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with high school students involved in the fair. Finally, the UCA STEM Residential College transitioned from the planning phase to active participation in the Fall semester, 2010. The STEM Residential College will be open to science education majors and will represent a sound recruiting tool upfront as well as a venue for disseminating information about science teaching to STEM students. Members of the science education faculty will be visiting the STEM residential college to recruit students into the science education program.

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

Continued recruitment activities as described above have led to greater participation of the science majors in teacher education. Additionally, having UCA faculty visit high school and community college science classrooms to talk with students about the option of teaching science is now viewed as essential in getting students to begin thinking about a career in science education while they are still in high school will likely improve recruitment efforts long-term. We will be actively recruiting for the MAT program. We will be targeting STEM majors who have recently finished or are completing their STEM degree.

Special education

Academic year 2009-10

Goal: 5% student increase

Goal met? Yes

Description of strategies used to achieve goal:

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

Two: Graduate level special education licensure courses were transitioned to synchronous distance education delivery beginning 2009.

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

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

Instruction of limited English proficient students

Academic year 2009-10

Goal: 10 ESL completers

Goal met? No

Description of strategies used to achieve goal:

Posting of ESL Endorsement fliers in buildings and web sites; announcements regarding courses made in EDUC 3309 class requirement that all foreign language teacher candidates also complete ESL Endorsement program; addition of MAT students and Reading Specialist 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 ESL endorsement 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 ensure candidates have experiences in a variety of school settings and with: (1) students from at least two ethnic groups; (2) students with exceptionalities; and (3) students who are English language learners. Further, assessment measures throughout the unit require candidates to demonstrate (1) their knowledge of multiple instructional/assessment/intervention strategies for various learning styles; (2) their ability to link to students' experiences and cultural learning experiences; (3) capacity to incorporate multiple perspectives in their instruction and planning; and (4) how to

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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 technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable, including activities and a timeline if any of the four elements listed above are currently in place.

We adhere to the International Society for Technology Education (ISTE) and the National Educational Technology Standards (NETS) contained within. Additionally, the Teacher Performance Outcome Assessment (TPOA) standards, based upon the Pathwise Domains are used to assess each student's performance within this context. Below are the assignments and standards expected to be used to use technology effectively.

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. Create a Podcast (teach a short lesson, introduce a new topic, or enhance learning by providing additional information) (NETS 1, 2, 3, and 4; TPOA C7 and C8)
8. Expression Web (Textbook Units)—The finished product will be a Website named "Tradewinds." (NETS 1, 2, 3, and 4; TPOA C7, C8, D4.1 and D4.2)
9. Create a Class Website using Expression Web and link all of the assignments and projects completed in this course (excluding Email Attachment, Expression Web—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 prepare general 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 prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Teach students with disabilities effectively

1. All middle and secondary teacher education candidates complete 6 credit hours focused on students with diverse learning needs (EDUC 3320: Introductory Strategies for Students With Diverse Learning Needs: Middle/Secondary).
2. All P-4 teacher education candidates complete 6 credit hours focused on students with diverse learning needs (EDUC 3320: Introductory Strategies for Students With Diverse Learning Needs: Preschool through 4th Grade and ECSE 4300: Instructional Programming and Techniques for Young Diverse Learners).
3. Teacher education candidates are introduced to strategies effective in creating environments suitable for students with exceptionalities which include adapting the social-emotional environment, teacher attitudes, behavioral environment, behavior management techniques, physical 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 4300.
5. During Internship I and Internship II field placements, all teacher education candidates must demonstrate the ability to accommodate and modify lesson plans based on individual student need and complete a profile which identifies students receiving special education services in the instructional setting.
6. All teacher education candidates must have a field based experience with students with diverse learning needs (i.e.

Please use this space to provide any additional information that describes your teacher preparation program. You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

Title II, Higher Education Act

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