

Program Report for the Blended Preparation of Early
Childhood Teachers and Early Childhood Special
Education Teachers
National Association for the Education for Young
Children (NAEYC) and Council for Exceptional Children
(CEC)

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:

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6. Name of institution's program

Early Childhood Education with Special Education Emphasis

7. NCATE Category:

Early Childhood Education-First Teaching License

8. Grade levels⁽¹⁾ for which candidates are being prepared

Preschool - Grade 4

(1) e.g. Early Childhood; Elementary K-6

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 and Special Education Early Childhood Instructional Specialist

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 and CEC standards. (Response limited to 4,000 characters)

The Early Childhood Education with Special Education Emphasis (ECSE) program at Arkansas State University (ASU) prepares students for both Arkansas' initial Preschool – Grade 4 license and the add-on Early Childhood Special Education license, also Preschool – Grade 4. Graduates are most likely teaching special education in kindergarten through grade four in public schools or teaching in community based programs serving young children with special needs. Because of the high need for licensed special education teachers, the state allows colleges of education to offer a combined initial licensure program. Arkansas defines special education as an add-on license earned through graduate program work after an initial teaching license (P-4, 4-8, 7 -12, P-12) has already been achieved.

State Standards

The ECSE program works with, and meets several different sets of standards. Arkansas law requires colleges that prepare educators to be NCATE accredited for candidates to be eligible for licensure; NCATE, NAEYC and CEC standards are in effect. Arkansas licensure standards reflect NCATE, INTASC, and the respective specialty areas. Individuals working in early childhood education must be familiar with these Arkansas standards for children: K-4 Curriculum Frameworks and Benchmarks, Early Childhood Education Framework and Benchmarks, and Framework for Infant Toddler Care.

By law, candidates must meet minimum Praxis I scores to be admitted to a 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 ECSE program is housed in the Department of Teacher Education (TE). TE shares responsibility for the ECSE program with the Department of Educational Leadership, Curriculum and Special Education (ELCSE). Regular Early Childhood Education and ECSE students complete most of their programs together. Teacher Education provides the majority of the program while special education faculty from ELCSE provides the early childhood special education coursework. This approach grounds the ECSE students in early childhood practice yet allows them the opportunity to develop the more specialized knowledge and skills necessary for individualizing programs for young children and their families. Involved faculty members from both programs meet regularly to assure program continuity and integrity.

In addition to being offered on ASU's main campus in Jonesboro, AR, the ECSE 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 (beginning Fall 2008). The early childhood special education coursework is offered in conjunction with the early childhood special education graduate program. Most of the special education coursework is online to support the graduate students who are teaching in classrooms across the state and cannot readily meet classes on campus.

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 work. The process of adoption and implementation on five campuses has been slow and affected the collection of data across programs.

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 observational 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 most special education experiences.

ASU has created a system for assuring candidates' public school placements occur in schools reflecting diversity in 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, the Field III block (14 hours), and the ECH 4086 and ELSE 4816 Internship.

PRIOR TO ADMISSION

-ECH 2022, Introduction to Elementary School Teaching, Field I
30 hours, 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 and diversity issues.

-ECH 2013, Survey of Early Childhood Education

7 hours, 7 varied ECE 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.

-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 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 appropriate curriculum activities, including teacher made materials. Candidates connect to appropriate conceptual framework outcomes, Pathwise domains, and curriculum frameworks.

-ECH 3073, Children, Families & Community Relationships: Field II

50 hours, birth to five settings; instructor identified placement

Candidates are evaluated on human interaction skills. Candidates develop and implement observational assessments to help 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.

-ELSE 4033, Behavior Intervention and Consultation

18 hours, early childhood setting, student identified placement

Candidates develop and complete a behavior analysis on a student for an academic skill and for a behavior concern.

-ELSE 4743, Assessment of the Young Child with Exceptionalities

20 hours, early childhood setting, student identified placement

Candidates complete a battery of assessments on a young child (3 to 8 years). Candidates then analyze and synthesize assessment data into a diagnostic summary.

-ELSE 4053, Methods of Working with Individuals with Mild Disabilities

18 hours, early childhood setting, student identified placement

Candidates complete a Differentiated Unit Plan (DUP) in a content area that explicitly includes

modifications and/or accommodations for including any individual with a mild cross-categorical disability; it is linked to the general curriculum. A series of 6-8 lessons are required on a particular topic. Candidates teach lessons in the general education classroom when the students with exceptional learning needs are included. The clinical supervisor assesses the candidate's performance.

-ELSE 4753, Methods for Working with Young Children with Exceptionalities
40 hours, early childhood setting, student identified placement

Candidates use the diagnostic summary (developed in ELSE 4743) to develop an Individual Education Plan (IEP). Candidates develop and implement a series of experiences to meet selected goals/objectives. Candidates also use a structured tool to observe a fully licensed early childhood special education teacher in a pre-school setting (12 hours).

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.

-ELSE 4083 Collaboration for Special Education Service Delivery
10 hours, variety of settings, student identified placement

Structured interview with parents, teachers and principals about IDEA implementation and reflection.

-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.

-ELSE 4816, Teaching Internship: Primary Grades, Special Education
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 portfolio, including a behavior change intervention, is required to document candidate performance on CEC standards.

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, ELSE, 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 following Praxis II assessments: Principles of Learning and Teaching: Early Childhood, Early Childhood: Content Knowledge, Special Education: Knowledge Based Core Principles and Special Education: Preschool/Early Childhood . Prior to 2007 students completed the Education of Young Children assessment rather than the Early Childhood: Content Knowledge.

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 Arkansas State University 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 since, with the newest 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 early childhood Field III Clinical Evaluation and for the (kindergarten) Internship, as well as 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 the core of the framework:

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, NAEYC standards and CEC standards correlate, but not perfectly. A crosswalk of the three is provided in the attachment labeled CONTEXT ATTACHMENTS. Regular 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, stronger emphases on child development and on family and community are required for ECE candidates than is promoted by the LTT TTL conceptual framework. Diversity is strongly woven through all the CEC standards. CEC standards also have a stronger emphasis on the individual learner and on collaboration than the LTT TTL conceptual framework. The early childhood special education courses have typically aligned their assessments directly to the CEC standards than the conceptual framework. The attached crosswalk does show that meeting the CEC standards provides evidence for meeting the conceptual framework outcomes.

(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 and 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 and early childhood special 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 and early childhood special education faculty to document ECSE candidates' performance on the NAEYC and CEC standards. The three assessments are the Praxis II scores, the Field III field experience Clinical Evaluation and the ECH 4086 (Kindergarten) summative Intern evaluation. Several of the assessments connected to the regular and special education courses are ones students choose to submit as part of their Learning to Teach, Teaching to Learn end of program portfolio. The thirteen assessments employed to evaluate the ESCE program are defined in Section Two.

Because there is overlap between the unit's conceptual framework, the NAEYC standards and the CEC standards, use of unit assessments as part of the Specialty Area Program Review for this initial licensure program is valuable and appropriate. The other assessments allow for documenting candidate performance on the CEC standards and the NAEYC standards less effectively covered by the unit assessments.

(3) This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

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.

CONTEXT ATTACHMENTS

See **Attachments** panel below.

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.)

Program check sheet

Required courses in BSE EC Special Ed emphasis

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	6	5
2006-2007	7	1
2005-2006	4	1

Program: Arkansas State University - Beebe		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾
2007-2008	6	0
2006-2007	1	1
2005-2006	0	0

Program: Arkansas State University - Mountain Home		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾
2007-2008	3	4
2006-2007	4	2
2005-2006	4	0

Program: Arkansas Northeastern College		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾
	1	0
	0	0
	0	0

Program: East Arkansas Community College		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾
2007-2008	0	0
2006-2007	0	0
2005-2006	0	0

Program: Mid-South Community College (program begun Fall 2008)		
	# of Candidates	# of Program

Academic Year	Enrolled in the Program	Completers ⁽⁴⁾
n/a		
n/a		
n/a		

(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	<input checked="" type="radio"/> 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	<input checked="" type="radio"/> 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	<input checked="" type="radio"/> 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-12 schools ⁽¹¹⁾	Clinical supervision of graduate practicum and interns in public school preschool and primary settings; Coordinate/supervise Field II in community based and 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	<input type="radio"/> 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	Cindy Nichols
Highest Degree, Field, & University ⁽⁵⁾	Ed.S. Elementary Administration and Special Education Administration/Southeast Mo. State University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Instructor, Department of Ed. Leadership, Curriculum and Special Education
Faculty Rank ⁽⁷⁾	Full-time Instructor Director of 4-12 Special Education
Tenure Track	<input type="radio"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Presentation NCEA National Conference, July 2008: Using Mel Levine in a Special Education Course Member of Council for Exceptional Children 2007-Present Member of CEC and Divisions: Early Childhood, Learning Disabilities, Teacher Education Division
	Member of Education Renewal Zone Co-Teaching School Support Team 2007-Present Supervised Interns in the Special Education Master's Program Supervised

Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Interns and Student Teachers in Undergraduate Teacher Education Programs Teacher of the Learning Disabled Students Grades 6-8 Elementary Principal Special Education Director Served on advisory board for Raider Open Door Academy for the Nettleton Public Schools Adjunct Instructor for Arkansas State University, Southeast Missouri State University, Three Rivers Community College, and Southwest Baptist University Special Education Consultant to public schools Licensures: Missouri: Learning Disabilities, Mental Retardation, Behavior Disorder (K-12), Elementary Education (1-8), Elementary Principalship, Special Education Administration
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Faculty Member Name	Daniel Cline
Highest Degree, Field, & University ⁽⁵⁾	Ed.D. School Administration Special Education Indiana University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> 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 2007 Annual Conference of the National Council of Professors of Educational Administration: The Process of ISLLC/ELCC Standards Implementation in School Leadership Preparation Programs Secretary, university AAUP-Executive Committee Member, university Faculty Senate
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Experience in P-12 Schools: Evaluator for the Lumina Grant providing Advanced Placement programs for seven Arkansas Delta Schools Current Licensure: North Dakota Secondary Teaching

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	<input checked="" type="checkbox"/> 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/university liaison, & university supervisor

Faculty Rank ⁽⁷⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> 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
Faculty Rank ⁽⁷⁾	professor
Tenure Track	<input checked="" type="checkbox"/> 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-	ASU Professional Development School Partnership Council Executive Committee

12 schools ⁽¹¹⁾	2006 - 2008
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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	<input checked="" type="checkbox"/> 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	<input type="checkbox"/> 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	<input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> 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 public 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	<input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and	President-Elect of Crowley s Ridge Reading Council (leadership in Professional

Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	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	<input type="checkbox"/> 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	Joan Henley
Highest Degree, Field, & University ⁽⁵⁾	Ph.D. Curriculum and Instruction/Special Education University of Missouri-Columbia
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Director of the P-4 Special Education Program and Faculty (Instructor of core content in special education)
Faculty Rank ⁽⁷⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Publication in Training in Developmental Disabilities (2008). Comparison of Assessment Results of Children with Low incidence Disabilities. Presentation at National Council of Professors of Educational Administrators (August, 2008) Creating Learning Communities in an On-Line Classroom. International Publication in Education Around the World (2007) Robbing Elementary Students of Their Childhood The perils of No Child Left Behind International Publication. Academic Exchange Quarterly (2006). Aspiring school leaders reflect on the internship. International Publication. Hawaii International Conference on Educational Proceedings. (2005). Transition services for students with disabilities: A review of practices in northeast Arkansas
Teaching or other	Experience in P-12 Schools Consultant for area schools on behavior issues Corning, Cardwell, The Learning Center, Mountain Home (2005-Present) Supervised Student Teacher Internships for University of Texas-Tyler (2002-2003) Supervised Student Teaching Program for Missouri State University-West Plains, MO (1999-2002) Director of Special Education and MSIP Coordinator Winona School District, Winona, MO (1997-1998 Elementary Principal, Assistant

professional experience in P-12 schools ⁽¹¹⁾	Superintendent Alton, Missouri (1992-1996) Early Childhood Special Education Coordinator and Teacher; West Plains, MO Teacher for Title I Reading, special education, kindergarten, second grade, 6-8 grade reading, coordinator of Special Education Junction Hill C-12, West Plains Missouri Current Licensure: Missouri: Elementary Education, Early Childhood, Early Childhood Special Education, Reading Specialist, Principal, Superintendent, Special Education Director. National: Board Certified Behavior Analyst
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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	<input checked="" type="checkbox"/> 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	Joe Nichols
Highest Degree, Field, & University ⁽⁵⁾	Ed.D. Educational Leadership Saint Louis University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Article in the online Journal of College and Character (2006): Who's Minding the Kids? Cyberslacking in The Classroom: An Ethical Dilemma for Aspiring School Administrators Chapter in The 2006 Yearbook of the National Council of Professors of Educational Administration: Project Based Instruction: Eight Questions You Should Ask Special Education Teacher Applicants and How to Score Them Member, College of Education Council of Professional Education Committee
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Experience in P-12 Schools: Advisory Board: Raider Open-Door Academy Charter School. Nettleton Public Schools Advisor to Manila AR Public Schools. Organizing and Implementing a Special Education Transition Fair. Blytheville, AR Public Schools. Developing an Alternative Special Education Program for High School Students. Current Licensure: Missouri Superintendent Elementary Principal Special Education Director Special Education MR, K-12 PE, K-12 Health, K-12 Driver Educa

Faculty Member Name	John Beineke
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Highest Degree, Field, & University ⁽⁵⁾	Ed.D. Social Science Education/ American History Ball State University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Dean and 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⁾	Article in the Journal of the European Teacher Education Network (2004): How Can Rural Schools Inform the Practice of Urban Schools Member, Arkansas Professional License Standards Board 2007-2010 Member, Board of Arkansas Association of Colleges for Teacher Education, 1999-2008
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Experience in P-12 Schools: Member, Board of Foundation for Jonesboro School District Governing Committee for ASU Partnership with Jonesboro, Nettleton, & Valley View Public Schools Supervised Interns & Student Teachers Secondary Teacher & Department Chair Current Licensure: Arkansas Curriculum Specialist K-12 Middle Level Social Studies Secondary Social Studies Indiana Social Studies K-12 Iowa Social Studies 7-12

Faculty Member Name	Kay Luter
Highest Degree, Field, & University ⁽⁵⁾	Master of Science in Education MED Gifted Education University of Arkansas at Little Rock
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Full-Time 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⁾	Member Arkansas Association of Educational Administrators
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Classroom teacher 1962 1968 1969 1982 Coordinator of Gifted Programs 1982-1985 Supervisor of Gifted Programs 1985 - 1996

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 Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Presented at the National Council for Teachers of English annual conference 2006 Presented at the Arkansas Reading Association annual conference 2005;2006
Teaching or other	Supervise Field III students in primary grades, supervise interns in grades 1 - 8

professional experience in P-12 schools ⁽¹¹⁾	Recent teaching - K-12 Literacy Specialist (2002-2005) Current licensure: reading specialist
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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	<input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major	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

contributions in the past 3 years ⁽¹⁰⁾	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	<input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> 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	Mitchell Holifield
Highest Degree, Field, & University ⁽⁵⁾	Ph.D. Educational Leadership Southern Illinois University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> 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 2007 National Council of Professors of Educational Administration Conference: Ethical Reasoning: A Performance-Based Rubric Member, Arkansas Professional Standards Licensure Board Member, National Council of Professors of Educational Administration
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Experience in P-12 Schools: Master Principal Coach, Arkansas Leadership Academy, Wynne School District Facilitator, Arkansas Administrator Mentor Training Program, Arkansas State Department of Education Consultant

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	<input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> 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

Faculty Rank ⁽⁷⁾	instructor
Tenure Track	<input checked="" type="checkbox"/> 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, & University ⁽⁵⁾	EdD, Curriculum & Development, Tennessee State University; Endorsement: 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	<input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> 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
Faculty Rank ⁽⁷⁾	assistant professor
Tenure Track	<input checked="" type="checkbox"/> 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-12 schools ⁽¹¹⁾	Field II supervision in community based and public school prekindergarten programs

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	<input type="checkbox"/> 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
Faculty Rank ⁽⁷⁾	instructor
Tenure Track	<input checked="" type="checkbox"/> 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-	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

12 schools ⁽¹¹⁾	English as a Second Language endorsement
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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	<input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3	Presented at American Education Research Association annual conference 2008 Presented at Southern Early Childhood Association annual conference 2006 Article published in PlayRights; 2006

years ⁽¹⁰⁾	
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 8-12 assessments that are being submitted as evidence for meeting both NAEYC and CEC 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 Sp Education: Knowledge Based Core Principles Sp Education: Preschool/ECE Principles of Teaching and Learning Early Childhood Since July 2007: Early Childhood: Content Knowledge Prior to July 2007: Ed 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	Internship		internship/end of program; ECH 4086,

appropriate teaching and learning experiences (required)	Integrated Instruction Plans	unit (project)	Teaching Internship in Early Childhood Education - Kindergarten
Assessment #4: Student teaching or internship (required)	Internship Summative Evaluation	clinical evaluation	internship/end of program; ECH 4086, Teaching Internship in Early Childhood Education - Kindergarten ELSE 4816, Teaching Internship in the Elementary School - Primary Grades 1-3
Assessment #5: Candidate effect on student learning (required)	Behavior Change Project	Project	internship/end of program; ELSE 4816, Teaching Internship in the Elementary School - Primary Grades 1-3
Assessment #6: Additional assessment that addresses NAEYC & CEC 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 & CEC standards (required)	Infant/toddler Teacher Made Materials	project	junior year, completed in ECH 3043, Program Development and Management for Early Care and Education Centers
Assessment #8: Additional assessment that addresses NAEYC & CEC standards (required)	P-4 Special Education Portfolio	Portfolio	During ELSE 4816 Teaching Internship
Assessment #9: Additional assessment that addresses NAEYC & CEC standards (optional)	Differentiated Unit Plan (DUP)	Program/Instructional Plan	During the course ELSE 4053 Educational Procedures for Individuals with Mild Disabilities and another one during ELSE 4816, Teaching Internship
			During ELSE 4743 Assessment of the

Assessment #10: Additional assessment that addresses NAEYC & CEC standards (optional)	Formal Assessment Project	Project	Young Child Disabilities. Successful completion of the Case Study is required prior to ELSE 4653 Methods of Working with the Young Child with Disabilities
Assessment #11: Additional assessment that addresses NAEYC & CEC standards (optional)	IEP Development	Project	During ELSE 4743 Methods of Working with the Young Child with Disabilities
Assessment #12: Additional assessment that addresses NAEYC & CEC standards (optional)	Kindergarten Action Plan	Case Study	internship/end of program ECH 4086, Teaching Internship in Early Childhood Education - Kindergarten

(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

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	#9	#10	#11	#12
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.	b	b	b	b	e	b	b	e	e	e	e	b
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.	b	e	e	b	e	e	b	b	e	e	e	b
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	b	b	b	b	e	b	e	e	e	e	e	b

learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

b e e b b e e b b b b e

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

5. Learning Environments and Social Interactions. Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

b e e b e e e b b e b e

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

6. Language. Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with

augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

b	e	e	b	e	e	e	b	e	e	e	e

Beginning special educators demonstrate their mastery of language for and with individuals with ELN through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

7. Instructional Planning. Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables.

Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

b	e	e	b	e	e	e	b	b	e	b	e

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills

b	e	e	b	e	e	e	b	b	e	b	e

for which the preparation program is preparing candidates.

8. Assessment. Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

b e e b b e e b b b b e

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

9. Professional and Ethical Practice. Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth.

Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

10. Collaboration. Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

	Ⓟ	Ⓟ	Ⓟ	Ⓟ	Ⓟ	Ⓟ	Ⓟ	Ⓟ	Ⓟ	Ⓟ	Ⓟ
	Ⓟ	Ⓟ	Ⓟ	Ⓟ	Ⓟ	Ⓟ	Ⓟ	Ⓟ	Ⓟ	Ⓟ	Ⓟ

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 8-12 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) CEC 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.

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

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⁾. CEC standards addressed in this assessment could include but are not limited to Standards 1 and 2. Examples of assessments include comprehensive examinations; written interpersonal/presentational tasks; capstone projects or research reports addressing cross-disciplinary content; philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinary content; and other portfolio tasks . (Answer Required)

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

Assessment 2 Field III portfolio all parts

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 are discrete items. In this case, artifacts included in the portfolio may be considered-included as individual assessments.

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.

CEC standards that could be addressed in this assessment include but are not limited to 7. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans. An example would be a differentiated unit of instruction.

(Answer Required)

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

Assessment 3 kindergarten integrated instructional plan all parts

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.

CEC standards that could be addressed in this assessment include but are not limited to 4, 5, 6, 7, 8, 9, and 10. The assessment instrument used in student teaching and the internship or other clinical experiences should be submitted. (Answer Required)

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

Assessment 4 Kindergarten Internship Evaluation Forms	Assessment 4 Internship Evaluation
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See **Attachments** panel below.

5. Assessment that demonstrates candidate effects on student learning⁽¹⁸⁾. 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. CEC standards that could be addressed in this assessment include but are not limited to 4, 5, 6, 7, and 8. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. (Answer Required)

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

Assessment 5 Behavior Change Project Impact on Learning

See **Attachments** panel below.

(18) In early childhood education, “student learning” refers to the effect on the learning of children in P-4 school settings, and includes creating environments that support learning.

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. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Answer Required)

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

Assessment 6 Field III Clinical Evaluation
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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. (Answer Required)

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

Assessment 7 teacher made materials

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. (Optional)

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

Assessment #8 P-4 SPED Portfolio

See **Attachments** panel below.

9. Additional assessment that addresses NAEYC & CEC initial teacher preparation standards. All NAEYC and CEC standards could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Optional)

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

Assessment 9 Differentiated Unit Plan P4 SPED

See **Attachments** panel below.

10. Additional assessment that addresses NAEYC & CEC initial teacher preparation standards. All NAEYC and CEC standards could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Optional)

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

Assessment 10 Formal Assessment Project P4 SPED

See **Attachments** panel below.

11. Additional assessment that addresses NAEYC & CEC initial teacher preparation standards. All NAEYC and CEC standards could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Optional)

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

Assessment 11 IEP Development P4 SPED

See **Attachments** panel below.

12. Additional assessment that addresses NAEYC & CEC initial teacher preparation standards. All NAEYC and CEC standards could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Optional)

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

Assessment 12 Kindergarten Internship Action Plan

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)

The ECSE program blends together two licensure programs, faculties, and philosophies representing two different departments: Educational Leadership, Curriculum, and Special Education (ELCSE) and Teacher Education. One finding, not represented by the data, but more by how the data is presented, is that both departments and faculties must collaborate more effectively blend the program. The Early Childhood Education program has worked hard to fully include the ECSE students in the program, to the effect that there was a failure to disaggregate the data between regular and special education candidates.

Creating assessments that reflect both NAEYC and CEC standards, and incorporating these assessments throughout both the regular ECE and special education ECE coursework, will make such disaggregation easier. Providing the ECSE candidates with such assessments in the regular ECE coursework would in effect improve the opportunities for all ECE candidates to better serve children with diverse educational needs.

The program evaluation process for the P4 Special Education program stimulated much discussion in ELCSE. In addition to the actual data findings, this process allowed faculty members to examine and reflect on current assessment practices and begin improvements. This process has strengthened our program by allowing us to relook at practices that have been used for many years and to look at the latest effective practices in special education teacher preparation at the early childhood level. We have opened discussion around improving coursework to reflect the latest effective practices, and revamp and revise the teacher preparation courses.

The assessments documented within this report suggest that teacher candidates who complete the P4 Special Education licensure program overwhelmingly demonstrate a high level of performance (and competence with) CEC Standards #1-10. The data have proved invaluable and we will continue to collect, analyze and modify our assessment activities based on on-going review of the outcomes. As a department, we examined the assessments we had in place for evaluating student performance. We realized that we were not only lacking in good, performance based assessments and rubrics that would provide us with the necessary data on performance, but we also were not providing our candidates sufficient information on their expected performance. We revised syllabi and assessments to develop clear rubrics clearly aligned with the CEC standards. In the process, we have also considered the rigor and standardization of the assessments. Assessments such as the Differentiated Unit Plan and the lesson plan are more rigorous, more standardized, and better reflect best practice and CEC standards for these efforts. In addition, improved assessments and rubrics have provided us with detailed information on exactly how candidates in the program are performing, and candidates also have a clear understanding of how they are being evaluated. Last year, we realized that we really did not have a good assessment in place that allowed students to evaluate the P4 special education program, so we developed a graduate exit survey. We have gathered one year of data from graduates that has proven invaluable in providing us with feedback from our candidates who have gone through the program.

The Department of Teacher Education has undergone a similar effort to consider feedback from stakeholders (from program graduates, clinical supervisors, public school faculty) and data (the eight ECE assessments, other unit assessments, and student evaluations of courses) to improve the individual courses. Faculty members worked together to reconsider curriculum, improve assessments, and align syllabi with the Learning to Teach Teaching to Learn conceptual framework, the NAEYC standards and Pathwise. This effort has been important to assure consistent curriculum, expectations, and assessments among faculty serving candidates on six campuses (including one added this fall).

Content Knowledge – Special Education

We believe that the content knowledge of teacher candidates in this program provide teachers in special education a solid knowledge base upon which to build performance skills and expertise. The Praxis II assessment is required by the state of Arkansas and provides a closely aligned test to the 10 CEC standards, both in the general knowledge and skills, but also in the early childhood area. We believe that the content information that is assessed by the Praxis II is critical knowledge for a teacher candidate to have in order to be able to develop and hone teaching skills in the special education area and opted to require passage of the Praxis II assessments before teacher candidates were allowed to intern. This new policy went into effect beginning with candidates entering the program in Fall 2007. Beginning Fall 2008, most candidates in the program had to have passed the Praxis II before taking the internship. We are anxious to receive the results and feedback from candidates as to how this requirement has helped.

We also examined Praxis II data and discovered that individuals were having difficulty with the characteristics of individuals with Exceptional Learning Needs (ELN) and with the knowledge about typical and atypical language development. The Praxis II test #0690 asks very specific questions about characteristics of particular disabilities such as syndromes that require candidates to have more specific information than what we were requiring. ELSE 4743 Assessment of the Young Child with Exceptionalities and ELSE 4753 Methods of Working with the Young Child with Exceptionalities were two excellent choices for making changes. We added a language sampling assessment as a requirement in ELSE 4743, and we enhanced the study of atypical and typical development in all areas in both the assessment and methods courses. As a result, we have seen high gains from earlier Praxis II assessment scores over the past three years. We will continue monitor candidates performance in this area.

Content Knowledge - Early Childhood

Concerns related to NAEYC Standard 1 (for example, from the Praxis II: Education 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 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. Candidates are also more consistently expected to specify adaptations within planned activities to meet the developmental considerations of children with special needs.

Documentation for NAEYC 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 Kindergarten Action Plan (Assessment 12). The faculty continues to monitor candidates' performance in these areas.

Professional and Pedagogical Knowledge, Skill, and Dispositions – Special Education

As part of the program review, we examined our program to determine where candidates gained professional and pedagogical, skill, and dispositions. We realized that we did not have sufficient field experiences for our students. Part of the reason for this is because for special education licensure in the state of Arkansas, you must have an existing teaching license in some licensure area. The existing shortage of special education teachers has resulted in school districts being desperate for special education teachers to fill classrooms and provide services for individuals with exceptional learning needs. To meet this demand, the state of Arkansas agreed to give alternative licensure to individuals who had some type of initial teaching license for three years; during that time, they are to work on the special education coursework that is needed in order for them to obtain permanent special education license. As a result, we probably have well over 90 percent of our candidates in special education classrooms without having ever had a special education course until they begin our program. As a department, we were not providing enough field experiences because we were under the mistaken assumption that these were practicing teachers with their own classrooms. However, even though they have their own classrooms, overall, most of these teachers have very limited knowledge on exactly what they are to do with students with ELN. Therefore, we revisited all of our courses and we have added structured field experiences that have to be monitored by the site-based mentor that is a requirement for all special education teacher candidates, and/or by the university supervisor or instructor.

Professional and Pedagogical Knowledge, Skill, and Dispositions – Early Childhood

Candidate application of professional and pedagogical knowledge, skills and dispositions is best reflected in the more applied ECE assessments, such as the Field III Portfolio (Assessment 2) and the

Field III Clinical Evaluation (Assessment 6), the Teacher Made Materials assignment (Assessment 7) and all the assessments that occur during the internship (Integrated Instruction Plan, Assessment 3; the Action Plan, Assessment 12; 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, Assessment 6/Field III Portfolio and Assessment 8/Teacher Made Materials); . ECE faculty may need 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.

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 than other standards. 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 7 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 class. Faculty will continue to monitor performance to ensure this strategy leads to improved candidate performance.

Effects on Student Learning – Special Education and Early Childhood

One of the key skills essential for both early childhood education and special education teachers is the ability to monitor student progress and make instructional changes based on those results. The program evaluation process allowed the P4 special education program to closely evaluate current practices and examine how effects on student learning are assessed. Both Assessment 5 and Assessment 12 indicate strong performance on candidates' abilities to reflect on their impact on children's learning and development. Further development of the assessments and rubrics could allow for a stronger measure of candidate impact on student learning. In an age of accountability and increased outcome expectations, it is vital that teacher candidates graduate only after they are completely prepared to assess their impact on student learning.

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.