

2016 EPP Annual Report

CAEP ID:	20607	AACTE SID:	102880
Institution:	University of Arkansas - Fort Smith		
Unit:	School of Education		

Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 In AIMS, the following information is current and accurate...

	Agree	Disagree
1.1.1 Contact person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2014-2015 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)

Total number of program completers 107

***2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.**

Yes, a program or programs leading to initial teacher certification is currently being offered.

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2014-2015 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP
No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited
No Change / Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited
No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements
No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status
No Change / Not Applicable

3.6 Change in state program approval
No Change / Not Applicable

Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

Arkansas Department of Education 2014 report EPP, SOE Assessment reports:

<http://education.uafs.edu/education/accreditation-information-and-awards>

Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Section 7. Accreditation Pathway

Continuous Improvement. *Summarize progress toward target level performance on the standard(s) selected.*

As noted in the previous EPP Annual Reports, UAFS has selected Standard 2: Clinical Partnerships and Practice as a target for Continuous Improvement. The EPP initiated a site-based Professional Development School (PDS) in Spring, 2013. The Van Buren School District and the UAFS School of Education entered into a partnership agreement for a PDS at two sites, Central Elementary and Butterfield Middle School. The PDS and district teachers collaborated to provide instruction at the PDS sites. Unfortunately, due to space constraints, all candidates in the SOE program did not have the opportunity to have the PDS experience. Candidates applied for the 12-13 slots at the PDS site and were selected based on specific criteria. UAFS faculty are invested in the PDS model. They believe every candidate should have the PDS learning experience. The Coordinator of Teacher Licensure and Field Placements and the PDS Liaison initiated dialogue with other school district partners to establish additional PDS sites. In Fall, 2015 the SOE and the Fort Smith School District entered into an agreement for a PDS site at Sutton Elementary beginning Fall, 2016. Every elementary candidate will have a PDS experience in their educational preparation. The SOE faculty will continue its efforts to establish other PDS sites; thereby, ensuring all candidates in the elementary and middle level programs will have the experience. Additionally, the SOE has made every effort to include its school partners in decisions concerning recruitment, admission, placements, candidate performance, and candidate retention in its programs. The Teacher Education Council (TEC) has been involved in all decision making. The TEC is comprised of SOE faculty and public school partners. The SOE had a Faculty Retreat in June, 2015. School partners, TEC members, and alumni were invited to attend. Those who attended reviewed curriculum, assessments, policies, programs, and intended candidate outcomes. The attendees provided valuable feedback for the SOE. Based on the feedback, changes were made in many areas. Several assessments and rubrics were revised. Policies and procedures were updated based on the feedback from the partners. The open forum, honest dialogue, and formative feedback strengthened the partnerships. Based on feedback, the Coordinator of Teacher Licensure and Field Placements hosted several focus groups with school partners to revise the SOE Lesson Plan format. The new Lesson Plan was approved and implemented in Fall, 2015. The new SOE Lesson Plan more closely resembles the local school districts' expectations for lesson plans. The Coordinator of Teacher Licensure and Field Placements is the Chair for CAEP Standard Two. She has included several school district partners on the committee. The committee has met multiple times to address CAEP Standard Two.

Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2016 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.