellence in fulfilling teaching, supervising, and advising responsibilities
3. Provide service to the university, public schools, and the broader communities in ways that are consistent with the institution and unit mission.
4. Provide education-related services at the local, state, and national levels
5. Collaborate regularly and systematically with colleagues in P-12 settings, faculty in other units, and with members of the broader professional community
6. Actively engage in inquiry and scholarly work
7. Assist public school professional educators and other human service professionals in identifying action research questions and developing strategies for effective inquiry
8. Effectively and accurately advise assigned teacher candidates
9. Engage in continuous personal professional development

Faculty Expectations

1. Value candidate learning, assess candidate performance, and modify instruction appropriately to enhance candidate learning
2. Understand assessment technology, use multiple forms of assessments, and use research and data to improve practice
3. Encourage candidate development of reflective and critical thinking, problem solving, and professional dispositions
4. Demonstrate sensitivity to diversity and integrate technology throughout instruction, field experiences, and the clinical internship
5. Assess own effectiveness as professional educators including the positive effects of teaching on candidate learning and performance
6. Exhibit intellectual vitality in regard to sensitivity to critical issues
7. Prepare course syllabi in alignment with university, state, NCATE, and SPA standards
8. Maintain at least 10 hours per week of office hours for advising and counseling of teacher candidates
9. Utilize regular and appropriate assessments to determine candidate knowledge of content and impact on student learning.

10. Engage initial and advanced candidates in current research based strategies that will positively impact student learning
11. Appropriately refer teacher candidates who need special assistance to the appropriate campus office
12. Complete and file clinical internship and internship assessment reports in a timely fashion
13. Complete all assigned individual and committee projects and reports in a timely fashion
14. Effective service as ambassadors of the School of Education and the University
15. Continued involvement in the affairs of and service to the profession
16. Developing appropriate relationships with public schools and human service agencies
17. Planning and participating in professional development activities
18. Effective service on School, University, and professional committees, commissions, and task forces
19. Meeting all class sessions of assigned classes. Absences for professional reasons must be approved in advance by the Dean

Faculty Duties and Responsibilities

1. Effectively teach all courses constituting the assigned teaching load. Appropriate alternative assignments will be made for clinical supervision responsibilities
2. Effectively supervise assigned clinical interns and interns
3. Advise teacher candidates accurately
4. Identify of teacher candidates who require assistance and providing assistance or making appropriate referrals
5. Supervise teacher candidates in clinical and field based experiences
6. Prepare and selection of appropriate instructional materials and assessments
7. Acquaint teacher candidates with appropriate resources (library, instructional technology, tutoring services, writing center, counseling center, etc.) and modeling their use
8. Recruit of new teacher candidates through both on campus and off campus contacts
9. Assist in the screening of faculty applications and selecting of new faculty
10. Score signature assessments, diversity and disposition rubrics using approved rubrics and submission of data to the assessment coordinator
11. Serve on appropriate university and unit committees as assigned or elected

2.2 Adjunct Faculty

Adjunct faculty provides a valuable resource for the School of Education. These persons often fall into three separate categories: clinical intern supervisors, team teachers, and instructors of assigned courses. The selection requirements vary for persons who serve in these roles. The generic requirements for selection of adjunct faculty include:

1. Experience as a classroom teacher in a public school
2. Demonstrated excellence in classroom instruction
3. Recommendation(s) from faculty in the School of Education
4. Approval of the Dean of School of Education and the Provost/ Vice Chancellor for Academic Affairs

Selection requirements for university supervisors of clinical interns include the above and:

1. At least 5 years experience as a classroom teacher at the level(s)/subject(s) being supervised, or at least 5 years experience as a building administrator
2. Experience as a cooperating teacher

3. Completion of a supervision course or willingness to be prepared through the School of Education

Several classes in the School of Education are team taught by a university faculty member and a public school faculty member. The faculty from the public schools who serve as team teachers will have met the generic requirements outlined above and:

1. Possession of an earned Master's degree in area being taught
2. Current licensure as a teacher
3. Demonstrated expertise in the area being taught

Occasionally, a university class will be taught by a public school teacher who possesses a special expertise in the content to be covered. When this is the case, the public school person shall meet the generic requirements and the team teaching requirements. In addition, these persons shall be selected for only particular classes at particular times.

2.3 Clinical intern Supervisors

The supervision of clinical interns is one of the most important activities in the School of Education. Clinical internship is a time when teacher candidates are learning to apply the skills and abilities learned in on-campus classes and in other field experiences. As such, those persons who supervise clinical interns have an important responsibility to the student and to the School of Education. The following guidelines apply to all clinical intern supervisors.

1. Observe the clinical intern a minimum of four times during the semester. Three formal evaluations of observed lessons must be completed each semester of the clinical internship.
2. Make one introductory visit to each placement site to confer with the clinical intern, the cooperating teacher, and the building administrator
3. Clinical internship supervision shall be equated to faculty teaching loads on a ratio of 1 hour of teaching load shall equal the supervision of 1.5 clinical interns
4. Meet with the clinical intern and the cooperating teacher after each visit to discuss the progress and the evaluation of the clinical intern's performance
5. Complete a written assessment of the intern using the Teacher Candidate Rating Instrument. This assessment will be discussed with the clinical intern, signed by both persons, and a copy provided for the clinical intern. Another copy will be filed in the Office of Field Experiences.
6. Collaborate with the cooperating teacher to discuss the clinical intern's assigned teaching duties
7. Immediately report any intern concerns, issues, problems to the Director of Field Experiences.
8. Meet with other intern supervisors to discuss potential problems.
9. Complete all evaluation forms requested by the Director of Field Experiences
10. Submit a final grade to the Director of Field Experiences on a timely basis
11. Review clinical intern's notebooks and portfolios as is appropriate.

2.4 Faculty Recruitment

The recruitment of new faculty is a shared responsibility among the Provost/Vice Chancellor for Academic Affairs, the Dean of the School of Education, and the program faculty. Full-time tenure track faculty members in the School of Education are sought through national searches utilizing diverse resources.

The Dean will appoint a faculty search committee composed of faculty from the program area, a student representative, and a faculty member outside of the School of Education. In no case will the search committee be composed of fewer than five persons. Additional persons (i.e., public school personnel) may be secured for this purpose. At least one member of the Search Committee will be a minority person. One faculty member will be appointed to serve as Chair of the Search Committee. The Search Committee and the Dean will develop a position description to be used in all advertising and mailings. The Search Committee will screen all applications, contact references, and determine a pool of candidates for further consideration. This pool of candidates will be contacted by telephone and a brief interview will be conducted with each candidate. A smaller pool of candidates will be recommended to the Dean for on-campus interviews. The Dean and the Chair of the Search Committee will develop a schedule for the on-campus interview. This interview will include as a minimum a meeting with the Search Committee, a meeting with the Dean, a meeting with the faculty from the program and the School of Education, a meeting with selected teacher candidates, a meeting with the Vice Chancellor for Academic Affairs, and a classroom presentation. After the on-campus interviews, the Dean will meet with the Search Committee to determine a final recommendation for hiring. This recommendation will be given to the Provost/Vice Chancellor for Academic Affairs, who will approve the official offer of employment.

It is the policy of the School of Education to actively recruit persons from diverse groups for faculty positions. In an effort to do this, all advertising for faculty openings are submitted to the Chronicle of Higher Education, Black Issues in Higher Education, Hispanic Outlook, regional and state newspapers, special mailings and personal contacts to colleges and universities having an enrollment of diverse graduate teacher candidates. The School of Education also works with area public school teachers in “grow-your-own” strategies.

2.5 Initial and Advanced Course Syllabus Requirements

Each faculty member is required to prepare, regularly revise, and distribute to teacher candidates, the Faculty Curriculum Committee, the Dean, and the Vice Chancellor for Academic Affairs a course syllabus for each course taught. As courses belong to the School of Education and not the individual faculty member, each syllabus must be approved by the Faculty Curriculum Committee and the Dean. Syllabi which do not meet the goals of the School of Education or do not contain the required components will be returned to the faculty member for modification. Three paper copies of each course syllabus must be submitted to the School of Education office prior to the first day of class. Faculty members are encouraged to place syllabi on the campus e-mail system for distribution to teacher candidates.

Initial and advanced course syllabi in the School of Education must contain the following: (see UAM School of Education syllabi template on SharePoint)

1. Identification of the course (name, number, etc.)
2. Year and semester
3. Instructor's name
4. Office location and phone number
5. Office hours
6. Class meeting times and location
7. Required text and materials
8. Course prerequisites
9. Course description from the catalog
10. UAM School of Education mission statement

11. Conceptual Framework philosophy
12. Goals and objectives of the course aligned with SPA standards and Conceptual Framework
13. Explanation of course activities and requirements
14. Thorough explanation of assessment procedures and grading policies
15. Statement of special policies such as assignments, absenteeism, computer usage, cheating, plagiarism, Special Student Services policy
16. Special projects, assignments, clinical experiences, field based experiences, field trips, etc.
17. Semester course calendar
18. Campus statement indicating availability of services for teacher candidates with disabilities
19. Updated bibliography
20. Technology statement
21. TaskStream Account information

Syllabi Template Example

**UNIVERSITY OF ARKANSAS at MONTICELLO
SCHOOL OF EDUCATION
COURSE SYLLABUS**

Course Title: ECED 3313 Classroom Management

Credit Hours: 3

Instructor:

Office Hours:

PREREQUISITE

Admission to Teacher Education

REQUIRED TEXTS

Charles, C.M. (2005). *Building classroom discipline* (8th ed.). Boston, MA: Pearson Education, Inc.

Marzano, Robert J. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: ASCD

Maintain a current TaskStream account to avoid loss of portfolio documents

COURSE DESCRIPTION

This course promotes candidate understanding of how to create a positive school and classroom climate with appropriate discipline techniques. Candidates study of personal discipline systems with theories, models, individual philosophies and personalities tailored to needs, traits, and social realities of diversity.

MISSION STATEMENT

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

CONCEPTUAL FRAMEWORK

The Conceptual Framework of the School of Education is organized around five strands that promote the following: the acquisition of a knowledge base; development of pedagogical skills; promotion of diversity and social justice; the demonstration of professionalism, and technology skills. The core belief through all strands is that the diverse population of P-12 students can learn. This philosophy is shared by faculty and candidates alike and is infused throughout the curriculum and practice of faculty and candidates. The proficiencies identified either by indicators or standards within each strand define the performance of initial and advanced candidates in the undergraduate and graduate education programs. In the initial charts these indicators specify knowledge, skills, and dispositions for undergraduate candidates. However, in the advanced charts the indicators are represented by the standards and serve as a foundation to scaffold specific experiences, assessments, and learning opportunities.

GOALS AND OBJECTIVES AND CORRELATED STANDARDS:

Candidates will demonstrate the ability to use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children. (NAEYC Standard 1; Conceptual Framework: Knowledge, Diversity, Pedagogy)

Candidates will demonstrate the ability to know about, understand, and value the importance and complex characteristics of children’s families and communities. They will demonstrate the ability to use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning. (NAEYC Standard 2; Diversity, Professionalism, Knowledge)

Candidates will demonstrate the ability to identify and conduct themselves as members of the early childhood profession. They will demonstrate the ability to know and use ethical guidelines and other professional standards related to early childhood practice. They will demonstrate the ability to be continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They will demonstrate the ability to be informed advocates for sound educational practices and policies. (NAEYC Standard 5; Professionalism, Knowledge, Pedagogy, Diversity, Technology)

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:

FIELD EXPERIENCE (Required for Course Completion):

Candidates are required also to complete 6 clock hours in the field (3 hours in Birth-PreK/K + 3 hours Grades K-4). Candidates will observe classroom management techniques in diverse settings and record the findings. Candidates will develop a multimedia presentation to share knowledgeable, reflective, and critical perspectives as well as evaluate the developmental appropriateness. The presentation will be shared with class.

Candidates **MUST** choose one of the following sets of school in which to complete a diverse Field Experience:

Set 1	Set 2	Set 3	Set 4
Dermott Hermitage Cleveland County	El Dorado Strong-Huttig Junction City	Marvell Hughes Palestine-Wheatley	Marvell Stuttgart Carlisle

GRADE ASSIGNMENT:

Grading Scale:

A= 90—100

B= 80—89

C= 70—79

D= 60--69

F= 59 and below

ATTENDANCE POLICY:

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

STUDENTS WITH DISABILITIES:

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, without 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 is on the work submitted.
3. Duplicity: To offer for credit identical or substantially unchanged work in two or more courses, without 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 or F for the examination or assignment involved.

COURSE OUTLINE/CALENDAR:

BIBLIOGRAPHY

2.6 Curriculum and Program Development (Faculty responsibilities)

The curriculum for initial and advanced programs in the School of Education is the responsibility of the faculty. Faculty governance requires that undergraduate and advanced curricular recommendations impacting teacher education must be submitted to the Teacher Education Committee for review and recommendation. Proposals are then routed to the Curriculum and Standards Committee and ultimately to the University assembly or Graduate Council.

Proposals for initial and advanced curriculum changes within the School of Education begin with program faculty, the dean, and/or the Assessment and Curriculum Committee. Faculty must develop proposal which is submitted to the School of Education Assessment and Curriculum Committee and the Dean. The Assessment and Curriculum Committee will meet with the faculty from the program area to discuss the proposal. A recommendation (with or without modifications) is made to the Dean for approval and then to be submitted to the Teacher Education Committee for review and recommendation. Initial program/course modifications and revisions or new programs must be forwarded to the academic for a 10 day review and approval before being submitted to the campus curriculum and standards committee for approval. Advanced program/course modification and revisions or new programs reviewed by the Teacher Education Committee and then submitted to the academic council and graduate council for a 10 day review before being discussed in graduate council for final approval. All licensure program changes, modifications, revisions or new programs require approval of and/or notification to the Arkansas Department of Education and the Arkansas Department of Higher Education based upon the nature of the change.

Program faculty are responsible for examining the guidelines and recommendations of professional organizations and learned societies to remain current in curriculum and to be able to work with the Assessment and Curriculum Committee to recommend program changes. Clear rationales for the submission of curriculum proposals must be justified and the rationale reflects the use of program and unit data to make decisions. This requirement is vital and is required throughout the process.

2.7 Office Hours/Class Schedules

Each faculty member shall schedule and post at least 10 hours per week for office hours. This time shall be devoted to meeting with teacher candidates concerning course content, advising, supervision, etc. These office hours shall be distributed throughout the week and take place during both mornings and afternoons. Faculty members are required to be available during these times. If the faculty member is not going to be in the office during the posted times, the School of Education Office will be notified.

Faculty are required to meet all classes on a regular basis and avoid dismissing classes early. The dean's office must be given prior notification if a class is dismissed and a justification be provided.

2.8 Faculty Absences

Faculty should make every effort to be present as often as possible. In the event that a faculty member must be absent from the campus on university business, the individual must complete a TA-1 form to be approved by the Dean at least 48 hours in advance of the absence. Only 12 month employees accrue vacation leave. Faculty should refer to the leave policies of the university faculty handbook.

Clinical intern and intern supervisors should inform the School of Education Office of supervision schedules one week in advance. These will be posted on the secretary's calendar. Emergency situations can be handled through a phone call to the School of Education Office.

(3.0) Governance

3.1 Teacher Education Committee (initial and advanced)

The Teacher Education Committee is a standing committee of the UAM Assembly. This campus committee is charged with the oversight of initial and advanced teacher preparation at UAM. The UAM Faculty Handbook provides the following statements regarding this committee:

Composition: The Dean of the School of Education; five (5) faculty from academic units that prepare teachers; One (1) each from Arts and Humanities, Business, Mathematical and Natural Science, Music, and Social and Behavioral Science; five (5) faculty from the School of Education and two (2) currently enrolled teacher candidates in good standing with both students being appointed by the UAM Student National Education Association.

This committee shall formulate policy, review data for initial and advanced program improvement, hear student appeals, and provide institution wide guidance within the purview of teacher education. The Committee also makes recommendations to the Curriculum and Standards Committee on curriculum matters related to teacher education via the curriculum review process.

3.2 General Governance Statement

The primary governance of the School of Education is the responsibility of the dean and faculty committees. Faculty serve on selected committees charged with various aspects of the governance of the School. The standing faculty committees include the Assessment and Curriculum Committee, the Technology Committee, the Diversity Committee, and the Conceptual Framework Committee. Each faculty member must serve on at least one committee during each academic year. Faculty members are appointed by the Dean. Each committee will elect a chair and a secretary who will maintain records of each committee meeting and share those records with the School of Education faculty. Each committee will also have at least one teacher candidate member who will be appointed by the Dean upon the recommendation of the faculty. The Dean of the School of Education shall serve as an ex-officio member of each standing committee.

3.3 School of Education Conceptual Framework Committee

The Conceptual Framework Committee is appointed by the dean and is composed of faculty members. The committee collaborates with members of the professional community for the continuous review of the SOE conceptual framework and to ensure that it provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, assessment and curriculum.

Goal: Ensure that the conceptual framework aligns the professional and state standards with candidate proficiencies expected by the unit and programs for the preparation of educators.

Goal: Ensure that the conceptual framework reflects the knowledge bases, including theories, research, the wisdom of practice, and educational policies that drive the work of the unit.

Goal: Ensure that the conceptual framework reflects the candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards; and a summarized description of the unit's assessment system.

Goal: Ensure that the conceptual framework reflects the unit's professional commitments and expectations of professional dispositions

Goal: Ensure that the conceptual framework reflects the unit's commitment to diversity and the preparation of educators who help all students learn.

3.4 School of Education Assessment and Curriculum Committee (initial and advanced)

The Assessment and Curriculum Committee is co-chaired by the Teacher Education Coordinator and the Assessment Coordinator and is composed of faculty members representing each program area, the technology committee chair, the diversity committee chair, the teacher recruitment and retention committee chair, the Educational Renewal Zone director, representatives of the math/science resource center and two teacher candidate representatives. The faculty members and teacher candidates are appointed by the dean. The Dean of the School of Education serves as a non-voting member of the Assessment and Curriculum Committee.

Goal: Monitor and review initial and advanced programs and the SOE assessment system using data and sound educational research as a measure for excellence

Goal: Review of initial and advanced program and unit data to monitor program quality and to recommend program improvement needs based upon data findings and current educational research

Goal: Review of and recommendations for assessment instruments/procedures/tools for unit, initial and advanced program and teacher candidate evaluation

Goal: Report aggregated unit and program assessment data and any program improvements/revisions to the teacher education committee and the UAM Stakeholders

Goal: Ensuring that candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn.

Goal: Ensure that assessments indicate that candidates meet professional, state, and institutional standards.

Assessment System/Plan

The School of Education at the University of Arkansas at Monticello continues to refine a comprehensive assessment system/plan that addresses national, state and Specialized Professional Associations standards. The assessment system was developed through the collaborative efforts of the teacher education faculty, public school educators and teacher candidates. The UAM plan describes an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

The Unit Assessment System/plan is aligned with the conceptual framework and uses assessments that are consistent with the demands for greater accountability and focus on the teacher candidates' ability to impact student learning. In response to changes in NCATE accreditation standards, the assessment system of the professional education program is focused on candidate outcomes rather than program inputs such

as the course syllabus. This focus has resulted in the development of and a greater emphasis on performance assessments to evaluate teacher candidates as they matriculate through the program. Data on candidate performance from both internal and external assessment measures are compiled and are used to evaluate and improve unit and program effectiveness, as well as the program's final outcomes—its graduates.

3.5 School of Education Technology Committee

The Technology Committee shall be composed of public school and SOE faculty members from initial and advanced programs, as well as teacher candidates. The dean will appoint the chair. The responsibilities of the Technology Committee include:

Developing and monitoring a long-range plan for the development of instructional technology in the School of Education initial and advanced programs.

1. Making recommendations to the Dean for the purchase of up-to-date instructional hardware and software and other instructional technology tools to support learning
2. Working closely with the Assessment and Curriculum Committee in monitoring the infusion of instructional technology in all aspects of the curriculum.
3. Planning sessions to update faculty on the uses of instructional technology.
4. Monitoring the uses of the Instructional Technology in the curriculum.
5. Review and modification of the School of Education Technology Plan

Technology Plan:

The University of Arkansas at Monticello School of Education technology plan guides the unit in the preparation of highly qualified professional educators at the initial and advanced levels that are caring and committed to addressing the challenges of educating all in a diverse population of P-12th grade students in an evolving technological world.

Goal: Professional educators at the initial and advanced levels will integrate technology appropriately to present the content to students in challenging, clear, and compelling ways.

Goal: The UAM School of Education will continuously develop and test different information technologies to improve its electronic assessment system.

Goal: The UAM School of Education will use information technologies in the systematic gathering and evaluation of information, and make use of that information to strengthen the unit and its programs.

Goal: Professional educators at the initial and advanced levels will use information technology in a variety of diverse field and clinical activities directed at the improvement of teaching and learning.

Goal: Professional educators at the initial and advanced levels will use information technology to meet the needs of diverse populations including English language learners and students with exceptionalities.

Goal: Faculty will utilize assessment technology, use multiple forms of assessments in determining their effectiveness, and use the data to improve their practice.

Goal: The unit will seek the necessary resources to maintain current information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

3.6 School of Education Diversity Committee

The School of Education Diversity Committee shall be composed of public school and SOE faculty members from initial and advanced programs, as well as teacher candidates. The Dean of the School of Education shall appoint the members. The responsibilities of the Diversity Committee include:

1. Developing and monitoring a diversity plan to increase an awareness and understanding of the diverse population of students and faculty
2. Developing and monitoring a plan to increase the diversity of teacher candidates
3. Working closely with the Assessment and Curriculum Committee to monitor the ability of teacher candidates to meet the needs of a diverse student population
4. Working with university and public school faculty to increase awareness and understanding the diverse needs of students, parents, and the community
5. Developing opportunities through diverse field experiences for teacher candidates to experience diverse school settings.
6. Develop opportunities outside of the traditional curriculum to increasing teacher candidates' knowledge and understanding of diversity
7. Continual review and modification of the School of Education Diversity Plan

3.7 The UAM School of Education Diversity Plan

The UAM School of Education (SOE) Diversity Plan is a commitment to and structure for developing highly qualified professional educators who demonstrate proficiencies representative of a diverse and pluralistic society. The plan includes specific goals, objectives, and actions addressing components of NCATE Standard 4. ***Based on the standard, diversity is defined as differences among groups of people and individuals based on ethnicity, race, socio-economic status, age, gender, exceptionalities, language, religion, sexual orientation, and geographical area.*** The information in the plan will guide the SOE faculty and stakeholders to assess the commitment to meeting the needs of a diverse community and school population.

Diversity Plan Goals:

Goal 1: Design Curriculum, Instruction, and Experiences: The curriculum and instruction, instructional resources, field and clinical experiences designed by the School of Education will support the development of the teacher candidate's ability to demonstrate his/her knowledge, skills, and dispositions to meet the learning needs of a diverse student population.

Goal 2: Develop Experiences Working with Diverse Faculty: The SOE will examine, address, and make recommendations that will enhance the development of the teacher candidate's ability to interact with the SOE faculty, faculty from other units, and professional educators from diverse backgrounds on campus, in public school settings, and the community.

Goal 3: Develop Experiences Working with Diverse Candidates: The SOE will improve opportunities for teacher candidates to engage in professional educational experiences and opportunities with other teacher candidates from a broad range of diverse groups in ways that enhance their growth and development as professionals.

Goal 4: Develop Experiences Working with Diverse Students in P-12 Schools: The SOE will provide experiences for teacher candidates to work with a diverse population of students in P-12 schools and other educational settings.

Goal 5: Enhance Culture, Climate, and Community Partnership Relationships: The SOE will enhance the educational climate for teacher candidates, faculty, and the community by fostering an environment that promotes respect for diversity.

Goal 6: Participate in Professional Development Opportunities: The SOE faculty and staff will participate in professional development that enhances their knowledge, skills, and dispositions to interact appropriately with diverse groups of people and individuals based on ethnicity, race, socio-economic status, age, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

The School of Education Diversity Plan includes the following stakeholders: dean, faculty, staff, teacher education candidates, public school teachers and administrators, and community partners.

3.8 School of Education Recruitment and Retention Committee

Recruitment is a strand of the UAM School of Education's Strategic Plan. The faculty and staff strive to recruit, prepare, graduate and retain the most highly qualified teachers.

Goal 1: Develop and implement a marketing and recruitment plan

Goal 2: Promote the School of Education as well as graduate education within the university community

Goal 3: Increase the level of service to students from recruitment to program completion

Goal 4: Strengthen teacher candidate advising

Goal 5: Increase the prospective candidate's awareness of scholarships, financial aid and loan forgiveness

Goal 6: Develop a recruitment CD of current teacher education candidates. Focus on diversity of the candidates in the program and why they chose the UAM teacher education program.

Goal 7: Develop a recruitment letter to be sent to undecided majors on campus

Goal 8: Develop potential candidate information cards to be completed by potential candidates at career days and recruitment fairs

Goal 9: Collaborate with area public high schools to develop Teacher of Tomorrow organizations

Goal 10: Develop public relation campaigns for promotion of teaching as a profession

Goal 11: Increase participation in the 2+2 partnership programs

- Goal 12:** Offer a summer camp for students from diverse backgrounds who may be interested in a career in teaching. Invite individuals from the local high schools, community colleges, and the wider community.
- Goal 13:** Recognize outstanding teacher education candidates each year
- Goal 14:** Develop a pinning ceremony for new teacher education graduates prior to commencement in May
- Goal 15:** Sponsor regular on-campus events to recruit currently enrolled UAM students to the teaching profession

(4.0) Continuing Education

(4.0) Continuing Education

The School of Education is committed to providing quality professional development for inservice teachers and other professionals. Faculty members are encouraged to conduct staff development activities and workshops in their areas of expertise. Any money generated through the development of continuing education activities will be placed in a restricted account for the purchase of supplies and equipment by the School of Education.

(5.0) Instructional Technology Education

5.0 Instructional Technology Education

The School of Education houses an Instructional Technology Laboratory and materials center that is available for student and faculty use. The following instructional technology is available: computers, printers, projectors, camcorders, DVD players, interwrite boards, white boards, interactive games, IPODS. Each SOE classroom is equipped with Smart Room Technology. One CIV laboratory is also available to deliver select courses off-campus and for professional development purposes.

The School of Education provides instruction in instructional technology in EDUC 2233 Instructional Technology as well as required use of instructional technology in lesson planning and presentations in other initial and advanced education classes.

Instructional Technology materials may be checked out through the Technology Student Worker or the Coordinator. Faculty and teacher candidates should plan to reserve the appropriate equipment at least 24 hours in advance.

(6.0) Promotion and Tenure

6.1 Promotion and Tenure Procedure

All promotion and tenure criteria and procedures will follow University of Arkansas Board policy 4.5.1 and UAM campus-wide guidelines which represent minimal qualifying factors. It is the purpose of the following guidelines to communicate ideas and expectations and to suggest a variety of sources of evidence which may be furnished by the candidate as indices of quality, quantity, and breath of accomplishment.

The aim of these guidelines is not to replace subjectivity with an objective formula. Rather, the intent is to create a basis for fair and informed decision making by those who must make judgments and to provide guidelines for those who desire promotion and tenure.

No teaching faculty member should be nominated for tenure or promotion without documented and convincing evidence of teaching effectiveness. No amount of virtue in other areas can substitute for a demonstrated high quality of teaching.

It is the position of the School of Education that all criteria and evaluation policies and procedures should be approached holistically. Whether the decision is to reappoint, promote, or confer tenure, the following questions must be clearly answered: (1) What potential or promise is evident in the candidate and (2) What quality of performance has been given during the employment in the School of Education? The candidate should be evaluated on how much has been done and how well it was done with primary relation to (1) teaching, (2) service, (3) scholarship, and (4) professional renewal.

6.1.1 General Promotion and Tenure Procedures

1. **Collect materials** and documentation relating to promotion or tenure criteria since the last promotion. Record all meetings, conferences, committee involvement, leadership roles, etc. on a calendar or promotion/tenure document. Keep a “promotion box” in your office where evidence can be stored until sorted and cataloged. Keep an updated vita. Keep all student, peer and dean evaluations, and notes from peers or community committee agenda or minutes as evidence documenting collaboration.
2. The UAM website contains promotion and tenure deadlines and procedures. Follow the Academic link on the homepage, to Academic Affairs, to the **Faculty Handbook**. Promotion and Tenure is in Chapter 3 of this document. There are important checksheets in the Appendixes of the Faculty Handbook.
3. **Important dates and procedures:**
December 1: The faculty member’s vita and supporting documents must be updated yearly and received by the academic unit head by December 1. Use the cover sheet and checklist format below to prepare your materials.

December 15: The academic unit head will review all materials on file for each eligible faculty member and all those which result from required evaluations by UAM tenure-track peers within the academic unit. On the basis of that review and his/her own professional judgment of the faculty member’s qualifications, the academic unit head may forward a recommendation for promotion, accompanied by all documents relative to the candidacy, to the Provost and Vice Chancellor for Academic Affairs by December 15.

December 18: After the information has been received by the Provost and Vice Chancellor for Academic Affairs, the academic unit head will inform all faculty members recommended for promotion. Any faculty member who is not recommended for promotion by his or her chairperson or other responsible individual may appeal in writing by December 18 to have his or her file considered at the next level of administrative review. In this case, the application will be forwarded for consideration with a negative recommendation from the chairperson or other responsible individual.

January 8 (approximately) By the first day of the spring semester, the Provost and Vice Chancellor for Academic Affairs will forward each recommendation, and each appeal to a campus promotion and tenure committee which will make a recommendation to the Provost and Vice Chancellor for Academic Affairs. Each committee will be made up of five faculty members (no academic unit heads), each one holding rank above that presently held by the candidate for promotion. No member of the committee will be from the academic unit of the candidate. The candidate will select two members of the committee, the academic unit head will select two, and the Provost and Vice Chancellor for Academic Affairs will appoint the chairperson.

January 25: The committee will meet and deliberate, and by January 25, each member of the committee will forward his own unsigned, typewritten recommendation to the Provost and Vice Chancellor for Academic Affairs.

February 1: The Provost and Vice Chancellor for Academic Affairs will then review all the materials in the promotion file of the candidate, and by February 1, will forward his/her recommendation to the Chancellor. At the same time that the Provost and Vice Chancellor for Academic Affairs forwards his/her recommendation to the Chancellor, he/she will inform the candidate as to the nature of the recommendation.

February 5: If the recommendation is negative, the candidate may appeal to the Chancellor providing he/she does so in writing by February 5.

February 10: The Chancellor will review all materials, recommendations, and supporting documents and forward a recommendation to the President by February 10.

Five (5) days after notice: An unfavorable decision by the Chancellor may be appealed by the candidate to the President by requesting in writing within (5) days from the time he/she receives notification that the Chancellor is forwarding all materials and recommendations to the President. (See Appendix B for current "Schedule for Promotion and Tenure Recommendation")

Deadlines which fall on a weekend or vacation day are extended to the next working day. In this case, candidates are to have at least three days to file an appeal of a unit head's denial of recommendation and at least four days to file an appeal of the Provost and Vice Chancellor for Academic Affairs' denial of recommendation.

- 4. Cover sheet and Checklist:** The following cover sheet/checklist provides a basic outline for arranging tenure and promotion documents. For further guidance see the Faculty Handbook Chapter 3.

PROMOTION AND/OR TENURE COVER SHEET/CHECKLIST

Name _____ Academic Unit _____
Rank _____ Date _____
Date of appointment/last promotion _____

Checklist:

_____ Letter from applicant requesting promotion and/or tenure explaining the growth and achievement since the last promotion as well as why he/she deserves promotion or tenure

_____ Letter of recommendation from the dean of the School of Education

_____ Updated curriculum vita (Format for preparation of *curriculum vita* is cited in Appendix B of Faculty Handbook.)

_____ Current and previous Faculty Self-Evaluations

_____ Evaluation(s) by school/dean/division chair/library director

_____ Documentation of effective teaching

_____ Peer observations and evaluations (also include specific letters from on-campus and off-campus colleagues supporting your promotion or tenure)

_____ Revised syllabi

_____ Student evaluations

_____ Other appropriate material

_____ Documentation of scholarship, research, and creative activities

Complete bibliographic citations are satisfactory. Additional information may be requested.

_____ Documentation of service

_____ Service to the university

_____ Service to the community

_____ Service to the profession

_____ Documentation of professional renewal

_____ Description of short-term goals

_____ Description of long-range plans

_____ Description of steps completed in professional renewal

The candidate should submit a promotion/tenure file that is complete, concise, orderly, and neat. The primary Promotion and Tenure Portfolio should normally not be larger than a standard 8 ½ " x 11" x 3" binder.

If the candidate wishes, an Appendix Portfolio with supplemental material may be submitted. If necessary, promotion and tenure reviewers may request additional information and/or verification documents from candidates.

It is recommended that the candidate review a Promotion and Tenure Portfolio of a UAM colleague who has been recently promoted and/or tenured.

FORMAT TO BE USED IN PREPARING CURRICULUM VITA

- I. Name
- II. Post-secondary education history
 - Name of Institution Years Attended Degrees Granted
- III. Employment experience (beginning with UAM as present employer)
 - Name of Employer Title and Rank Held Dates
- IV. Titles of Thesis and Dissertation
- V. Professional development
 - A. Significant attendance at and participation in professional meetings (papers given, presentations, etc.)
 - B. Workshops and institutes attended for the purposes of professional development
 - C. Publications (those which were refereed should be asterisked, and copies must be attached and will be returned)
 - D. Professional Consulting Opportunities
- VI. Professional recognition, honors, grants
- VII. Professional service
 - A. To the UAM community
 - B. To the public
 - C. To the profession
- VIII. Other information relevant to candidacy

APPENDIX C – Annual Evaluation Procedures and Forms

Annual Evaluation Timetables by Faculty Category
Annual Evaluation Course of Action
Annual Evaluation Procedures
Annual Faculty Evaluation by Faculty Peer or Chair/Dean/Director Form
Annual Faculty Self Evaluation Form

6.1.2 School of Education Promotion and Tenure Procedures

1. The candidate will provide a cover letter equating consideration for tenure and/or promotion, along with two names to serve on the independent evaluation advisory body to the Dean by the Monday after Thanksgiving. The Dean shall appoint the third member of this group.
2. The curriculum vita for Promotion and Tenure and appropriate supportive materials must be submitted to the Dean's Office by Dec. 1. All information related to tenure and promotion must be in written form. Documentation should cover the period since last promotion or appointment.
3. The responsibility for judgment is given to the faculty committee because of their familiarity with the candidate and the qualifications necessary for the discipline. All University and School of

Education criteria shall be applied to the candidates accomplishments prior to making a recommendation.

4. Tenured faculty of higher rank are encouraged to review the candidate's materials and provide information to the committee.
5. The committee will examine the materials supplied to determine accuracy. The committee may seek additional information from the candidate or others.
6. Committee members may observe the candidate's teaching performance at a mutually agreeable time.
7. A maximum of two weeks times after submission of a candidate's materials will be used by the committee for consideration.
8. Each committee member will prepare an unsigned, written recommendation. These recommendations (positive and negative) will be forwarded to the Dean. The Dean will review the materials and the recommendations and develop a separate recommendation. All materials will then be forwarded to the Provost for University action.

6.2 Promotion Criteria

The following general criteria apply to all persons seeking promotion to the next academic rank:

6.2.1 Minimum Standards: Only those persons who hold a doctorate will generally be considered for promotion to the rank of assistant professor or higher.

6.2.2 General Expectations

- a. Demonstrated commitment to the Missions of the University and the School of Education.
- b. Professional development as evidenced by membership and participation in scholarly and/or professional organizations, pursuit of post-doctoral academic work, seminars, workshops, etc.
- c. Effective performance of duties and responsibilities in the School of Education.
- d. Willingness and effectiveness in performing University duties.

6.2.3 Specific Performance Expectations

- a. Effectiveness in teaching and other academic assignments
- b. Effective service to the School, University, and profession
- c. Scholarly activity and endeavors
- d. Continued professional renewal

Scholarly activity defined as it relates to the School of Education: The reports required by the State Department, SPA's, and NCATE require the collecting, interpreting, and applying of data between visits are necessary scholarly activities that must be conducted by the School of Education on a regular schedule. The preparation and presentation of materials at conferences and to local schools are also important in presenting new information.

6.3 Academic Ranks

6.3.1 Assistant Professor

1. The following criteria is to be considered in the promotion to the rank of Assistant Professor.
2. Achievement of an earned doctorate unless the level of experience and performance is so outstanding as to be regarded as a reasonable substitute for the doctorate.
3. Effective teaching performance
4. Expressed willingness to provide public and professional services to the unit, university, and profession.
5. Development of scholarly activities and endeavors appropriate for the School of Education and the profession.
6. Membership in professional organizations.
7. Attendance at professional meetings.
8. Commitment to the mission of the unit and the university as expressed by attitudes, and deeds which strengthen the integrity, image, and achievement of the institution.

6.3.2 Associate Professor

The following criteria are to be considered in the promotion to the rank of Associate Professor.

1. Excellence in teaching and other academic assignments.
2. Increasing service contributions.
3. Demonstration of scholarly contributions.
4. Membership in professional organizations.
5. Attendance at professional meetings.
6. Familiarity and understanding of current professional literature.
7. Exemplary performance of duties and assignments in the School of Education.
8. Demonstration of professional growth in assuming faculty leadership.
9. Exemplary performance of duties and assignments in the University.
10. Commitment to the Mission of the School and the University as expressed by attitudes, and deeds which strengthen the integrity, image, and achievement of the institution.

6.3.3 Professor

The following criteria are to be considered in the promotion to the rank of Professor.

1. Excellence in teaching and other responsibilities.
2. Creativity and scholarship are evident in course content and other endeavors.
3. Innovative methodology in teaching.
4. A superior knowledge of current and classical research in one's teaching area and a demonstrated ability to convey this knowledge to students.
5. Demonstration of a high degree of competence in service.
6. Exemplary performance of service activities.
7. Active involvement in scholarly activities.
8. Leadership in scholarly activities in the School of Education.
9. Participation in state, regional, and national professional associations.
10. Performance of School of Education and University responsibilities and duties in a timely and effective manner.

11. Promotion of the professional growth and development of the School of Education and University.
12. Effective and efficient leadership.
13. Commitment to the Mission of the School and the University as expressed by attitudes, and deeds which strengthen the integrity, image, and achievement of the institution.

6.4 Tenure Criteria

Candidates for tenure will hold the doctorate unless the level of experience and performance is so outstanding as to be regarded as a reasonable substitute for the doctorate. All candidates for tenure must provide documentation to support:

1. Above average teaching performance
2. Possession of competence in areas of service
3. Seeking opportunities to provide service
4. Demonstration of the ability to engage in scholarly activities
5. Membership and participation in professional associations
6. Familiarity with current literature in the profession
7. Exemplary performance of duties within the School of Education
8. Assumption of leadership positions within the School of Education
9. Performance of university duties in a timely and effective manner
10. Commitment to the School of Education and the university as expressed in attitudes and deeds which strengthen the integrity, image, and achievement of the unit and the university.

6.5 Sources of Evidence for Promotion and Tenure

- I. Productivity
 - a. Teaching load – the number of regularly scheduled courses taught during the period considered, diversity of course load, and the instructional methods used
 - b. Collaboration in presentations and teaching materials
 - c. Advisement load—the number of students directly advised and the number of students completing a program of study
 - d. Development of proposals for external funding which directly impact the mission of the School of Education and the University
 - e. Authorship of papers and articles related to the candidate’s expertise for presentations at local, state, regional, and national conferences
 - f. Development of new courses
 - g. Contributions to the School of Education programs through service on committees, coordination of activities and programs, etc.
 - h. Conduct staff development activities
 - i. Course syllabi indicating appropriate content
 - j. Student evaluations that demonstrate multiple forms of assessment
 - k. Service to the profession
 - l. Supervision of student research
 - m. Other evidence as suggested by the candidate

II. Recognition

- a. Awards and recognition for teaching performance
- b. Annual evaluations: student, peer, dean
- c. Recognition for scholarly activity
- d. Requests by professional community for candidate's expertise
- e. Student ratings of effectiveness in teaching, supervision, and advising
- f. Testimony from peers regarding effectiveness of candidate in teaching, scholarship, and service
- g. Letters of testimony from students, school districts, workshop participants, etc.
- h. Other duties, responsibilities, and assignments

(7.0) Special Policies

7.1 Cooperating Teacher Policy

7.1.1 The Role of the Cooperating Teacher

The cooperating teacher is a vital component of the UAM School of Education teacher preparation program. Cooperating teachers serve as mentors to clinical interns by using their expertise and experience to guide the intern in the development of pedagogically sound and appropriate knowledge, skills and professional dispositions. They should be nurturing yet direct, and provide regular guidance and feedback to maintain minimum standard requirements that are consistent with the mission of the School of Education. Cooperating teachers should promote individual reflection and development of the beginning educator.

7.1.2 Cooperating Teacher Selection Criteria

The University of Arkansas at Monticello will place interns with only those cooperating teachers who meet the following criteria:

1. At least three years of teaching experience in the area(s) of supervisory assignment and hold a standard teaching license;
2. Must be Pathwise trained.
3. Fully licensed in the area(s) of teaching and experience;
4. Willingness to cooperate fully in the operation and improvement of the clinical experience program;
5. Desire to be a mentor to interns;
6. Desire to improve one's own teaching and supervisory skills;
7. Completion and return of formative and summative evaluations;
8. Approval by public school and School of Education administrators;

7.1.3 Compensation for Cooperating Teachers

Compensation equates to a tuition waiver as an honorarium for supervising UAM Clinical Interns. For each clinical intern supervised, cooperating teachers will receive a tuition waiver of one credit hour for one full semester of supervision or a total of two 9 week periods of supervision of a UAM clinical intern. Each one hour of credit may be banked and used by the cooperating teacher to enroll in undergraduate and/or graduate courses at the University of Arkansas at Monticello. The credit may not be used as a tuition waiver for a family member or any other individual. Award of the honorarium is dependent on the timely submission of the required assessments of clinical interns.

7.1.4 Expectations

Clinical interns have completed many hours of field experiences in diverse settings prior to the clinical internship. Please allow the clinical intern to assume as much responsibility for lesson planning, instruction, and other professional duties as quickly as possible. Please keep in mind that a realistic teaching experience, one that encompasses all the dimensions of the teaching role, is essential to the internship experience.

1. We recognize that ultimate responsibility for the performance of the public school students lies with the cooperating teacher. However, we encourage the cooperating teacher to allow the clinical intern to employ a variety of teaching strategies and thereby develop his/her own classroom style. Clinical interns should take the initiative in lesson planning and design. They are

encouraged to use the internship as an opportunity to employ a variety of teaching strategies and develop their own classroom style. The cooperating teacher should encourage clinical interns to do so but also suggest and demonstrate alternative teaching techniques and share ideas and materials without imposing a singular teaching style on the candidate.

2. Cooperating teachers should be familiar with the School of Education conceptual framework and the educational mission of the School of Education. They should work with clinical interns to ensure that they meet candidate proficiencies.
3. As a rule, the School of Education expects clinical interns to engage in the art of teaching by assisting the cooperating teacher immediately. The intern should assume responsibility for some lessons no later than the second week. University supervisors should make their first observation no later than the third or fourth week. The clinical intern should gradually assume responsibility for the entire teaching day. A "full teaching load" includes all of the responsibilities of the teacher, i.e., preparing and teaching lessons, grading, school-time duties (study halls, hall duty, recess), faculty meetings, etc.
4. It is very important to identify serious problems with teaching performance, receptiveness towards constructive feedback, and professional behavior as early as possible. If the cooperating teacher has a concern, they should immediately contact the university supervisor or the director of field experience and clinical practice.

7.1.5 Roles and Responsibilities of the Cooperating Teacher

Cooperating teachers will be selected by the administration of the school district and the UAM School of Education. The Arkansas Department of Education requires that all cooperating teachers hold a standard teaching license with three years of teaching experience and be Pathwise certified.

As a mentor, the teacher will be expected to:

1. Acquaint the intern with classroom, school, and district environment and policies. (especially those related to classroom management)
2. Provide specific directions for all work assignments and due dates;
3. Provide opportunities for the intern to observe effective teaching. (The intern needs to see his/her cooperating teacher in action. This modeling will help the intern consistently improve his/her preparation and implementation of lessons.)
4. Participate in team teaching tasks for either parts of lessons or entire lessons. (The cooperating teachers will stay in the classroom and team teach with the intern until he/she feels comfortable with the situation.)
5. Incrementally provide full teaching responsibilities to the intern. (This is done gradually and after communication and confidence building.) See # 3 above
6. The intern must have skills in classroom management. Since this is usually a challenging area for new teachers, cooperating teachers should work diligently to assist them in improving this skill.)
7. Assist the intern in developing an understanding of ALL students in the class. (Each year challenging students will be a part of the classroom. Cooperating teachers must communicate with the intern the special needs of these students and how to effectively provide instruction for them.)
8. Guide the intern in planning for instruction. (Interns should use planning time wisely to prepare for the day, the afternoon, or the next day. Communication, planning, and organization are keys to a successful year.)
9. Function as a resource person in matters pertaining to classroom and professional practice;

10. Collaborate with the university supervisor and other mentors at a school site or in the School of Education to conduct meetings of interns, cooperating teachers and the university supervisor. The purpose of these meetings is to discuss problems, concerns, and accomplishments and to plan future activities for interns assigned to that particular building. The meetings should be conducted approximately three to four times per semester depending upon school schedules.
11. Constructively evaluate the teaching of the intern. Cooperating teachers will complete two formative evaluations and one summative evaluation for the intern during each semester of Clinical Internship. Information from both formative and summative evaluations should be shared with the intern and the university supervisor. Cooperating teachers are responsible for assisting interns in their professional development. This implies an active role that involves providing interns with objective feedback on their instruction, listening and responding to professional concerns, assisting in the development of instructional strategies, and modeling positive attitudes regarding continuous professional development.

7.1.6 Preparing for the Clinical Intern

The orientation process is essential for preparing for the arrival of the clinical intern along with providing her/him with information basic to successful adjustment to the class and school.

1. Prepare for the arrival of the clinical intern. Have appropriate materials ready, such as seating charts, faculty handbook and course outlines.
2. Help the clinical intern become familiar with the school as soon as she/he arrives.
 - a. From the beginning, accept the clinical intern as a co-worker of equal status and model professional appearance and behavior.
 - b. Introduce the clinical intern to administrators, guidance personnel and department faculty.
 - c. Introduce the clinical intern to the students, emphasizing the fact that she/he will be one of their teachers.
 - d. Review the policies the clinical intern is expected to follow, such as procedures relating to discipline, attendance, homework, make-up work, accidents and emergencies. Explain the added duties that the clinical intern will be required to assume, such as lunchroom or hall duty.
 - e. Tour relevant school facilities, point out available teaching resources and how they can be obtained, and secure a key to the faculty restrooms.
 - f. Expect the clinical intern to attend department and faculty meetings, participate in parent meetings and participate in professional development activities. **This is a requirement of the intern by the university.**

7.1.7 Lesson Planning

The clinical intern must complete lesson plans using the principles of the Pathwise model. Cooperating teachers should:

1. Play an active role in helping the intern develop lesson planning skills.
 - a. Work with the clinical intern to formulate lesson plans that ask important questions and develop a sequence of instructional activities. Help the clinical intern formulate pivotal questions and develop discussion leadership skills.
 - b. Permit the clinical intern to draw upon your lesson plans and materials, but insist that he/she assume primary responsibility for preparing lesson plans and materials.
 - c. Ensure that the clinical intern develops a repertoire of appropriate instructional and assessment strategies.
2. Act as a coach and mentor. Clinical interns appreciate and respond favorably to being viewed as a colleague rather than as a subordinate.
 - a. Give the clinical intern regular feedback.
 - b. Be sensitive to the need to develop a sense of self-confidence in the clinical intern in both formal and informal conference situations.

7.1.8 Assessing Candidate Performance

As part of our National Council for the Accreditation of Teacher Education (NCATE) accreditation process, the UAM School of Education has developed a Pathwise based scoring instrument, the Clinical intern Rating Instrument (TCRI), to assess the extent to which clinical interns have mastered the knowledge, skills, and dispositions to be quality professional educators.

7.2 Technology in the Curriculum

The following information is provided as an overview of the School of Education's (SOE) technology plan in regard to current NCATE standards.

Standard 1: Candidate Knowledge, Skills, and Dispositions

With the use of technology growing in today's public schools, it is essential that teacher candidates have the knowledge and skills needed for integrating technology into the instructional process. It is the goal of the SOE to provide opportunities for teacher candidates to learn the newest technologies for improved student learning. Through the use of the latest technology in newly developed technology courses, undergraduate and graduate students are provided the opportunity to explore innovations in the field of educational technology as they prepare to impact the learning of generations to come.

Standard 2: Assessment System and Unit Evaluation

Constant evaluation of student progress is essential for continued improvement within the SOE. Through the use of data analysis software and other technology tools, the SOE has and will continue to make improvements in the area of educational technology.

Standard 3: Field Experience and Clinical Practice

As a result of improvements made regarding instructional technology within the SOE, teacher candidates will have the tools needed to impact the learning of their students. Students will not only be able to use the latest technologies that are available in their schools, but they will also be able to find creative ways to use technologies in schools that have limited resources.

Standard 4: Diversity

With such a diverse population of public-school students, it is essential that teacher candidates understand the specific needs of their students. For many, technology can bridge the gap for students that come from disadvantaged backgrounds. Technology can also provide benefits for students that are facing physical and mental challenges. Because technology plays such an important part within such a diverse population of students, teacher candidates are provided opportunities to explore and become engaged in the wealth of technologies that are available from various sources.

Standard 5: Faculty Qualifications, Performance, and Development

Because technology is such an important part of learning, it is essential that all faculty members have a good understanding of how it can be used in teaching and learning. The SOE is committed to providing the technology resources and training needed so faculty members can effectively demonstrate the appropriate uses of instructional technology to their students. Through demonstration, the faculty of the SOE promotes exemplary teaching that will eventually be modeled by teacher candidates out in the field.

Standard 6: Unit Governance and Resources

Since technology is changing at a tremendous pace, it is essential that the SOE stay current with the latest educational tools. It is the goal of the SOE to seek and obtain necessary funding to ensure that teacher candidates are learning with current educational technology so they can continue to meet professional, state, and institutional standards.

Summary

The need for a concentrated effort in Southeast Arkansas to prepare teachers for diverse classrooms is crucial. The conceptual framework presented offers opportunities for incorporating practices that address learners of diverse cultural and ethnic backgrounds. The framework is also consistent with practices of many teacher education programs throughout the United States. It clearly has been demonstrated through research and practice that imaginative changes in teacher education are imperative if a meaningful and dynamic multicultural teacher education is to emerge. Further, it becomes the responsibility of the UAM SOE to fully recognize and effectively address the emotional needs of the larger pluralistic community which it serves.