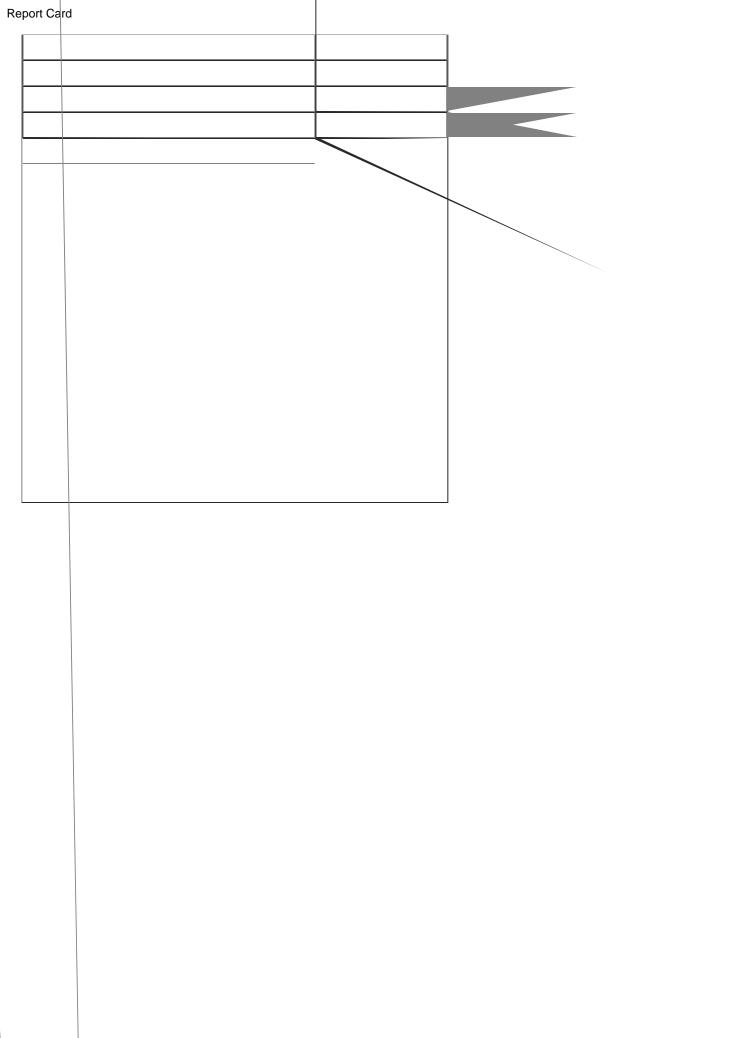
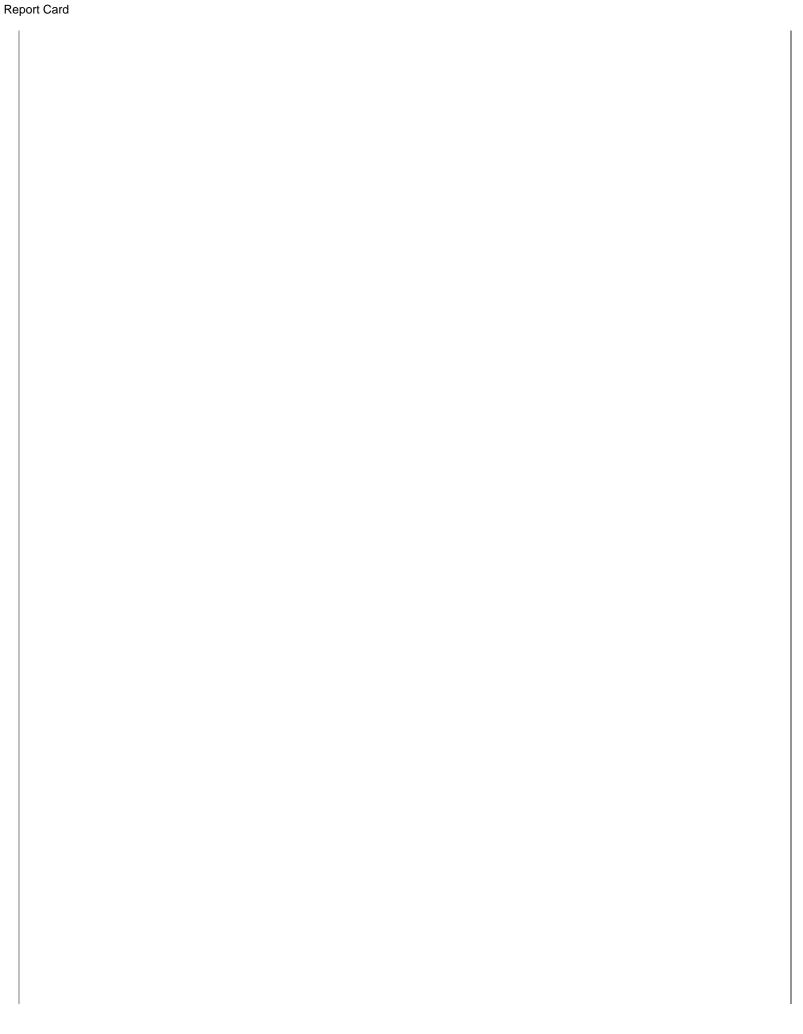


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Report Card		





with high schoolstudents involved in the fair. Finally, the UCA STEM Residential College transitioned from the planning phase to active participatioth for Fall semester, 2010. The STEM Residential College will be open so ience education majors and will represent a sound recruiting upfront as well as a venue for disseminating information about carrespondence teaching to STEM students. Members of the science education program.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal

Continued recruitment activities as described altrawe led to greater participation of the science majors in teacherducation. Additionally, having UCA faculty visit high school another munity college science classrooms to talk with students about ithe option of teaching science is now viewed as essential in thateting students to begin thinking about a career in science eduvation are still in high school will likely improve recruitment forts long-term. We will be actively recruiting for the MAT program. We will be targeting STEM majors who have recently finished or completion of their STEM degree.

## Special education

Academic year2009-10

Goal: 5% student increase

Goal met?Yes

Description of strategies used to achieve goal:

One: (a) Special Education Dual Option Block countierings are offered the Fall semester on annual rotation and (b) ystematic, ongoing recruiting efforts continue to be built into the Bray Childhood program through academic advising and Junior Baresentation.

Two: Graduate level special education licensumerses were transitioned to synchronous distance education deliver peginning 2009.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal

The entire special education graduate deguericulum, with the exception of the practicum, was transitioned to synchronous distance education delivery in fall 2010.

## Instruction of limited English proficient students

Academic year2009-10

Goal: 10 ESL completers

Goal met?No

Description of strategies used to achieve goal:

Posting of ESL Endorsement fliers in buildings and weathsites; announcements regarding courses made in EDUC 3309 classes quirement that all foreign language teacher candidates also cotholete ESL Endorsement program; addition of MAT students and Readingialist students at the graduate level.

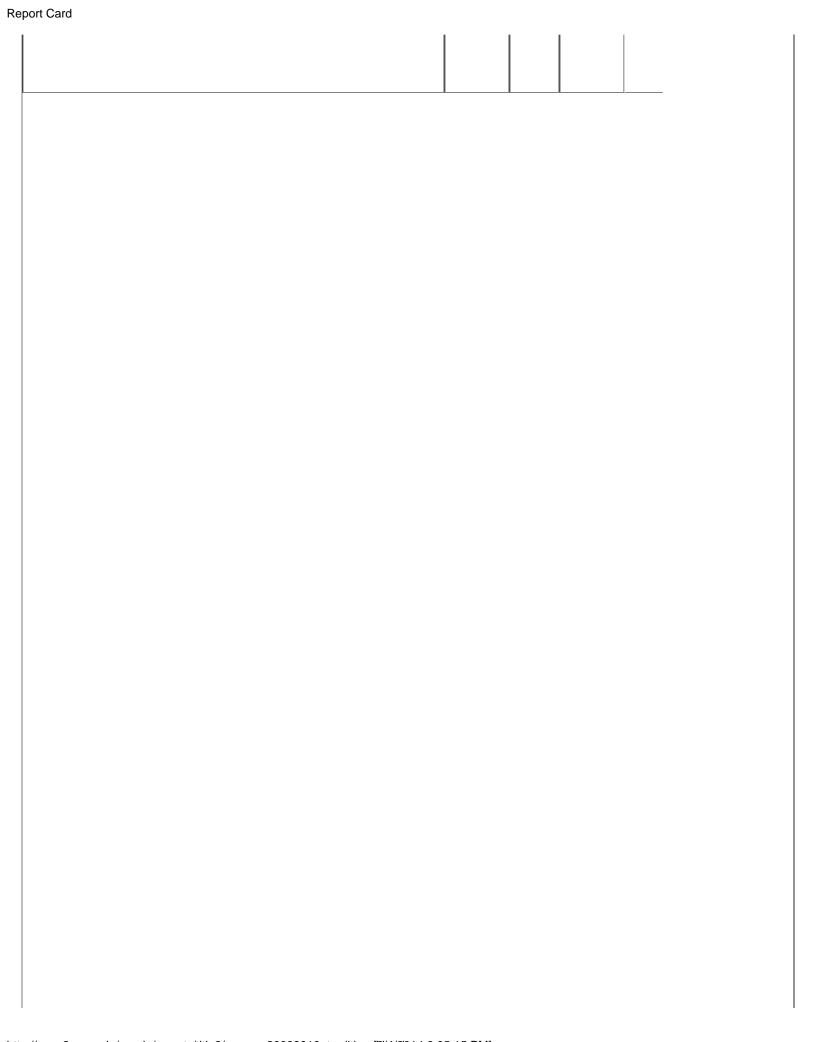
Description of steps to improve performance in meeting goal or lessons learned in meeting goal

A new requirement that students in the 4000-level E6dorsement courses be fully admitted to the

Describe your institution's most successful strategies in meeting the assurances listed above:

Each program has designed field-based assignments to ensualled that didates have experiences in a variety of scho settings and with: (1) students from at least two ethnic groups; (2) students with ptionalities; and (3) students who are English language learners in a variety of scho are English language learners in a variety in their knowledge of multiple instructional/assessment measures throughout the unit require candidates that (1) their knowledge of multiple instructional/assessment/intervention strategies for various leastly leg; (2) their ability to link to students' experiences and culture tearning experiences; (3) capacity to incorporate multiple pectives in their instruction and planning; and (4) howte ms unit 0.502 scn q 1 0 0 1 332.4996 44.2503 cm 0 0 m 0 -8.259 unit of the control of the contr

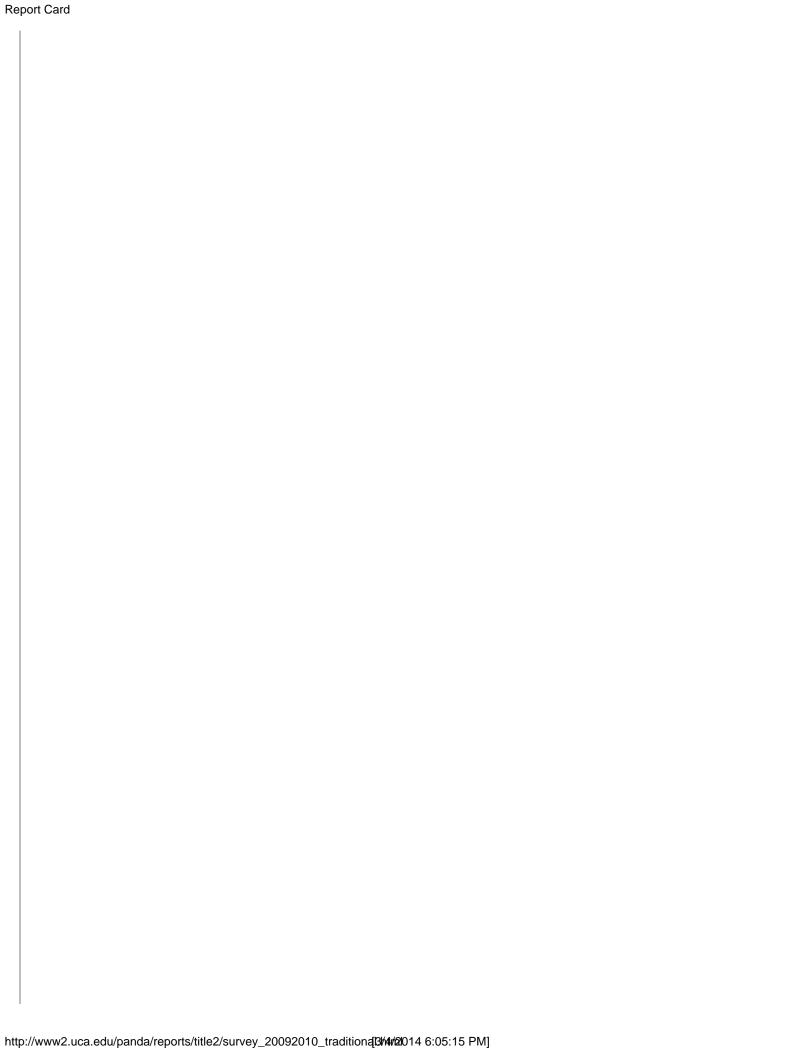
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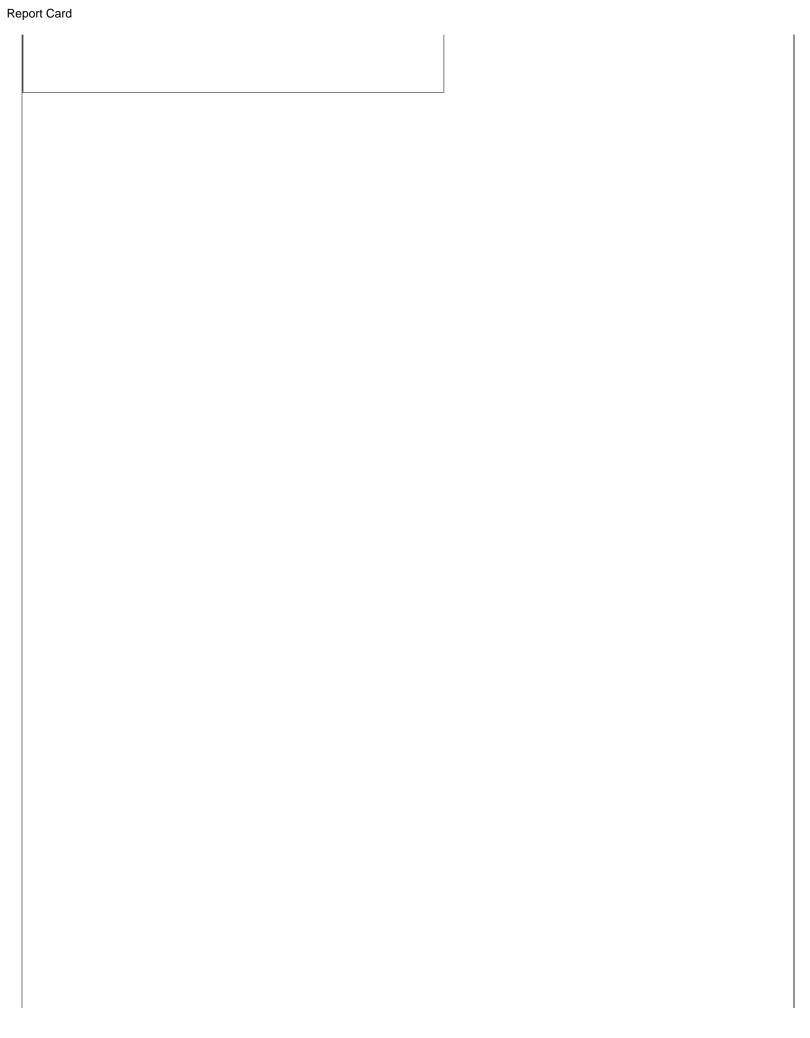




Educational Testing Service (ETS) All program completers, 2008-09					
ETS0234>> BDC ( )Tj EM	CETQI	BT 08 (	ETS)		



Re	Report Card								





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Yes

- use technology effectively to collect data to improve teaching and learning Yes
- use technology effectively to manage data to improve teaching and learning Yes
- use technology effectively to analyze data to improve teaching and learning Yes

Provide a description of how your program prepares teachers to integrate teclesfieldigyely into curricula and instruction, and to use technology effectively to collectinage, and analyze data in order to improve teaching and learning for the purpose inferesting student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable plantal design activities and a timeline if any of the four elements listed above arecurrently in place.

We adhere to the International Society for Technology Standards (NETS) contained with Additionally, the Teacher Performance Outcom Sessessment (TPOA) standards, based upon the Pathwise Domains are used sesses each student's performance within this context. Below are the assignments and standards expected Td/E912 -.IFEFF al sndar]MC 18.80125 4hcal desiy end to use teclTj ed

- 4. Create an Online Interactive Activity assignment (NETS 1 and 2; TPOA C7)
- 5. Create an Online Quiz (NETS 1 and 2; TPOA C7)
- 6.Create a WebQuest (must include a minimum of five Internet links) (NETS 1, 2, 3, and 4; TPOA C7 and C8)
- 7. Createa Podcast (teach a short lesson, introduce a new topic, or elementarion by providing additional information) (NETS 1, 2, 3, and 4; TPOA C7 and C8)
- 8.Expression Web (Textbook Units)—The finishedduct will be a Website named "Tradewinds." (NETS 1, 2, 3, an 4; TPOA C7, C8, D4.1 and D4.2)
- 9.Create a Class Website us Expression Web and link all of the assignments and projects on pleted in this course (excluding Email Attachment, Expressible Tradewinds, and Effective Search Strategies: Lesson Plans RUBRICS) (NETS 1, 2, 3, and 4; TPOA C7, C8, D4.1 and D4.2)

## Section VI. Teacher Training

Does your program prepageneral education teachers to:

- teach students with disabilities effectively Yes
- participate as a member of individualized education program teams
   Yes
- teach students who are limited English proficient effectively Yes

Provide a description of how your program prepareseral educationteachers to teachtudents with disabilities effectively, including training related to participation as member of individualized education program teams, as defined in section 614(d)(1)(B) the Individuals with Disabilities Education A and to effectively teach stude not are limited English proficient. Include planning activities and a timeline if the three elements listed above are no currently in place.

Teach students with disabilities effectively

- 1. All middle and secondary teacher education candidates completed thours focused on students with diverse learning needs (EDUC 332 Introductory Strategies for Students With Diverse Learning New ideal (Secondary).
- 2. All P-4 teacher education and idates complete 6 credit hours focused on students with discensing needs (EDUC 3320: Introductory Strategies for Students Will therse Learning Needs: Preschool through 4th Grade and ECSE 4: Instructional Programming and Techniques for Young Diverse Learners).
- 3. Teacher education candidates are introduced to strategies effective in creating environments suitable for stude exceptionalities which clude adapting the social-emotional environment, teacher attitates, behavioral environment, behavioranagementechniquesphysical environment, lesson plans, instructional techniques, format of content, media/technology, and assessment/grading.
- 4. Teacher education candidates complete field based assignments in EDUC 3320, EDUC 3321 and ECSE 4307
- 5. During Internship I and Internship II field placements, all teaedecation candidates must demonstrate the ability to accommodate andodify lesson plans based on individual student need and completes aprofile which identifies students receiving special education in the instructional setting.
- 6. All teachereducation candidates must have a field based experience with stwidtentisverse learning needs (i.e.

Please use this space to provide any additional mation that describes your teacher preparation progration also attach information to this report cardle U.S. Department of ducation is especially interested in any evaluation plans or interim of inal reports that may be available.

## Supporting Files

Title II, Higher Education Act

OMB Control No.: 1840-0744 (exp. 9/30/2012)