Program Report for the Initial Preparation of Early Childhood Teachers
National Association for the Education for Young Children (NAEYC)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

Arkansas State University

2. State

Arkansas

3. Date submitted

MM	DD	YYYY
09	15	2008

4. Report Preparer's Information:

Name of Preparer:

Joanna M. Grymes

Phone: Ext.

(870) 680 - 8430

E-mail:

grymesj@astate.edu

5. NCATE Coordinator's Information:

Name:

Don Maness

Phone: Ext.

(870) 972 - 3057

E-mail:

dmaness@astate.edu

6. Name of institution's program

Early Childhood Education

7. NCATE Category

Early Childhood Education-First Teaching License

8. Grade levels[1] for which candidates are being prepared

Preschool - Grade 4

9. Program Type

- ◌ Advanced Teaching
- ◌ First teaching license
- ◌ Other School Personnel
- ◌ Unspecified

10. Degree or award level

- ◌ Baccalaureate
- ◌ Post Baccalaureate
- ◌ Master's
- ◌ Post Master's
- ◌ Specialist or C.A.S.
- ◌ Doctorate
- ◌ Endorsement only

11. Is this program offered at more than one site?

- ◌ Yes
- ◌ No

12. If your answer is "yes" to above question, list the sites at which the program is offered

Arkansas State Univeristy-Jonesboro (main campus)
Arkansas State University - Beebe
Arkansas State University - Mountain Home
Arkansas Northeastern College
East Arkansas Community College
Mid-South Community College

13. Title of the state license for which candidates are prepared

Early Childhood

14. Program report status:

- ◌ Initial Review
- ◌ Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized

- ⬭ Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:
NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

- ⬭ Yes
- ⬭ No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of NAEYC standards. (Response limited to 4,000 characters)

The Early Childhood Education (ECE) initial licensure program at Arkansas State University (ASU) prepares students for Arkansas' Preschool – Grade 4 license. Graduates are most likely to teach kindergarten through grade four in public schools or to teach in community based programs (e.g.; state-funded prekindergarten, Head Start).

State Standards

The ECE program works with and meets several different sets of standards. Arkansas law requires colleges that prepare educators be NCATE accredited in order for candidates to be eligible for licensure; NCATE and NAEYC standards are in effect. The Arkansas Department of Education's initial licensure standards are closely reflected in both the NCATE and the INTASC standards. Individuals working in early childhood education must be familiar with these Arkansas standards for children: K-12 Curriculum Frameworks/Benchmarks, Early Childhood Education Framework/Benchmarks, and Framework for Infant Toddler Care.

By law, candidates must meet minimum Praxis I scores to be admitted to the teacher education program. Candidates must earn the required scores on the identified Praxis II assessments to be granted an initial teaching license. Teachers must then pass the Praxis III assessment to earn a continuing standard license.

Institutional Context

The ECE program is housed in the Department of Teacher Education. This Department includes the Mid-level Education program (grades 4 – 8) and the pedagogy coursework offered for all secondary education majors. The Department shares responsibility for the Early Childhood Special Education dual licensure program with the Department of Educational Leadership, Curriculum and Special Education. The Early Childhood Education and the Early Childhood Special Education candidates complete most of their programs together.

The department's philosophy posits early childhood and mid-level teachers share some common goals. In response, our early childhood education and mid-level candidates share several core courses throughout the program (e.g., ECH/MLED 3033, Effective Teaching Strategies; ECH/MLED 4063, Social Foundations of Education). This co-teaching of coursework allows candidates to understand the common goals of public education and how curriculum connects in the schools, yet also allows substantial coursework devoted specifically to early childhood education.

In addition to being offered on ASU's main campus in Jonesboro, the ECE program is offered at five two-year campuses: ASU-Beebe, ASU–Mountain Home, Arkansas Northeastern College, East Arkansas Community College, and Mid South Community College (Fall 08). Most students completing the program on a two-year campus have either earned the Associate of Arts in Teaching or an Associate of Arts degree prior to admission to the teaching program. Memoranda of Understanding with these institutions allow the transfer of general education coursework and introductory education courses (ECH 2002, Introduction to Educational Technology; ECH 2022, Introduction to Teaching, Field I; ECH 2013, Survey of Early Childhood Education; ECH 2023, Child Development). Leadership through the Arkansas Department of Higher Education and the Arkansas Early Childhood Professional Development System provides for some consistency in course content in these four courses among public state institutions.

ASU has one Professional Education Unit, housing all professional education preparation programs. All undergraduate initial licensure programs in the unit share a conceptual framework, standards for admission, program checkpoints, policies for the Internship, and the Internship formative and summative evaluations. College Live Text was adopted by ASU as the tool to gather and aggregate initial licensure candidate data. The process of adoption and implementation on the five campuses has been slow and affected the collection of across campuses.

2. **Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)**

Field experiences occur throughout the program, from the sophomore through the senior year. All experiences are connected to coursework and have identified activities and reflections. Some experiences are more observational in nature while others require candidates to apply knowledge and skills; all allow for some assessment of candidates' dispositions. Three major field experiences are coordinated by the unit's Professional Education Program Office through a systematic practice that connects the university and its programs closely to the area public schools. A fourth major experience is set up for students by the course instructors and maintains a connection between the program and community early care and education programs. Students select their own placements (within constraints of the assignment) for a variety of short, class-oriented experiences.

ASU has created an effective system for assuring candidates' public school placements occur in schools reflecting diversity in both setting and population. This policy ensures each candidate will encounter both large and small, city and rural, diverse and less diverse school settings. The Professional Education Program Office has responsibility for assigning students to their field settings, and works closely with the department in this practice. The field experiences associated with this policy are: ECH 2022, Introduction to Elementary School Teaching, Field I in the sophomore year; the Field III block in the senior year; and the Internship in the senior year.

PRIOR TO ADMISSION
ECH 2022, Introduction to Elementary School Teaching, Field I
30 hours, public school placement grades K – 4; university identified placement
Candidates engage in structured observations and interviews. The activities focus on reflection on the unit's conceptual framework and Pathwise domains, diversity-related issues, and the candidate's own perspectives on teaching.

ECH 2013, Survey of Early Childhood Education
7 hours, variety of community based ECE settings (an hour in 7 different types of settings); student identified placement

Candidates engage in structured observation: activities focus on understanding the differences in philosophies, curriculum, and how the programs accommodate the ages served. Candidates begin to use the NAEYC Developmentally Appropriate Practice in Early Childhood Programs to guide their reflections.

ECH 2023, Child Development
4 hours, children in variety of settings; student identified placement
Candidates engage in structured observation to focus on understanding developmental differences of children at different ages and the impact of these differences.

JUNIOR YEAR
ECH 3013, Children's Literature in the Preschool and Primary Grades
4 clock hours, variety of ECE settings; student identified placement
Candidates plan, engage and evaluate focused book reading activities with young children and reflect upon the experiences.

ECH 3043, Program Development and Management for Early Care and Education Programs
10 hours; birth to five settings; student identified placement
Candidates conduct the Infant Toddler Environmental Rating Scale and the Early Childhood Education Environmental Rating Scale assessments in appropriate settings. Reflections focus on the effectiveness of the tool and relating their findings to best practice.

ECH 3053, Curriculum Development in Early Childhood Education
3 hours; kindergarten setting; instructor identified placement
Candidates observe and then work with classroom teachers to plan, implement and evaluate topic-relevant and appropriate curriculum activities, including teacher made materials. Classroom teachers are involved in assessment of candidate performance with the university faculty. Candidates connect to appropriate conceptual framework outcomes, Pathwise domains, and curriculum frameworks.

ECH 3063, Individualizing Programs for Children and Families
6 hours, birth to five serving primarily children with special needs (e.g., Medicaid funded programs, Developmental Disabilities Services programs; programs operating under IDEA serving children under kindergarten age); student identified placement
Candidates observe children, complete developmental profiles including developmental goals, and plan curriculum activities with relevant adaptations to meet goals.

ECH 3073, Children, Families & Community Relationships: Field II
50 hours, birth to five settings; instructor identified placement
Candidates are evaluated on human interaction skills by both the instructor and the group/classroom teacher. Candidates develop and implement observational assessments to help them in planning. They use the data to plan, implement and evaluate curriculum activities for children. Candidates create a variety of teacher made materials to support learning and engagement and evaluate the effectiveness of the materials. Reflections include consideration of how well materials meet best practice and how children responded.
25 hours, community settings; student identified placement
Candidates visit community resource agencies to identify available family and child resources and create a resource file with relevant information. Reflections include consideration of how candidates can connect families and resources when needed.

SENIOR YEAR
The Field III Block consists of fourteen hours of coursework with extended, interrelated field

experiences. The following four courses are included in the experiences of the Field III Block.

ECH 4013, Field Experience III Pre-Internship; university identified placement
6 weeks, full time, kindergarten – grade 4
Candidates take increasing responsibility for classroom management, curriculum and other classroom responsibilities. Assignments/curriculum activities for ECH 4023 and ECH 4043 are implemented and evaluated. Reflections include connections to the conceptual framework and Pathwise. Formative and Summative evaluations are used to assess candidate performance. These evaluations are aligned with the conceptual framework, program standards and the internship evaluations.

ECH 4023, Methods and Materials of Language Arts and Social Studies in Early Childhood
3 hours in conjunction with ECH 4013
ECH 4043, Methods and Materials of Math and Science in Early Childhood
3 hours in conjunction with ECH 4013

RDNG 4403, Early Literacy: Theory and Practice
45 hours, in conjunction with ECH 4013
Candidates complete a Reading Case study and implement and evaluate literacy curriculum.

ECH 4086, Teaching Internship Kindergarten
8 weeks, kindergarten, university identified placement
Candidates take increasing responsibility for classroom teaching with at least three full weeks full responsibility for students, curriculum, assessment, and management procedures. A child case study with family involvement activities is required. Reflections include connections to the conceptual framework and Pathwise.

ECH 4096, Teaching Internship Kindergarten
8 weeks, grades 1 - 4, university identified placement
Candidates take increasing responsibility for classroom teaching with at least three full weeks full responsibility for students, curriculum, assessment, and management procedures. A child case study with family involvement activities is required. Reflections include connections to the conceptual framework and Pathwise.

3. **Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)**

Admission into the Teacher Education program requires a minimum score of 172 on the reading, 173 on the writing and 171 on the mathematics batteries of the Pre-professional Skills Test (PPST). Candidates are also required to have a minimum GPA in all coursework of 2.5 and have at least a grade of "C" in ENG 1003 Freshman English I, ENG 1013 Freshman English II, MATH 1023 College Algebra, ECH 2002 Introduction to Educational Technology, ECH 2022 Introduction to Elementary School Teaching, Field I, and SCOM 1203 Oral Communications or their equivalents from another university/college. Candidates are only eligible after completing a minimum of 36 semester hours. Furthermore, they must complete an evaluation of Career Decision Awareness and they must also submit their philosophy of education. Finally, candidates are interviewed by a committee of faculty to insure that they meet admission criteria.

In order to remain in good standing in the Teacher Education Program, candidates must maintain an overall grade point average of 2.5 and earn a minimum of "C" on all professional education courses

(defined as courses with an ECH or RDNG prefix).

Candidates must meet the following performance requirements in order to be validated for teaching internship:
1. Be admitted into the teacher education program
2. Senior standing with a minimum of 90 semester hours
3. Completion of all professional education/major courses with the exception of the teaching internship courses.
4. Attain a minimum grade point average of 2.5 in all course work and a minimum grade point average of 2.5 in the major area
5. A medical examination report must be presented at the time of application
6. Attend the orientation sessions for the teaching internship
7. Verification of no conviction of a felony or other crimes specified in Arkansas Code Act 1310 of 1995 and Act 1313 of 1997.

In order to obtain the degree, candidates must successfully complete their teaching internship. The teaching internship requires the candidate to function in the total teaching role by maintaining and performing all functions and activities normally performed by the clinical supervisor. The intern assumes these activities for no less than 3 weeks for each 8-week placement. During the teaching internship placements the candidate is also required to keep an electronic portfolio. Finally, the teaching internship requires candidates to complete (as of July 2007) the Principles of Learning and Teaching: Early Childhood and Early Childhood: Content Knowledge Praxis II tests. Prior to 2007 students completed the Education of Young Children assessment.

In addition to the unit expectations related to grades, test scores, and other criteria, the Department of Teacher Education initiated a Retention Plan to assess and provide a corrective loop for candidates exhibiting unprofessional behavior and/or dispositions. The plan goes into effect once students have been formally admitted to the teacher education program. Expected and unacceptable behavior is delineated, with clear guidance for how unacceptable behavior must be documented by faculty. Candidates have several opportunities to improve their performance before serious sanctions go into effect.

4. Description of the relationship [(2)]**of the program to the unit's conceptual framework. (Response limited to 4,000 characters)**

The theme for the conceptual framework for initial licensure programs at ASU is Learning to Teach, Teaching to Learn (LTT TTL). The conceptual framework is built on the growing research base connecting the links between learning, the environment and human growth. It incorporates the increasing social impact of cultural diversity on educational environments with the psychological and biological research efforts unlocking the structures and processes of the brain. The LTT TTL framework builds on the unit's strong relationship with clinical supervisors, public schools, and other community agencies which enables faculty to cooperatively work toward assisting candidates to develop the skills, knowledge and dispositions identified in our conceptual framework.

Originally developed in the late 1990's, the framework has been revised several times, with the latest version approved by the Professional Education Faculty in Spring 2008. The LTT TTL framework was developed through a collaborative process that involved stakeholder involvement at all levels. Early Childhood Education faculty view the model as appropriate for the broad range of programs that operate within its context, including early childhood education. The LTT TTL framework is the foundation for both the formative and summative candidate evaluations for the Internship, and the underpinning for a unit-wide portfolio that is assessed prior to a candidate's graduation from the program.

The LTT TTL conceptual framework has nine broad outcomes that form its core:
1. Professionalism: The teacher candidate behaves in a professional, ethical, and legal manner.
2. Diversity: The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.
3. Communication Skills: The teacher candidate demonstrates effective communication skills.
4. Curriculum: The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
5. Subject Matter: The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
6. Teaching Models: The teacher candidate implements a variety of teaching models.
7. Classroom Management: The teacher candidate utilizes appropriate classroom management strategies.
8. Assessment: The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.
9. Reflective Teaching: The teacher candidate reflects on teaching and learning.

The LTT TTL outcomes and NAEYC standards correlate, but not perfectly. The connection between the two is provided below. Early childhood faculty have developed a program and assessments that connect both the LTT TTL framework and NAEYC standards to assure candidates are meeting expectations for both the local program and the professional association. Specifically, a stronger emphases on child development and on family and community is required for ECE candidates than is promoted by the LTT TTL conceptual framework.

Connection between NAEYC standards and LTT TTL outcomes:
Standard 1: Promoting Child Development and Learning
LTT TTL: Diversity, Curriculum, Classroom Management, Assessment
Standard 2: Building Family and Community Relationships
LTT TTL: Professionalism, Communication Skills
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
LTT TTL: Professionalism, Communication Skills, Assessment
Standard 4: Teaching and Learning
LTT TTL: Diversity, Communication Skills, Curriculum, Subject Matter, Teaching Models, Classroom Management, Assessment
Standard 5: Becoming a Professional
LTT TTL: Professionalism, Reflective Teaching

(2): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

5. **Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system[3]. (Response limited to 4,000 characters)**

The ASU professional education unit has identified several candidate assessments common to all candidates in initial licensure programs completed during the undergraduate program. These include the state mandated Praxis I and II assessments. Other common unit candidate assessments include a Field I reflection, a philosophy of education, a Field Experience evaluation (Field III for early childhood education), the Internship Summative evaluation, and an end of program portfolio assessing the candidates' performance on the Learning to Teach, Teaching to Learn outcomes.

Three of these common unit assessments are included in the eight assessments utilized by the early

childhood education faculty to document early childhood education candidates' performance on the NAEYC standards. The three assessments are the Praxis II scores, the Field III field experience evaluation and the summative Intern evaluation. Several of the assessments used within the early childhood program are ones students choose to submit as part of their Learning to Teach, Teaching to Learn end of program portfolio. The eight assessments are defined in Section Two.

Because there is overlap between the unit's conceptual framework and the NAEYC standards, use of unit assessments as part of the NAEYC Specialty Area Program Review is valuable and appropriate. Other assignments allow for documenting candidate performance on the NAEYC standards not effectively covered by the unit assessments.

6. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

7. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

Early Childhood degree checksheet	List of courses in EC program

See **Attachments** panel below.

8. Candidate Information
Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program: Arkansas State University - Jonesboro		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[4]
2007-2008	73	56
2006-2007	67	69
2005-2006	71	73

Program: Arkansas State University - Beebe		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[4]
2007-2008	37	23

2006-2007	34	30
2005-2006	20	32

Program:		
Arkansas State University - Mountain Home		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[4]
2007-2008	7	6
2006-2007	13	10
2005-2006	14	11

Program:		
Arkansas Northeastern College		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[4]
2007-2008	11	16
2006-2007	10	10
2005-2006	25	9

Program:		
East Arkansas Community College		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[4]
2007-2008	6	5
2006-2007	4	0
2005-2006	6	8

Program:		
Mid-South Community College -- program restarted in Fall 2008		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[4]

(4) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

9. Faculty Information
Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Ann Ross
Highest Degree, Field, &	

University[5]	Ed. D. Curriculum and Instruction University of Memphis
Assignment: Indicate the role of the faculty member[6]	Faculty
Faculty Rank[7]	Associate Professor
Tenure Track	฿ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Grant totaling over $100,000.00 for improving math instruction for middle grade teachers. 2007 Malinsky, M., Ross, A., McJunkin,M., Pannells, T. Math Anxiety in Pre-Service Elementary School Teachers, 6 pages. Education, Vol 127, #2, Presenter at National Council of Teachers of Science, Association for Early Childhood Education International.
Teaching or other professional experience in P-12 schools[11]	Middle Grades Teacher: 6-9 Science Extensive Staff Development work in 5-8 grade public schools PDS Partner School Liaison

Faculty Member Name	Audrey Bowser
Highest Degree, Field, & University[5]	PhD, Curriculum and Instruction, Iowa State University
Assignment: Indicate the role of the faculty member[6]	faculty
Faculty Rank[7]	assistant professor
Tenure Track	฿ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Presenter for the America Reads Campaign for 3rd 4th graders at Central Elementary Presented at the 2007 NAEYC annual conference Research looks at ways technology can be used to support multicultural technology pedagogy for preservice teachers (K-12)
Teaching or other professional experience in P-12 schools[11]	Supervise interns k - 8 Professional development: Pathwise Trainer Arkansas Mentoring Model for classroom teachers (P-12); working with educational cooperative to train early childhood educators on ways to incorporate technology; volunteer at Nettleton Public School for grades one-five with African-American Reads Month Current AR licensure: Administrator (P-12), Curriculum Specialist, Business Education (5-12)

Faculty Member Name	Beverly Boals Gilbert
Highest Degree, Field, & University[5]	Ed.D. , Early Childhood Education, University of Mississippi
Assignment: Indicate the role of the faculty member[6]	faculty (primarily ECE)
Faculty Rank[7]	professor
Tenure Track	฿ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Presented at the NAEYC Annual conference the last 3 years Program coordinator for state Early Care and Education Direct certificate Graduate coordinator for MSE in Early Childhood Education and MS in Early Childhood Services which included leading the graduate program redesign
Teaching or other professional experience in P-	Clinical supervision of graduate practicum and interns in public school preschool and primary settings; Coordinate/supervise Field II in community based and

12 schools[11]	public school prekindergarten programs

Faculty Member Name	Brenda Baxter (began 08/09)
Highest Degree, Field, & University[5]	MS, Early Childhood Services, Arkansas State University
Assignment: Indicate the role of the faculty member[6]	Faculty, 25% teaching, 75% Title III activities (primarily ECE)
Faculty Rank[7]	instructor
Tenure Track	⊝ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Member of National Association of Social Workers Member of The National Child Registry
Teaching or other professional experience in P-12 schools[11]	Recent teaching: Clinic Director & Lead Teacher for Developmentally Delayed Preschoolers in an inclusive setting

Faculty Member Name	Deanna Flemming
Highest Degree, Field, & University[5]	M. Ed., Elementary Administration, Harding University
Assignment: Indicate the role of the faculty member[6]	faculty (primarily ECE)
Faculty Rank[7]	instructor
Tenure Track	⊝ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Non-Traditional Licensure Program (NTLP) Presenter, 2008
Teaching or other professional experience in P-12 schools[11]	Recent teaching in prekindergarten, kindergarten, and K 7 gifted and talented in public schools Current licenses: P4 Early Childhood, Midlevel Social Studies, Gifted and Talented (K-12),

Faculty Member Name	Deborah Owens
Highest Degree, Field, & University[5]	PhD, Curriculum & Instruction, Reading, Mississippi State University
Assignment: Indicate the role of the faculty member[6]	faculty, partnership school/univiversity liaison, & university supervisor
Faculty Rank[7]	Assistant Professor
Tenure Track	⌐ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Sponsor Arkansas State University Student Chapter of the International Reading Association Publications: Fishing for Reading Success: Programs and Professional Development (2009). Principal (scheduled for publication in Jan./Feb. ed.). Oxford University Summer Research Fellowship

Teaching or other professional experience in P-12 schools[11]	Research: Examining Response to Intervention with 1st 4th Grade Struggling Readers; Reading Reform in 18th Century England: The Life of Joseph Lancaster; Assessment Readability Levels Professional Development for Local School Districts and Teacher Cooperatives on a variety of topics: Response to Reading Intervention; Reading Block Management; Teaching Phonics in a Constructivist Classroom; Reading Assessments. National Board Certification Early Childhood Generalist Lead Literacy Teacher, K-3 Demonstration Classrooms: 2006-07: Jackson, MS 2005-06: Hattiesburg, MS Barksdale Reading Institute (BRI) Liaison: 2002-05: Philadelphia, MS Reading Lab/Classroom Teacher: 1996-2001

Faculty Member Name	Diana Williams
Highest Degree, Field, & University[5]	Ed.D., Curriculum and Instruction/ Educational Technology, University of Nevada, Las Vegas
Assignment: Indicate the role of the faculty member[6]	faculty
Faculty Rank[7]	associate professor
Tenure Track	☐ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Coordinator for ASU software preview center and received a $400,000 award of educational software Presented at Society for Information Technology and Teacher Education 2006, 2007, 2008 Co-authored an article in Delta Kappa Gamma Bulletin 2008
Teaching or other professional experience in P-12 schools[11]	Provide professional development as part of an NSF grant

Faculty Member Name	Dianne Lawler Prince
Highest Degree, Field, & University[5]	Ed. D., Early Childhood Education, Peabody College of Vanderbilt University
Assignment: Indicate the role of the faculty member[6]	department chair (primarily ECE)
Faculty Rank[7]	professor
Tenure Track	☐ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Secretary, Association for Childhood Education International Executive Board, 2005-2008 Presented at the Association of Teacher Educators annual conference 2007, 2008 Presented at the Annual Academic Chairperson Conference, 2008.
Teaching or other professional experience in P-12 schools[11]	ASU Professional Development School Partnership Council Executive Committee 2006 - 2008

Faculty Member Name	Dixie K. Keyes
Highest Degree, Field, & University[5]	Ed. D., Curriculum & Instruction, University of Houston
Assignment: Indicate the role of the faculty member[6]	Faculty, Partnership School University Liaison, and University Supervisor

Faculty Rank[7]	Assistant Professor
Tenure Track	⑤ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	AERA (presented twice); served on Best Dissertation Award committee for my SIG, Narrative Research and chaired a session NCTE (presented once) ALAN Assembly on Literature for Adolescents for NCTE(State representative for the national organization) ACTELA Arkansas Council for Teachers of English Language Arts (board member)
Teaching or other professional experience in P-12 schools[11]	13 years teaching 6-12 English Language Arts; 1 year as a Reading Specialist/Literacy Coach. Certified/licensed to teach ELA 6 -12; ESL 6-12; and Reading Specialist K-12.

Faculty Member Name	Freddie Jo Jones
Highest Degree, Field, & University[5]	M. Ed., History, Harding University
Assignment: Indicate the role of the faculty member[6]	faculty
Faculty Rank[7]	instructor
Tenure Track	⑤ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Presented at the Arkansas Association of College for Teacher Education Spring Conference, April 2007, April 2008 Presented at the Arkansas Association of Teacher Educators Fall Conference, September 2007 Presented at the Arkansas Early Childhood Association Fall Conference, October 2007
Teaching or other professional experience in P-12 schools[11]	Supervise Field III and interns in kindergarten and primary grades; supervise MLED pre-interns and interns in middle and junior high schools Current Arkansas licensure: science and social studies, 5-8; social studies, life/earth science, 7-12

Faculty Member Name	Greg Meeks
Highest Degree, Field, & University[5]	Ph. D. Curriculum and Instruction, University of North Texas
Assignment: Indicate the role of the faculty member[6]	Assistant Department Chair Faculty
Faculty Rank[7]	Associate Professor
Tenure Track	⑤ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Meeks, Gregory B. (2007). The relationship between global perspective and global education. International Journal of Arts and Sciences. 2007. 2(1), 38-40. 2007 Meeks, G., & McJunkin, M. Dimensions of Classroom Management. Interact, International Journal. 11 pages. Published. 6 Presentations including The National Middle School Association, Association of Teacher Educators, and Southeast Regional Association for Teacher Educators.
Teaching or other professional experience in P-12 schools[11]	Middle Grades Principal PDS Liaison School Superintendent

Faculty Member Name	Heidi Eubanks (began 08/09)
Highest Degree, Field, & University[5]	MSE, Early Childhood Education/ Gifted and Talented Education, University of Central Arkansas

Assignment: Indicate the role of the faculty member[6]	faculty (primarily ECE)
Faculty Rank[7]	instructor
Tenure Track	∈ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	
Teaching or other professional experience in P-12 schools[11]	Supervise Field II in community and publc school preschools; supervise Field III students in primary grades Frecent teaching in K and primary grades Current Licensure: K-6 and Gifted and Talented K-12

Faculty Member Name	Jamae Allred (began 08/09)
Highest Degree, Field, & University[5]	MSE, Early Childhood Education, Arkansas State University
Assignment: Indicate the role of the faculty member[6]	Faculty: 25% teaching; 75% Title III activities (primarily ECE)
Faculty Rank[7]	instructor
Tenure Track	∈ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Member of NAEYC Presenter at Arkansas State University Graduates Day 2008
Teaching or other professional experience in P-12 schools[11]	Teacher and Project Manager for Arkansas Better Chance Classroom from 2004 - 2008 (publicly funded prekindergarten) Current Licensure: Early Childhood P-4

Faculty Member Name	JaneMarie Dewailly
Highest Degree, Field, & University[5]	EdS, Reading, Florida State University; Doctoral Candidate (ABD)
Assignment: Indicate the role of the faculty member[6]	Instructor
Faculty Rank[7]	Instructor
Tenure Track	∈ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	President-Elect of Crowley s Ridge Reading Council (leadership in Professional Association) ASU ERZ Education Renewal Zone Planning committee (leadership in Professional Association and service) Literacy Specialist for Brookland School District (service)
Teaching or other professional experience in P-12 schools[11]	Nettleton County Schools, Jonesboro, AR 2006 2007 Special Education and Title I Teacher Reading & Math for grades 4-8 in Title I; inclusion services for spec. educ. grades 4-7 Volusia County, Daytona Beach, FL 2001 2006 Reading Coach Intensive Reading Teacher National Trainer for American Reading Company State Presenter for Families Building Better Readers Arkansas Certifications: P-4 Early Childhood 5-6 Middle School Endorsements K-12 Reading K-12 Special

	Education

Faculty Member Name	Jennifer Miller (07/08)
Highest Degree, Field, & University[5]	MSE, Reading, Arkansas State University
Assignment: Indicate the role of the faculty member[6]	faculty (primarily ECE)
Faculty Rank[7]	instructor
Tenure Track	∈ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Authored two district quarterly literacy tests Member International Reading Association, Arkansas Reading Association
Teaching or other professional experience in P-12 schools[11]	Supervised Field III students in primary grades Professional development: worked collaboratively with several school districts on curriculum development; Current licensure: Early Childhood P - 4; Reading Specialist

Faculty Member Name	Joanna Grymes
Highest Degree, Field, & University[5]	Ph.D., Family and Child Development, Virginia Tech
Assignment: Indicate the role of the faculty member[6]	faculty (primarily ECE)
Faculty Rank[7]	associate professor
Tenure Track	b YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Chair, Traveling Arkansas' Professional Pathways (TAPP) Steering Committee (previously the Arkansas Early Childhood Professional Development Steering Committee) 2003 - present Presented at the NAEYC Annual Conference past 3 years Advisory Committee Member (governing body), The National Registry Alliance since 2006
Teaching or other professional experience in P-12 schools[11]	Supervise graduate practica students in community and public school preschool programs Work sampling system mentor (on site) for state funded prekindergarten programs Professional development on Ounce and Work Sampling System assessments for state funded prekindergarten program staff Professional development on Social Emotional Learning for state funded prekindergarten program staff

Faculty Member Name	LaToshia Woods (began 06/07)
Highest Degree, Field, & University[5]	M.S.E. in Reading Education, Arkansas State University
Assignment: Indicate the role of the faculty member[6]	faculty
Faculty Rank[7]	instructor
Tenure Track	∈ YES
Scholarship[8], Leadership in Professional Associations, and	Presented at the National Council for Teachers of English annual conference

Service[9]:List up to 3 major contributions in the past 3 years[10]	2006 Presented at the Arkansas Reading Association annual conference 2005;2006
Teaching or other professional experience in P-12 schools[11]	Supervise Field III students in primary grades, supervise interns in grades 1 - 8 Recent teaching - K-12 Literacy Specialist (2002-2005) Current licensure: reading specialist

Faculty Member Name	Lina Owens
Highest Degree, Field, & University[5]	Ph.D., Curriculum and Instruction, University of Mississippi
Assignment: Indicate the role of the faculty member[6]	faculty (primarily ECE)
Faculty Rank[7]	associate professor
Tenure Track	☐ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Presented at NAEYC annual conference past 3 years Coauthored article in Delta Kappa Gamma Bulletin, 2008 Editor: Sparks Children's Book Review Journal (on-line journal)
Teaching or other professional experience in P-12 schools[11]	Supervise Field III and interns in K-4 public schools Assist teachers in grant writing & National Board Certification Work with teachers & students at PDS site to review books for SPARKS.

Faculty Member Name	Marci Malinsky
Highest Degree, Field, & University[5]	Ph. D., Curriculum and Instruction, University of New Orleans
Assignment: Indicate the role of the faculty member[6]	faculty (primarily ECE)
Faculty Rank[7]	associate professor
Tenure Track	☐ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Presented at American Education Research Association annual conference 2008 Presented at Southern Early Childhood Association annual conference 2006 Article published in PlayRights; 2006
Teaching or other professional experience in P-12 schools[11]	Supervise Field III and interns in K 4 public schools Current Arkansas licensure: Elementary Education (1-8)

Faculty Member Name	Mark McJunkin
Highest Degree, Field, & University[5]	Ed. D. Curriculum and Instruction Oklahoma State University
Assignment: Indicate the role of the faculty member[6]	Faculty
Faculty Rank[7]	Assistant Professor
Tenure Track	☐ YES

Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	2007 Meeks, G., & McJunkin, M. Dimensions of Classroom Management. Interact, International Journal. 11 pages. Published. 2007 Malinsky, M., Ross, A., McJunkin, M., Pannells, T. Math Anxiety in Pre-Service Elementary School Teachers, 6 pages. Education, Vol 127, #2, 2007 McJunkin, M. Rook, J. and Churchman, K. Integrating Science and Math Through Aerospace Activities. Arkansas Curriculum Conference. Closing the Achievement Gap. Peabody Hotel and Statehouse Convention Center, Little Rock,
Teaching or other professional experience in P-12 schools[11]	Middle grades Teacher Grades 5 and 6 University Supervisor of Interns Organizer and Judge, Arkansas District Science Fairs

Faculty Member Name	Meryl Worley
Highest Degree, Field, & University[5]	Masters of Education, University of Virginia
Assignment: Indicate the role of the faculty member[6]	faculty, 50% Dean's office support
Faculty Rank[7]	instructor
Tenure Track	∈ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Presenter: Mid-South Educational Research Association Co-sponsor of the ASU chapter of the Arkansas Reading Association
Teaching or other professional experience in P-12 schools[11]	Supervised Field II in community and public school preschools and Field III students in primary grades Current Virginia Licensure: NK -4, Reading Teacher, Reading Specialist

Faculty Member Name	Michelle Johnson
Highest Degree, Field, & University[5]	MSE, Early Childhood Education, Arkansas State University
Assignment: Indicate the role of the faculty member[6]	faculty (primarily ECE)
Faculty Rank[7]	instructor
Tenure Track	∈ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Book Reviews in Mid-South Children s Review Journal
Teaching or other professional experience in P-12 schools[11]	Supervise Field II students in public preK, supervise Field III students in primary grades. Current Licensure: Tennessee endorsement Early child Ed PK-4 and Elementary k-6; Arkansas Early Childhood Education P-04 and ELEM k-06; Mississippi Nursery grade 1 (N-1), Ele Educ (k-3) and Ele Educ (4-8)

Faculty Member Name	Nancy Bacot
Highest Degree, Field, & University[5]	ED.SP, Early Childhood Education, University of Mississippi
Assignment: Indicate the role	

of the faculty member[6]	faculty (primarily ECE)
Faculty Rank[7]	instructor
Tenure Track	☐ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Presented at the Arkansas Early Childhood Association annual conference the past 3 years Advisory board member Crowley s Ridge Development Council R.E.A.C.H. (Resource Referral Education and Childcare Help) Faculty Advisor Association Childhood Education International, Arkansas State University Student Branch
Teaching or other professional experience in P-12 schools[11]	Coordinate/supervise ECH 3053 students in Kindergarten field experience

Faculty Member Name	Natalie Johnson-Leslie
Highest Degree, Field, & University[5]	Ph.D.s, 1)Educational leadership and Policy Studies and 2)Curriculum Instructional Technology, Iowa State University
Assignment: Indicate the role of the faculty member[6]	faculty
Faculty Rank[7]	assistant professor
Tenure Track	☐ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Presented at the International Society for Technology in Teacher Education (SITE) annual conference for the past 3 years Lead critical professional development activities in area schools Wrote a successful grant Together we Teach: Reading and Writing Across Content Areas
Teaching or other professional experience in P-12 schools[11]	Supervised Field II students in community and public school preschools; supervised interns in K-8 settings Worked with 17 schools in the Great Rivers Educational Cooperative Services providing professional development to teachers

Faculty Member Name	Pam Little (05/06 06/07)
Highest Degree, Field, & University[5]	MSE, Early Childhood Education, Arkansas State University
Assignment: Indicate the role of the faculty member[6]	faculty (primarily ECE)
Faculty Rank[7]	instructor
Tenure Track	☐ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Member, Southern Early Childhood Association
Teaching or other professional experience in P-12 schools[11]	Supervise Field II students and interns in K - 4 public schools Professional development: collaborative work with local elementary school; Current licensure: PK 6, Early Childhood Education

Faculty Member Name	Patty Murphy
Highest Degree, Field, &	EdD, Curriculum & Development, Tennessee State University; Endorsement:

University[5]	Reading Specialist
Assignment: Indicate the role of the faculty member[6]	Faculty, Partnership school/University liaison, & University supervisor
Faculty Rank[7]	Assistant Professor
Tenure Track	☑ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Publications: Complexities of Effective Literacy Instruction (2009). Tennessee Reading Journal (scheduled for publication in spring 2009) Using Picture Books to Engage Middle School Students (2009). Middle School Journal (scheduled for publication in fall 2009) Presenter at College Reading Association, 2007 & 2008
Teaching or other professional experience in P-12 schools[11]	Provide professional development in Classroom Management to local schools Taught 3rd grade for 3 years all subjects Taught Kindergarten for 3 years Taught Middle School for 2 years Language Arts, Spelling, and Math Tennessee Certifications: K-6 Early Childhood Tennessee Endorsement: Reading Specialist K-12

Faculty Member Name	Paula Stewart
Highest Degree, Field, & University[5]	Ed. D. Curriculum and Instruction Mississippi State University
Assignment: Indicate the role of the faculty member[6]	MLED Program Coordinator Faculty
Faculty Rank[7]	Assistant Professor
Tenure Track	☑ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Presentations at European Teacher Education Network, 2007 & 2008. (3), later published as Journal Articles Presentations at ATE & ACEI 2008 (5) ASU Diversity Committee Secretary
Teaching or other professional experience in P-12 schools[11]	Supervision MLED Field II & Internship 2002-2008 Program Coordinator, ASU Mt. Home

Faculty Member Name	Rhonda Harrington (left 06/07)
Highest Degree, Field, & University[5]	MSE, Early Childhood Education, Arkansas State University
Assignment: Indicate the role of the faculty member[6]	faculty (primarily ECE)
Faculty Rank[7]	instructor
Tenure Track	☐ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Presented at the Arkansas Early Childhood Association annual conference, 2006 Presented at the Southern Early Childhood Association annual conference, 2006, 2007 Presented at the Association for Childhood Education International, 2005
Teaching or other professional experience in P-12 schools[11]	Supervised Field III students in primary grades; supervised interns K-4 Current Licensure: K - 6

Faculty Member Name	Ronald W. Towery
Highest Degree, Field, & University[5]	Ed.D. Curriculum and Instruction: Major in Elementary Education with Minor in Educational Leadership Mississippi State University
Assignment: Indicate the role of the faculty member[6]	Faculty
Faculty Rank[7]	Professor
Tenure Track	∈ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Presentation at the 2006 National Middle School Association Conference: Collaborative Assessment in a Field Based Program. Presentation at 2007 Association for Childhood Education International Conference: Transforming Pre-Service Teachers Through Partnership Experiences. Department of Teacher Education MSE/BSE Program Coordinator
Teaching or other professional experience in P-12 schools[11]	Experience in P-12 Schools: Supervision of Field Experience Students & Student Interns

Faculty Member Name	Sandra Hawkins Kiech (began 08/09)
Highest Degree, Field, & University[5]	MSE, Early Childhood Education, Arkansas State University
Assignment: Indicate the role of the faculty member[6]	faculty (primarily ECE)
Faculty Rank[7]	instructor
Tenure Track	∈ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Member, Association for Childhood Education International Member, Southern Early Childhood Association Member, Association of Supervision and Curriculum Development
Teaching or other professional experience in P-12 schools[11]	Supervise Field III students in primary grades and interns in PK-4

Faculty Member Name	Stephanie Davidson (left 07/08)
Highest Degree, Field, & University[5]	Ph.D., Early Childhood Education, Mississippi State University
Assignment: Indicate the role of the faculty member[6]	faculty (primarily ECE)
Faculty Rank[7]	assistant professor
Tenure Track	∈ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Presented at the NAEYC Annual Conference 2 years Presented at the Arkansas Early Childhood Association Annual Conference 2 years Presented at the Southern Early Childhood Education Annual Conference 2 years
Teaching or other professional experience in P-	Field II supervision in community based and public school prekindergarten programs

12 schools[11]	

Faculty Member Name	Sue Anselm
Highest Degree, Field, & University[5]	MSE Curriculum and Instruction, Arkansas State University; MSE School Psychology, University of Central Ark.
Assignment: Indicate the role of the faculty member[6]	faculty (primarily ECE)
Faculty Rank[7]	instructor
Tenure Track	∈ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Presented at Phi Delta Kappa Future Educators Association 2008 Co-president, Twin Lakes chapter Phi Delta Kappa 36 hours completed toward Ph.D. in Curriculum and Instruction
Teaching or other professional experience in P-12 schools[11]	Intern supervision K 8 Current licensure: K-12 Special Education

Faculty Member Name	Susan Davis
Highest Degree, Field, & University[5]	M.S.E., Early Childhood Education, Arkansas State University
Assignment: Indicate the role of the faculty member[6]	faculty (primarily ECE)
Faculty Rank[7]	instructor
Tenure Track	∈ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	2004 to present working on PhD, University of AR; presently ABD Held offices: President, Vice-President, and Treasurer in the Mountain Home Area Reading Council; 2004-present Student advisor for International Reading Association and National Education Association on MH campus; 2002-present
Teaching or other professional experience in P-12 schools[11]	Supervise Field II students in primary grades; supervise ECE and MLED interns in grades K-8 Current licensure-K-6; middle school social studies endorsement; and English as a Second Language endorsement

Faculty Member Name	Thomas J. Fiala
Highest Degree, Field, & University[5]	Ph. D. History and Social Foundations of Education, Ball State University
Assignment: Indicate the role of the faculty member[6]	Faculty
Faculty Rank[7]	Associate Professor
Tenure Track	⋑ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Paper presentations past 3 years include American Educational Studies Association, History of education, and European Teacher Education Network. COE representative ETEN 2006-2008 Papers published by European Teacher Education Network a. John Dewey and Multicultural Education in a Global Society, and b. The Separation of Church and State in a Democracy: Religion

	and Prayer in Public Schools
Teaching or other professional experience in P-12 schools[11]	Clinical Supervisor/teacher Internship ECH and MLED

Faculty Member Name	Tonja Fillippino
Highest Degree, Field, & University[5]	Ed. D. in Curriculum & Instruction, University of Louisiana at Monroe
Assignment: Indicate the role of the faculty member[6]	Faculty, MLED Program Coordinator (2008-2009), Site Coordinator ASU-Beebe
Faculty Rank[7]	Assistant Professor
Tenure Track	☒ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Three published journal articles Towery, R, Lawler-Prince, D, Stewart, P, Fillippino, T and Meeks, G. (2007) Partnership schools: Learning from the past and reaching for the future. Southeastern regional Association of Teacher Educators, St. Louis, MO. Towery, Ron, Meeks, Gregory B. & Fillippino, Tonja. (2006) Collaborative assessment in field experience partnerships. National Middle School Conference, Nashville, TN.
Teaching or other professional experience in P-12 schools[11]	Internship Supervision 2003-2008 Field II Supervision 2007 Non-traditional teacher training for the Arkansas Department of Education 2007-2008

Faculty Member Name	Zelda McMurtry
Highest Degree, Field, & University[5]	Ed.D., Instruction & Curriculum Leadership with Early Childhood Education Emphasis; University of Memphis
Assignment: Indicate the role of the faculty member[6]	faculty (primarily ECE)
Faculty Rank[7]	assistant professor
Tenure Track	☒ YES
Scholarship[8], Leadership in Professional Associations, and Service[9]:List up to 3 major contributions in the past 3 years[10]	Presented at American Education Research Association annual conference 2008 Presented at Southern Early Childhood Association annual conference 2006 Article published in PlayRights; 2006
Teaching or other professional experience in P-12 schools[11]	Supervise Field III and interns in K 4 public schools Current Arkansas licensure: Elementary Education (1-8)

(5) e.g., PhD in Curriculum & Instruction, University of Nebraska.
(6) e.g., faculty, clinical supervisor, department chair, administrator
(7) e.g., professor, associate professor, assistant professor, adjunct professor, instructor
(8) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.
Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.
(9) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.
(10) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.
(11) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the NAEYC standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Licensure assessment, or other content-based assessment (required)	Praxis II: Principles of Teaching and Learning, Early Childhood Since July 2007: Early Childhood: Content Knowledge Prior to July 2007: Education of the Young Child	state licensure exam	end of program
Assessment #2: Content knowledge in early childhood education (required)	Field III Portfolio	portfolio	semester prior to internship; completed in ECH 4013 Field Experiences III. Pre-Internship
Assessment #3: Candidate ability to plan implement appropriate teaching and learning experiences (required)	Internship Integrated Instruction Plans	unit	internship/end of program ECH 4086, Teaching Internship in Early Childhood Education - Kindergarten and ECH 4096, Teaching Internship in the Elementary School - Primary Grades 1-3
Assessment #4: Student teaching or internship (required)	Internship Summative Rating Form	clinical evaluation	internship/end of program ECH 4086, Teaching Internship in Early Childhood Education - Kindergarten and ECH 4096, Teaching Internship in the Elementary School - Primary Grades 1-3

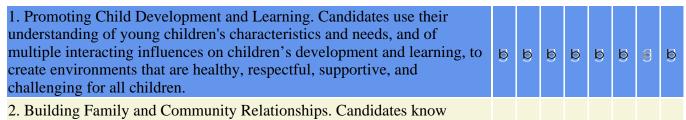| Assessment #5: Candidate effect on student leaning (required)	Action Plans (Case Study)	case study	internship/end of program ECH 4086, Teaching Internship in Early Childhood Education - Kindergarten and ECH 4096, Teaching Internship in the Elementary School - Primary Grades 1-3
Assessment #6: Additional assessment that addresses NAEYC standards (required)	Field III Clinical Evaluation	clinical evaluation	semester prior to internship; completed in ECH 4013 Field Experiences III. Pre-Internship
Assessment #7: Additional assessment that addresses NAEYC standards (optional)	Family Involvement Plan	project	junior year, completed in ECH 3063, Individualizing Programs for Children and Families
Assessment #8: Additional assessment that addresses NAEYC standards (optional)	(Infant/Toddler) Teacher Made Materials	project	junior year, completed in ECH 3043, Program Development and Management for Early Care and Education Centers

(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each NAEYC standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NAEYC standards.

1. For each NAEYC standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple NAEYC standards.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Promoting Child Development and Learning. Candidates 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.	ꕷ	ꕷ	ꕷ	ꕷ	ꕷ	ꕷ	ꕷ	ꕷ
2. Building Family and Community Relationships. Candidates know								

about, understand, and value the importance and complex characteristics of children's families and communities. They 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.	☑	☑	☑	☑	☑	☑	☑	☑
3. Observing, Documenting, and Assessing to Support Young Children and Families. Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.	☑	☑	☑	☑	☑	☑	☑	☑
4. Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.	☑	☑	☑	☑	☑	☑	☑	☑
5. Becoming a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are 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 are informed advocates for sound educational practices and policies.	☑	☑	☑	☑	☑	☑	☑	☑

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE's unit standard 1:
- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
(a) the assessment tool or description of the assignment;
(b) the scoring guide for the assessment; and
(c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be avail

1. State licensure tests or professional examinations of content knowledge. NAEYC standards addressed in this entry could include all of the standards. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Praxis II data	Assessment 1 Praxis narrative

See **Attachments** panel below.

2. Assessment of content knowledge[15] in early childhood education. NAEYC standards addressed in this entry could include but are not limited to 1, 2, and 4. Examples of assessments include comprehensive examinations, GPAs or grades[16], and portfolio tasks[17]. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 2 Field III portfolio rubric	Assessment 2 Field III portfolio narrative assignment data

See **Attachments** panel below.

---

[15] Content knowledge in early childhood professional preparation includes knowledge of child development and learning (characteristics and influences); family relationships and processes; subject matter knowledge in literacy, mathematics, science, social studies, the visual and performing arts, and movement/physical education; as well as knowledge about children's learning and development in these areas.

[16] If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the specialty standards.

[17] For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

3. **Assessment that demonstrates candidates can effectively plan and implement appropriate teaching and learning experiences. NAEYC standards that could be addressed in this assessment include but are not limited to Standard 4. Assessments might emphasize features such as (a) adaptations to individual, developmental, cultural and linguistic differences; (b) knowledgeable and developmentally appropriate application of subject matter knowledge; (c) use of effective and appropriate teaching strategies for young children; and (d) attention to effects on children's learning. These assessments are often included in a candidate's portfolios or in student teaching evaluations. (Answer Required)**

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 3 Integrated Instruction Plan narrative assignment data	Assessment 3 Integrated Instruction Plan rubric

See **Attachments** panel below.

4. **Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. NAEYC standards that could be addressed in this assessment include all of the standards. An assessment instrument used in student teaching or an internship should be submitted. (Answer Required)**

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 4 Internship Evaluation narrative data	Assessment 4 Internship evaluation forms

See **Attachments** panel below.

5. **Assessment that demonstrates candidate effects on student learning. NAEYC standards that could be addressed in this assessment include but are not limited to 3 and 4. Examples of assessments include those based on samples of children's work, portfolio tasks, case studies, follow-up studies, and employer surveys. They might include follow-up studies of graduates of the ECE program, as they relate to the NAEYC standards and as they document graduates' effectiveness in professional positions where they have an impact on young children's development and learning. (Answer Required)**

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 5 Action Plan rubric	Assessment 5 Action Plan narrative assignment data

See **Attachments** panel below.

6. **Additional assessment that addresses NAEYC initial teacher preparation standards. All NAEYC standards could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio projects, and follow-up studies. Assessments might be candidate projects that demonstrate candidate's (a) ability to observe and assess young children through case studies or similar projects; (b) understanding of the role of families in young children's development and learning, and how they support this role as teachers of young children; and (c) understanding of the early childhood profession and candidates' future role as advocates**

and reflective, continuous learners. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 6 Field III Clinical Evaluation narrative assignment data	Assessment 6 Field III Clinical Evaluation form

See **Attachments** panel below.

7.   Additional assessment that addresses NAEYC initial teacher preparation standards. All NAEYC standards could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio projects, and follow-up studies. Assessments might be candidate projects that demonstrate candidate's (a) ability to observe and assess young children through case studies or similar projects; (b) understanding of the role of families in young children's development and learning, and how they support this role as teachers of young children; and (c) understanding of the early childhood profession and candidates' future role as advocates and reflective, continuous learners.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 7 all parts

See **Attachments** panel below.

8.   Additional assessment that addresses NAEYC initial teacher preparation standards. All NAEYC standards could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio projects, and follow-up studies. Assessments might be candidate projects that demonstrate candidate's (a) ability to observe and assess young children through case studies or similar projects; (b) understanding of the role of families in young children's development and learning, and how they support this role as teachers of young children; and (c) understanding of the early childhood profession and candidates' future role as advocates and reflective, continuous learners.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 8 teacher made materials narrative assignment data	Assessment 8 teacher made materials rubric

See **Attachments** panel below.

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1.   Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

Candidates' performances on the eight assessments included in this report provide clear evidence that the majority of candidates are mastering the expected NAEYC standards. There is clearly room for improvement and the ECE faculty is aware of this. Over the past several years data from the assessments included herein and data from other unit assessments have been analyzed to make continual improvements in the program.

The Department of Teacher Education has, for the past three years, instituted "Course groups" whose responsibilities are to assure that all faculty at all sites are clear on the content, assignments, and expectations for each course taught in the program. The faculty has used feedback from stakeholders (program graduates, clinical supervisors, public school faculty) and data (the eight assessments described herein, other unit assessments, and student evaluations of courses) to improve the individual courses. This process has included both aligning course objectives and assignments with NAEYC standards, Learning to Teach, Teaching to Learn outcomes, and Pathwise, as well as aligning the connections among courses within the program.

The following response will focus specifically on decisions that have been (or will be made) based specifically on the data from the eight assessments described in this report.

CONTENT KNOWLEDGE

Concerns related to Standard 1 (for example, from the Praxis II: Education of Young Children assessment) have been discussed by faculty for several years. Assignments throughout the program have been changed to reflect two expectations. The first is using observational and assessment data to make determinations of children's development and using these determinations to provide a rationale for why activities/experiences and materials are appropriate for individual children. Candidate performance suggests the ECE faculty need to find a more effective method to support candidates in applying knowledge of child development. On a related issue (and based not only on data presented here but also on data from candidate evaluation of the program, a unit assessment), candidates are more consistently expected to explicitly specify adaptations within planned activities to meet the developmental considerations of children with special needs.

Documentation for Standards 2, 3, 4 and 5 relevant to content knowledge is strong throughout the program, including the Praxis II data (Assessment 1), the Field III portfolio (Assessment 2), the integrated instruction plan created during internship (Assessment 3), and the Family Involvement Plan (Assessment 7). The faculty continues to monitor candidates' performance in these areas.

PROFESSIONAL AND PEDAGOCIAL KNOWLEDGE, SKILL AND DISPOSITIONS

Candidate application of professional and pedagogical knowledge, skills and dispositions is best reflected in the more applied assessments, such as the Field III Portfolio (Assessment 2) and the Field III Clinical Evaluation (Assessment 6), the Teacher Made Materials assignment (Assessment 8) and all the assessments that occur during the internship (Integrated Instruction Plan, Assessment 3; the Action Plan, Assessment 5; and the Intern Summative Evaluation, Assessment 4). Candidate performance was typically strong on all of these assessments.

Perusal of the data suggests that there is opportunity to strengthen candidates' performance on Standard 5 in relation to the effective use of professional resources (for example, Field III Portfolio and Teacher

Made Materials, Assessments 6 and 8 respectively). ECE faculty plan to more clearly identify what is meant by professional resources throughout the program, model their uses within classes, and increase expectations for candidates to use resources in return. Performance related to Standard 5 will be closely monitored in both the included assessments and other program expectations.

Data on assessments documenting Standard 4 provide evidence that most candidates are meeting this standard. This standard did have higher levels of poor candidate performance on several assessments. Praxis II scores, the Field III Portfolio for 4d, the Internship Action Plan for 4a, and the Teacher Made Materials project for 4d (Assessments 1, 2, 5, and 8 respectively) were all identified as assessments with a higher number of unacceptable levels of performance than faculty would prefer. Faculty discussions have focused on providing clearer directions to candidates and more specific examples within classes. Faculty will continue to monitor performance to ensure this strategy leads to improved candidate performance.

STUDENT LEARNING
The assessment to most strongly document candidate effect on student learning is the Action Plan completed during internship. Candidate performance on this assessment is strong and performance on the indicator specific to student learning is strong (96% of candidates scored as met or exceeded the expectation). The rubric, however, does not delineate candidate impact on student learning apart from also evaluating the candidates' reflection skills. In the future, the assessment needs to delineate the effectiveness of the interventions planned and implemented by the intern more specifically so that stronger evidence for candidate impact on student learning can be provided. The faculty is revising the assessment so candidates will report student performance apart from graded coursework; the faculty wants to distinguish between candidate performance and child performance in assigning course grades.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at http://www.ncate.org/institutions/process.asp?ch=4 (Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.