Submitted by:

Williams Baptist College
Williams Teacher Education Program
60 W. Fulbright Ave.
Walnut Ridge, Arkansas 72476

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The electronic room for our institutional report can be accessed at the following link:


If you have problems, feel free to contact Dr. Brad Baine at 870-759-4127 or Ms. Tracy Henderson at 870-759-4172.
I. Overview and Conceptual Framework

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I.1. What are the institution’s historical context and unique characteristics?

Williams Baptist College is a private, co-educational, four-year liberal arts college, founded in 1941 by H.E. Williams. The College is governed by a twenty-four member board, whose members are elected by the Arkansas Baptist State Convention. The enrollment of the College is around six hundred students with approximately 82% from Arkansas and 18% from other states and countries.

Baptist education has a century-long history in the region, including several previous attempts to establish Baptist colleges, beginning in 1899. H. E. Williams, the pastor of the First Baptist Church in Pocahontas, led in the establishment of Williams (originally Southern Baptist College) in that town in 1941. On June 10, 1941, several hundred people from Northeast Arkansas and Southeast Missouri gathered in Pocahontas to formally establish a college. The new college, which opened on September 10, 1941, was in a very real sense the descendant of the earlier educational efforts (by Baptists) in the region. From the first, H. E. Williams asserted that the college was a “child of Providence,” called to the ministry of providing an affordable Christian-based liberal arts -- collegiate -- education in a region with limited higher education opportunities. Sermons, press releases, denominational presentations, and autobiography confirm the centrality of this powerful animating ideal.

For five years, the College experienced steady growth at Pocahontas, but on December 26, 1946, the administration building was destroyed by fire. The College was then moved to the Marine Corps Air Base, near Walnut Ridge, and classes resumed on January 6, 1947. Across the decades, the College has transformed the airbase into a beautiful, highly efficient campus, while preserving two historic, vintage structures from the war years. Notably, in 2011, the Commandant’s House was renovated and added to the National Register of Historic Places.

I.2 What is the institution’s mission?

Williams’ mission is to recruit actively, admit responsibly, instruct effectively, and influence positively both traditional and non-traditional students seeking intellectual, social, emotional, physical, and spiritual growth within the philosophical orientation of a conservative Christian world view, the Judeo-Christian heritage, and Western culture. Fulfilling its mission to educate, equip, and enrich students to be articulate and contributing members of a global society, Williams requires a general curriculum of arts and sciences with opportunities to pursue liberal arts and professional degrees. Williams accomplishes its mission through a wide range of student services, a qualified faculty and staff, athletic programs, an aesthetically-pleasing campus,
appropriate facilities, current technological support, opportunities for cultural encounters, and a spiritual atmosphere which emphasizes faith and family values.

**I.3 What is the professional education unit at your institution, what is its relationship to other units at the institution that are involved in the preparation of professional educators, and what are the significant changes since the last NCATE review?**

The Unit refers to the Williams Teacher Education Program at Williams Baptist College. The Early Childhood Education and Middle Level Education programs are housed in the Department of Education, while the Art Education, Secondary English Education, Health and Physical Education, Music Education, and Secondary Social Studies Education programs are housed within their respective departments.

**I.4 Summarize basic tenets of the conceptual framework, institutional standards and candidate proficiencies related to expected knowledge, skills, and professional dispositions as well as significant changes made to the conceptual framework since the last NCATE review.**

The WTEP has adopted the following **conceptual framework** statement: The Williams Teacher Education Program is committed to preparing professional educators to be effective communicators who integrate and care. The conceptual framework provides both direction and vision for the Unit, its programs, the faculty, and students. It communicates values for decision-making and brings cohesion to the Unit with its many partnerships. The framework also provides vision for academic planning, program revision, and program innovation.

**The basic tenets of the Conceptual Framework are communication, integration, and caring.** Teacher candidates will competently **communicate** their respective specialization and professional content; their knowledge of the learning processes, especially the stages and characteristics of physical, cognitive, affective, and communicative growth and development; and their understanding of professionalism with regard to appearance, verbal and written expressions, and civility.

Teacher candidates will **integrate** content, resources, and methods of instruction with assessment in response to students’ abilities and exceptional needs. Moreover, they will **integrate** content with character education for the advantage of all learners; methods of classroom instruction by using multimedia, technology, and community resources; and content, character education, and methods of instruction through classroom experiences by which students will be encouraged to inquire, receive, and construct knowledge.

Teacher candidates will demonstrate that they **care** in the following ways: by exemplifying values of sharing and altruism in local, national, and global communities; by exhibiting commitment to all aspects of the students’ academic, social, emotional, and moral well-being; by involving themselves in activities and events that expand and explore their aesthetic appreciation, academic betterment, and refinement of character; and by reflecting the attitudes of life-long learners.
Institutional Standards and Candidate Proficiencies

Candidate proficiencies related to expected knowledge, skills, and professional dispositions are assessed at numerous points throughout the program: program entry, continuation in the program, student teaching, and program exit. To apply for WTEP entry, potential teacher candidates must meet the following requirements: completion of a minimum of 45 credit hours with a minimum cumulative GPA of 2.50 on a 4.00 scale; completion of certain specified courses with a minimum grade of C including EN1113 English Composition I, EN 1123 English Composition II, SP2183 Speech & Communication, MT1113 College Algebra or MT1153 Contemporary Math, and ED2203 Introduction to Teaching; passing Praxis I scores; recommendations from two WBC faculty; and professional verbal and written communication skills. To provide evidence of having met these requirements, applicants submit these documents to the WTEP Education Office by the designated semester deadline: current WBC transcript and degree plan, official passing Praxis I scores, two letters of recommendation, and an autobiographical sketch. Respective department chairs also submit a disposition form for each applicant. After all of these documents are received in the Education Office by the specified semester deadline, the WTEP Coordinator schedules an interview for each potential teacher candidate, whereby the candidate’s communication skills and dispositions related to professional appearance and professional communication are further evaluated. Those involved in the interviews of applicants include WTEP faculty from all education degree programs. Each potential candidate is expected to dress professionally for the interview and to bring a portfolio of work in education classes. After the teacher candidate has submitted all the required supporting documents and has met all the criteria, including successful completion of the interview, the WTEP Admission Committee will inform the applicant in writing about whether or not WTEP admission has been granted.

Once admitted to the program, teacher candidates maintain GPA and grade requirements, adhere to WTEP and institutional policies, and consult with advisors on a regular basis. Disposition forms have been developed and implemented to document proficiencies in intellectual curiosity, in-class performance, communication skills, responsibility, respect for rules and policies, appearance, personal integrity, and group work. Candidates’ proficiencies are assessed in courses through multiple evaluations such as papers, presentations, portfolios, projects and activities, exams, field experiences, and capstone projects. Other examples of assessments include curriculum development, use of manipulatives, integration of technology, and case studies. Candidates must also take required Praxis II content area tests. Department chairs complete recommendation forms for candidates preparing to enter Directed Student Teaching (DST). Evaluations from both cooperating teachers and clinical supervisors, self-rating evaluations, videos of teacher candidates providing instruction, and candidates’ journals assess candidates’ proficiencies during DST. The Praxis II: Principles of Learning and Teaching testing requirements is taken during DST. In addition, candidates participate in exit interviews and surveys upon completion of DST. They must also pass the English Proficiency Exam (EPE), developed and administered by the College as a graduation requirement. All of these assessments are intended to assure that WTEP candidates value and embrace the ideals and objectives of the conceptual framework.
**Standard 1**

*Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.*

**Standard 1.1 What do candidate assessments tell the unit about candidates’ meeting professional, state, and institutional standards and their impact on P-12 student learning?**

The Williams Teacher Education Program primary goal is to prepare candidates that can integrate, care, and communicate, while simultaneously attaining a high level of knowledge and skills. This goal is assessed at the national, state, and institutional levels. Currently, two of the Unit’s programs, P-4 Early Childhood and Middle Level have sought national recognition. The P-4 Early Childhood program was awarded National Recognition, with conditions. The Middle Level program was awarded National Recognition, with probation. Due to low enrollment of candidates and feasibility the remaining Unit programs did not pursue national recognition. For the aforementioned programs, if their program completers are more than six, then a state report is submitted for program approval. For programs that have six or less, then the appropriate data is submitted in the NCATE Institutional Report.

The WTEP Early Childhood Program had 44 candidates take the Praxis II Early Childhood: Content Knowledge assessment from 2009-2012. The pass rate is 100% for this assessment. Data from 2009-2011 reveal that the majority of WTEP Early Childhood candidates who took the assessment scored in the 3rd and 4th quartiles, which are highest quartiles. In 2012, 42% of WTEP Early Childhood candidates scored in the 3rd and 4th quartiles.

The WTEP Middle Level Education Program had 29 candidates take the Praxis II Middle School: Content Knowledge assessment from 2009-2012. The pass rate is 86% for this assessment. It must be stated that a common practice for some of the P-12 WTEP candidates is to take the Praxis II Middle School: Content Knowledge assessment even though they were not formally prepared for the content of the exam.

The WTEP Physical Education Program had 22 candidates take the Praxis II Physical Education: Movement Forms Analysis and Design from 2009-2011. The pass rate is 95% for this assessment. For the same program and years, there was 21 candidates take the Praxis II Physical Education: Content Knowledge. The pass rate was 76% for this assessment. This is an area of concern for the WTEP Physical Education Program. Starting in September 2011 there was a new Praxis II Physical Education: Content Knowledge assessment implemented. The results of the 15 WTEP Physical Education candidates was 5 passed and 10 failed, which is a pass rate of 33%.

Currently, the WTEP Physical Education Program is developing strategies to address this area. The final Praxis II Content assessment for WTEP Physical Education candidates is the Praxis II Health and Physical Education: Content Knowledge. From 2009-2012, there were 36 WTEP Physical Education candidates take this assessment. The pass rate on this assessment is 88%.
The WTEP Art Education Program had 5 candidates take the Praxis II Art: Content Knowledge assessment from 2009-2011. The pass rate is 20% for this assessment. For the Praxis II Art Making assessment, from 2009-2011, the pass rate is 33%. From 2010-2011, the WTEP Art Program had 1 teacher candidate took the Praxis II Art: Content and Analysis, however that particular teacher candidate was unsuccessful in passing the test.

The WTEP Secondary English Education Program had 3 candidates take the Praxis II English Language Literature and Composition: Content Knowledge assessment from 2009-2011. The pass rate is 100% for this assessment. For the Praxis II English Language Literature and Composition: Essays, there has been 3 teacher candidate take the assessment and the pass rate is 66%. In the fall of 2011, a new test was implemented that replaced two of the previous Praxis II assessment for WTEP Secondary English Education Program candidates. Therefore, from 2011-12 there was 1 student take the Praxis II English and Content Analysis assessment. The pass rate is 100% on this assessment. To be eligible for an Arkansas License, English Education candidates are required to take the Praxis II English: Pedagogy assessment. Since 2009, the WTEP Secondary English Education candidates have an 80% pass rate on the Praxis II English: Pedagogy assessment.

From 2009-12, the WTEP Music Education Program had 4 candidates take the Praxis II Music: Analysis, with a 100% pass rate on this assessment. As for the Praxis II Music: Concepts and Process, from 2009-12 there were 4 WTEP Music Education Program candidates take the assessment. The pass rate is 75% on this assessment. The Praxis II Music: Content Knowledge was taken by 5 WTEP Music Education Program candidates, from 2009-12 and the pass rate is 80%.

The WTEP Secondary Social Studies program had 8 teacher education candidates take the Praxis II Social Studies: Content Knowledge from 2009-11. The pass rate is 88% on this assessment. In addition, there were 8 WTEP Secondary Social Studies teacher education students take the Praxis II Social Studies: Analytical Essays and there is a 100% pass rate on this assessment.

The Praxis II: PLT is designed to determine if the teacher candidate is prepared to practice in the field of education. Knowledge of instructional strategies and the candidate’s appropriate use is a major component of this assessment. For the Praxis II PLT Early Childhood, from 2009-2012 the WTEP had 43 candidates take the assessment. The pass rate is 93%. Data reveal the majority of WTEP candidates scored in the 1st and 2nd quartiles, which are the lowest quartiles. These data highlight a potential area of concern for the WTEP Program. As for the Praxis II PLT 5-9, from 2009-2012 there were 31 candidates take the assessment. The pass rate is 64%. Data from 2009-2012 reveal that the majority of WTEP candidates who took the assessment scored in the 1st and 2nd quartiles, which are the lowest quartiles. Since this assessment is taken by P-12, 4-8, and 7-12 WTEP candidates it is a serious Unit concern. Relating to the Praxis II PLT 7-12, from 2009-2012 there were 28 WTEP candidates take the assessment. The pass rate is 78%.

Prior to Fall 2012, the Arkansas Department of Education required all “degree completers” from Colleges of Education to successfully pass a Praxis III assessment, before a standard license was awarded. Once candidates have graduated, completed their respective program, and begun teaching, they undergo the Praxis III assessment. The Praxis III assessment is based upon
written documentation, pre and post interviews, and classroom observation. The content and curriculum of Praxis III is based on the work of Charlotte Danielson.

The Praxis III evaluation was based upon the teacher’s performance in the following domains:

**Domain A: Organizing Content Knowledge for Student Learning**
**Domain B: Creating an Environment for Student Learning**
**Domain C: Teaching for Student Learning**
**Domain D: Teacher Professionalism**

The maximum score on the Praxis III was 57. The minimum passing score was 45. Scores were assigned by the State Certified Assessor for each of the four domains. The rubric used to assign scores during the evaluation has been provided following this narrative.

As for the actual Praxis III assessment, the content of the assessment is closely related to the WTEP Direct Student Teaching Evaluations. Therefore, all (100%) WTEP program completers who have undergone the Praxis III assessment have been successful. The WTEP degree completers’ pass rates and scores for the Praxis III are provided in Exhibit 1.3.c. The Praxis III data are presented in aggregate and disaggregate form in Exhibit 1.3.c.

As a Unit, in 2008-09 the WTEP degree completers had an overall average of 51.4 on the Praxis III assessment, which was higher than the state average in Arkansas. However, in Domains B and C the WTEP averages were slightly less than the state averages. For 2009-10, the WTEP cohort’s overall average of 51.7 on the Praxis III was higher than the state average. Domain B was the only area where the WTEP completers scored below the state average. In 2010-11, the WTEP completers averaged 51.0 which nearly meet the overall state average of 51.1. In summary, WTEP completers received their highest scores in Domain A and D, which highlight their ability to organize content knowledge for student learning and to utilize teacher professionalism.

The Praxis III assessment has been removed by the Arkansas Department of Education as a required assessment to gain any level of licensure.

Candidates demonstrate the ability to apply knowledge and skills most clearly through Directed Student Teaching (DST). DST provides the candidates an opportunity to move from theory to practice under the supervision of an experienced, certified teacher. The cooperating teachers evaluate candidates at specific stages throughout the DST assignments. The WTEP strategically aligned the DST with Praxis III, so the teacher candidate could be aware of research based teaching practices and more easily transition into the next educational process for licensure.

For the Fall 2011 semester, WTEP candidates scored an overall average of 3.7. The data reveal that the vast majority of the WTEP candidates are “acceptable” and moving toward “exceptional”. Data from the Spring 2012 semester for WTEP candidates, provide an overall average of 3.73. An examination of the data reveals that the WTEP candidates are successful in their teaching practices. For the Fall 2012 semester, the Education Coordinator of the WTEP simplified the data collection process for DST Evaluations, therefore the data set is more complete for this semester. Along with an improved return rate in DST Evaluation scores, the WTEP candidates received outstanding scores, with an overall average of 3.9. These data provide confirmation to the quality of the WTEP.
Candidates’ dispositions are assessed through the screening interview process for entry into the program and throughout candidates’ progression in the program. This form provides a formal evaluation of these dispositions: intellectual curiosity, in-class performance, communication skills, responsibility, respect for rules and procedures, appearance, personal integrity, and group work. Candidates are screened early in their college careers and the disposition forms are then used as formative evaluations. The WTEP faculty review forms periodically to check for patterns of behavior inconsistent with the WTEP conceptual framework and philosophy. Any problems are addressed with the individual candidates to provide feedback and to allow for improvement. Candidates are made aware of the disposition form at the beginning of each specialization, pre-professional, and professional course. Dispositions are informally assessed through journal writing and field experiences during individual courses. Candidates’ dispositions are formally evaluated through DST and case study evaluations. All of these evaluations reflect dispositions as candidates work with students, families, and communities.

1.2.b Continuous Improvement

The WTEP is continually collecting, analyzing, and utilizing data to improve the quality of the teacher education programs in the entire Unit. Faculty of the WTEP are consistently examining the respective courses they teach, so all courses will be conducive to the needs of the teacher candidates. As the Common Core State Standards have begun to be implemented into the P-12 school districts in Arkansas and surrounding states, the WTEP faculty devoted considerable time and resources on the mastery of content and necessary pedagogical skills that a future P-12 educator will need, in order to teach this demanding curriculum. In the recent past, through professional conversations the WTEP discovered that P-12 school districts were starving for educators that effectively and efficiently utilize technology in the P-12 classrooms. For this reason, the WTEP increased the quality and quantity of educational technology for all teacher candidates. The feedback from P-12 school districts on WTEP teacher candidates and degree completers, pertaining to the usage of technology in the P-12 classroom, has been outstanding.

An area of weakness for the WTEP has been a systematic process of follow-up studies of graduates and employer feedback on graduates. Several attempts to successfully implement a sustainable process that collects this valuable information has not been attainable for the WTEP. Aside from the numerous casual conversations with local P-12 educators, a rich qualitative and quantitative database is lacking. This critical data could provide a considerable enhancement to the current WTEP. Currently, a plan for creating a viable online survey that is very manageable and useful is a point of emphasis for the WTEP.
Standard 2

*The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.*

**Standard 2.1: How does the unit use its assessment system to improve candidate performance, program quality and unit operations?**

The Williams Teacher Education Program (WTEP) office serves as the hub for collecting and analyzing data used to assess how well both students and the unit perform. The WTEP’s assessment program includes a mix of nationally-normed standardized tools and proprietary in-house evaluations. These assessments are used to ensure that the Conceptual Frameworks are being effectively attained and utilized by teacher candidates.

The WTEP uses the Praxis series of standardized tests tools to ensure that its candidates meet institutional and state requirements for minimum admission standards, content knowledge, and pedagogical preparedness. The Praxis I series must be passed before potential candidates are eligible for admission into the program. The appropriate Praxis II series must be passed before candidates are eligible for standard teacher licensure in Arkansas. The nationally-normed data gathered from these tests allows the WTEP to identify areas of strength and weakness in the program, both in the pre-professional education courses and in content areas.

The WTEP also has a system of in-house assessments to monitor candidates at all stages of their preparation. After meeting initial prerequisites for admission into the program, candidates undergo a formal interview process, in which at least three faculty members evaluate candidates on their professional appearance and demeanor, use of language, thoughtfulness of purpose and understanding of the Conceptual Frameworks. These evaluations not only provide a standard for candidate readiness but also allow the WTEP faculty to determine how they might better prepare students for the program. Assessments of candidate dispositions are also gathered as candidates apply to and proceed through the program. These assessments allow WTEP faculty to address potential areas of remediation as soon as possible and, when compiled, allow WTEP faculty to study data to identify areas of strength and weakness in candidate preparation.

Other in-house assessments focus on gathering extensive feedback during the internship semester. The candidates’ cooperating teachers provide both quantitative and qualitative online evaluations of the candidates’ internship performances. The intern evaluations that are completed by the cooperating teachers assess the interns’ performances using the PATHWISE teaching model and the Williams Teacher Education Program Conceptual Frameworks. These assessments include the Student Intern Evaluation, Early Childhood Evaluation/Middle Level Evaluation, and Cooperating Teacher Recommendations. Candidates also complete their own Self-Rating Evaluations and Student Teaching Reflections, as well as evaluations of their cooperating teachers and WTEP supervisors. These evaluations allow WTEP to make ongoing adjustments during the internship semester to make the internship experience a positive one for all parties involved, and they allow WTEP to assess how to tweak the internship program for better effectiveness in the long term.
Data gathered through all of these assessment tools is disseminated and discussed at WTEP meetings, which are held regularly at least two times during each academic semester.

2.2.b Continuous Improvement

Since the last NCATE visit in 2005, the Education Department at WBC has made several systematic changes based on data. A detailed description of these changes is presented in exhibit 2.3.g. The following is a summarized list of the data-driven changes that have occurred since the last NCATE visit:

1.) Expansion of the usage of dispositions

2.) Additional experiences with P-12 Administrators

3.) Adjustment to Directed Student Teaching (DST) academic calendar

4.) Implementation of Student Teacher Work Sample into the DST

The WTEP will continue to collect qualitative and quantitative data, so the Unit may enhance its professional practices. Implementation of a clinical project during the ED 4113 course and a mini Student Teacher Work Sample that will be conducted in the ED 4133 course are two examples of the WTEP’s enhancement. Both of these enhancements are discussed in exhibit 2.3.g at length.

The Arkansas Department of Education, with the authority of the Arkansas Board of Education, has announced that the levels of licensure in the state of Arkansas will be changed from P-4, 4-8, 7-12, and P-12 to Birth-5 years old, K-6, 4-8, 7-12, and K-12. In addition, the Arkansas Department of Education, with the authority of the Arkansas Board of Education, has adopted the Common Core State Standards. As with all mandated changes in the P-12 education systems, the WTEP will be developing and modifying programs to accommodate the level of licensure changes and increase in academic rigor. Along with the previous mentioned P-12 education changes in Arkansas, a new mentoring curriculum is being developed by the Arkansas Department of Education. For the state of Arkansas, the Teacher Induction Advisory Committee (TIAC) is the group of educational professionals who are developing this new mentoring system. Once the TIAC has developed and implemented the new mentoring system, which will be called the Arkansas Induction Mentoring Model (AIMM), all licensed P-12 educators will be mandated to successfully complete the mentoring system. Full implementation for AIMM is scheduled for Fall 2014. This change will impact the teacher candidates in the WTEP, therefore, Dr. Brad Baine has been serving on the TIAC so he may gain insight and provide input on the new AIMM. Currently at WBC, the WTEP is analyzing the DST evaluation forms and mentoring materials that are used for clinical experiences, so the transition between the old and new mentoring models will be seamless. Once the AIMM curriculum is fully developed, the WTEP will do a Unit self-assessment and develop a mentoring/evaluation process that is conducive to the WTEP Conceptual Frameworks and complimentary to the AIMM.

Currently, with the assistance of a Williams’ faculty member who is a computer scientist, the WTEP is in the planning and developing stages of an online management database that contains archived and live data on all WTEP teacher candidates. The WTEP recognizes this as an area that needs immediate and considerable attention. The WTEP online management database should be functional by the Spring 2014 semester.
STANDARD 3
The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3.1 Field Experiences and Clinical Practice

How does the unit work with the school partners to deliver field experiences and clinical practice to enable candidates to develop the knowledge, skills, and professional dispositions to help all students learn? [10,000 characters]

Williams Teacher Education Program (WTEP) candidates begin engaging in field experiences in ED2203 Introduction to Teaching, and continue throughout the program ending with DST Internship. The proximity of Williams Baptist College to many quality public, private, and charter schools in Arkansas ensures that our candidates have varied experiences. Partner schools that share the responsibility for teacher candidate learning have entered an agreement with WBC to provide sequential experiences that range from simple observation to more in-depth instructional responsibilities. Partners are provided with resources such as WBC’s conceptual framework, documents of the criteria for selecting cooperating teachers and district responsibilities, as well as an outline of WTEP responsibilities. See list of partner schools and partnership agreement in Exhibit 3.3.a.

Partner schools and cooperating teachers integrate resources and expertise to assist the WTEP in creating scaffolded opportunities for candidates in the field of education. This process begins for the entry-level education major with them observing instruction in a variety of settings including the regular classroom, library, and special classes such as resource or gifted and talented. For upper-level candidates that have been interviewed and accepted into the WTEP, the partner schools collaborate with WBC to provide advanced opportunities such as individual or small group instruction, teaching mini-lessons, conducting a basic hands-on science activity, or other supervised short-term instructional procedures. All of these experiences are designed and implemented to support candidate learning through the WTEP’s conceptual framework with an emphasis on “preparing professional educators to be effective communicators who integrate and care.”

The WTEP faculty work with partner schools to arrange placement of entry-level and upper-level candidates through cooperation with district superintendents, principals, and mentor teachers. Each partner school assigns the education major and/or teacher candidate to the teacher that can best provide the experiences needed based on curricular areas, grade levels, scheduling, teacher strengths, PATHWISE certification, and willingness to mentor.

The Education Coordinator arranges placement of interns (DST teacher candidates) through collaboration with partner school principals and mentor teachers. Mentor teachers are selected based on WTEP criteria, exit interviews with former interns, and reflective tools from both supervisors and former interns. A packet of information including copies of evaluation forms, WTEP Student Teaching Handbook, and intern autobiographies are provided to the mentor
teacher by the college supervisor prior to DST. The supervisor assists the mentor teacher with any questions or concerns at that time.

The WTEP considers field experiences to be extremely important in teacher preparation and thus strives to include a variety of experiences in the P-12 school setting. These experiences allow the education majors and teacher candidates to apply and reflect on the knowledge, skills and dispositions embedded in the WTEP conceptual framework as well as state and national standards. Field experiences are designed in each program and the experiences and requirements are specified on course syllabi. The number of required hours varies by program and faculty monitor assessment of the experiences. The Education Coordinator works with partner schools to schedule field experiences observations. See Exhibit 3.3.a for examples of requests to partner schools. Other types of field experiences include tutoring, interviewing in-service teachers, attending and/or participating in school board meetings, workshops, conferences, school-related activities, service learning projects such as working with Special Olympics, review of curriculum materials and resources, completing a case study of a child’s reading, teaching mini-lessons or observing and assisting with science lab activities. The syllabi for courses that require field experiences can be viewed in exhibit 3.3a or at http://wbcfieldexperience.pbworks.com

While engaged in field experiences, teacher candidates test the tenets concerning cultural-specific learning experiences and characteristics of exceptional learners that have been presented in their courses. Additionally, while in these first-hand experiences, participants are challenged to make comparisons among and between classroom experiences to the WTEP concepts of communicating, integrating and caring. These experiences lead to reflective thinking and result in questions and classroom discourse that is invaluable in teacher preparation. Documentation of field experiences is provided through written reflections, photos, P-12 student work samples, journals, portfolios, video lessons. See Field Experience I and II Portfolio Rubrics in Exhibit 3.3.f.

The duration and duties of the DST assignment are extensive and provide candidates with full immersion in the learning community. Each teacher candidate participates in a 16 week internship in an assigned partner school(s) thus completing the final phase of the WTEP preparation. These weeks require substantial participation in the full responsibilities of a classroom teacher during which candidate learning is integrated into the school program and into teaching practice. The P-4 early childhood program assigns interns to an 8 week placement in a kindergarten classroom and an 8 week placement in one of grades 1-4. The mid-level 4-8 program assigns interns to two 8 week sessions with two different teachers, one in each of the two areas of concentration of the degree area – math and science or language an social studies. Secondary teacher candidates in both English and social studies are assigned to one placement for the entire 16 week internship with various course responsibilities. The P-12 interns are placed in assignments where they are provided with both elementary and upper level experiences. In addition, to teaching responsibilities during the 16 week internship, all WTEP interns are responsible for conducting a Teacher Work Sample with the K-12 students serving as the subjects. The focus of this work sample is understanding the importance of assessment and data-driven instruction. The Teacher Work Sample is explained fully in Standard 2 exhibit 2.3.g, point 4.
The WTEP interns work with exemplary mentor teachers at each partner school. Each mentor teacher is required to have 60 hours of professional development per year, 6 of which must be in technology. In addition, it is preferable for the mentor teacher to have vast knowledge and training in the PATHWISE model. As a result, the mentor teachers are up-to-date on research-based programs and best practices to share with WTEP interns. The interns are provided with opportunities to integrate technology to support teaching, student achievement, and other professional responsibilities. These opportunities include the design and development of several resource websites during their preparation courses at WBC. Teacher candidates create an online portfolio in ED 2203, a website of content area and technology tools in ED 4332, Educational Technology and a science resource website in GS 3233 and GS 3223 Science for Teachers. Through coursework in the WTEP, students gain experience with the use of interactive whiteboards, document cameras, student response systems, iPads, and other education related technologies. Many of the partner schools have these technologies in place in the classrooms of mentor teachers and Education Department faculty repeatedly hear from teachers that our students are well prepared in the area of technology. Many times, our interns assist their mentors in learning to effectively use technology that they have in their classrooms but have had little or no training in how to integrate it into their teaching.

The advantages of the internship experience for WTEP teacher candidates include, 2 different mentor teachers for most assignments, content diversity and range, 2 full weeks of teaching responsibilities in each placement for a total of 4 full weeks of full responsibility during the DST semester. This also gives interns 2 diverse experiences from which to self-assess their knowledge, dispositions, and performances that provide evidence of their preparation to be an effective communicator, integrator of thoughts, concepts and resources, and finally their caring for self, students, the profession, and society. Interns also benefit greatly from opportunities to create two videos of their teaching; one in each of their internship assignments. The videos allow for deep and substantive reflection of their teaching practice as well as build confidence in their own skills and abilities.

WTEP clinical supervisors play an integral part in the DST experience. Each of the supervisors is an accomplished full-time faculty or adjunct faculty member that demonstrates the knowledge, skills, and dispositions necessary to supervise interns. These supervisors demonstrate a desire to positively affect the teaching profession through their encouragement of teacher interns. Assignments are made based on classroom scheduling, travel areas, level and area of expertise, specific degree areas and areas of licensure, and the desire to supervise. The WTEP supervisors have been PATHWISE trained and use PATHWISE documentation during formal evaluations of interns. Supervisors work closely with administrators, mentor teachers, and interns through phone, e-mail, personal meetings both individually and collectively. Interns communicate and reflect upon their classroom experiences through their DST journal and this is uploaded to the digital portfolio for the supervisor to access online. Supervisors read journal entries on a regular basis and then comment upon those and offer necessary advice and encouragement. Visits by clinical supervisors are made regularly throughout the DST assignment. Visits are typically made at least once every two weeks but more frequently if the need arises. At each visit, an evaluation of the intern’s teaching and classroom management is done. The supervisor meets with the intern
and the mentor teacher to discuss progress, evaluations, student success, areas of improvement, and the integration of the intern’s learning into teaching practice.

The WTEP faculty strives to maintain the high quality of our program. To ensure this, in addition to completing a self-rating scale during DST, the intern also completes a detailed evaluation of the clinical supervisor and the mentor teacher. These evaluations help the WTEP with future internship assignments and allow us to ensure that our mentor teachers, interns and supervisors are well-matched and all gain something from the internship experience. All clinical supervisors take these evaluations seriously and use them for continuous improvement and reflective practice just as we encourage our interns to do.

At the completion of DST semester, candidates participate in an exit interview conducted by the Ed. Department Chair. Each candidate evaluates his or her experience, mentor teacher, clinical supervisor, and experiences throughout the program. Strengths and weaknesses of the program are discussed candidly and much is gleaned from these discussions. Suggested improvements are solicited, compiled, and acted upon in an effort to continually improve the program, field experiences, and clinical practice at Williams Baptist College. It is our goal to prepare not just good teachers, but leaders in the field of education that have the knowledge, skills, and dispositions required to teach, reflect upon, and, if necessary, change their practice to help all students learn.

3.2 Moving Toward Target Level

 Describe areas of the standard at which the unit is currently performing at the target level for each element of the standard.

3a: Collaboration Between Unit and School Partners
In examining our practices in preparing accomplished educators, we, as a unit, have identified several areas in which we are currently performing at target level. One of those areas is seen in the strong alignment of our assessment instruments with the unit’s Conceptual Framework; “Preparing Professional Educators to Be Effective Communicators Who Integrate and Care”. Scaffolded throughout the program are opportunities for teacher candidates to build the knowledge, skills, and dispositions of an accomplished teacher. Our partner school faculties work closely with us to observe and evaluate the level to which our candidates are exhibiting the traits in our conceptual framework. Our evaluation instruments for Directed Student Teaching are designed specifically to measure our candidates’ success in meeting the criteria of communicating effectively in writing and verbally as well as integrating curricular areas and technology with a caring and compassionate demeanor. Specifically, in the Student Intern Evaluation which cooperating teachers complete three times during each eight week assignment, the unit has built in “additional areas” for each domain that correlate with our framework. In Domain A of this intern evaluation, the additional requirements include “demonstrating care in planning and organizing”. In Domain C, interns are evaluated on effective oral and written communication skills, effective voice level, and technology integration. This document can be viewed in Exhibit 3.3.f.
Another area in which we are at target level is **collaborating with and sharing expertise with our partner schools**. Due to the size of our community, the close proximity to partner schools and the strong, positive relationships that faculties have built with area teachers, the unit and partner schools have developed a shared vision for the level of accomplishment that we expect from our teacher candidates. We, as a unit, truly invest our time and energies into the professional growth of our partner school faculties. We share expertise through collaborative activities such as the Algebra I Common Core State Standards Initiative which is explained in detail in the “Collaboration with Partner Schools” narrative in the Exhibits for 3.3.a. This grant-funded professional development was undertaken to assist our partner schools with the transition to CCSS. The Northeast Arkansas Educational Cooperative administers a needs assessment survey to area teachers to determine the types of professional development teachers need. Through collaboration with cooperative staff, faculty members developed technology workshops that specifically address the needs survey results and these were presented to partner school faculties at the cooperative. In addition, faculty members have developed web-based resources to assist partner schools in integrating technology into their classrooms. Partner schools, in return, are willing to invest in our candidates. In an effort to support our candidates’ success, partner school Superintendents provide mock interview experiences during DST seminar in which all interns participate.

**3b: Design, Implementation, and Evaluation of Field Experiences and Clinical Practice**

Through this process of self-examination, the unit has determined that the **P-4 program Field Experiences** are an area in which we are currently performing at the target level. As evidenced on the [WBC Field Experience Requirement](#) website, our P-4 program majors have a wide variety of opportunities to apply and reflect upon their teaching practice, content knowledge, and professional dispositions. Best practices are modeled and taught extensively and then students observe effective teachers in the classroom and reflect upon those experiences. Early in the program, students have face-to-face teaching time in an actual classroom setting and then evaluate and critique their own practice and that of their peers. These teaching experiences begin with tasks such as read-alouds and progress to standards-based substantive lessons in which teacher candidates videotape themselves and participate in peer evaluation and collaboration. Students in this program prepare two Field Experience portfolios in which they build a wealth of resources such as photos, classroom management ideas, exemplary lessons, and assessment resources. Exit interviews with candidates in this program indicate that these teacher candidates agree that field experience in this program is exemplary.

An additional area in which the unit is performing at target level involves the implementation of the **Directed Student Teaching Digital Portfolio**. During clinical practice, candidates in all programs design and create a [digital portfolio](#) which affords much opportunity for reflection. Through the portfolio, candidates are required to show evidence of family involvement and collaboration with school faculty or community organizations. For example, in the sample portfolio linked above, the teacher candidate collaborated with the local prosecuting attorney to set up a mock trial for her 4th grade students during a unit of study on the branches of
government. This type of collaboration develops our candidates in the area of effective communication which is one aspect of our conceptual framework. Each candidate also provides two pieces of digital evidence for involving families in each DST assignment. An additional requirement on the digital portfolio is the teacher work sample which is focused on student outcomes. In this aspect of the portfolio, candidates must develop a pre and post assessment for one standards-based lesson, compile and analyze the data, and finally show how the data will be used to drive instruction. The evidence that interns provide within the online portfolio allows our interns to apply and reflect upon their content knowledge, teaching practice, professional dispositions, and student achievement to fully understand the teaching profession.

3c: Candidates’ Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

One area in this element of Standard 3 in which we are at target is the multiple assessment strategies used to evaluate DST internship. The assessment pieces in place for DST are varied and together, are designed to help the teacher candidate move toward accomplished teaching and reflective practice. These include a Student Intern Evaluation completed by the cooperating teacher three times per DST assignment for candidates with two assignments and four times for candidates with one DST assignment. Candidates are also evaluated both formally and informally by the faculty supervisor with a post-observation interview that allows for the candidate to obtain valuable and substantive feedback. Candidates also complete an in-depth self-evaluation rating scale in each assignment which helps them move toward reflective-action teaching practices. The final assessment strategy is the design and implementation of the digital portfolio which provides evidence of content knowledge, pedagogical skills, best practices, technology integration and finally family involvement and community and school collaboration.

**Summarize activities and their impact on candidate performance and program quality that have led to target level performance.**

One practice that positively impacts candidate performance is the level of technology integration experience that we have built into the program. Beginning in the Introduction to Teaching course, education majors design a digital portfolio on which they place their developing philosophy of teaching, their observation reflections, a link to the SPA standards for their program, and other required projects. Education majors work collaboratively to build a website of brain-based teaching strategy resources in the Field Experience II course. Then, in the Education Technology course, students independently design their first website of teaching resources that contains web-based resources for all content areas, professional development, technology integration, exemplary teacher websites, and a wealth of teacher tech tools. Candidates also develop interactive whiteboard lessons that are standards-based in the Ed Tech course. Candidates gain experience with and pedagogical skill with tech equipment such as video equipment, document cameras, SMART boards, and SMART Notebook software, digital storytelling tools, website development, etc. The faculty members model the use of these tools in true integration rather than just in basic, entry-level tech use. In addition to these courses, candidates build a website of Science teaching resources in the Science for Teachers courses in both the P-4 and Middle Level programs. Finally, candidates in the block course Study of the School: Tech Integration evaluate Web 2.0 tools for their effectiveness in their own degree areas.
and compile a website of resources in collaboration with their peers. This website contains reviews of the tools, examples of products created using each tool, and ideas for integrating that tool in content-based ways. The impact on candidate performance has been extremely evident. Cooperating teachers and administrators from partner schools have given much positive feedback about our candidates’ ability to integrate technology. Many of our candidates end up teaching the cooperating teacher how to effectively use equipment that has been purchased for classroom use without training for the teachers. Candidates also indicate regularly in exit interviews that this is an area in which they feel particularly well prepared.

Several specific activities have led to target level performance in collaborating with and sharing expertise with our partner schools. One activity is the grant writing to benefit partner schools. These are explained fully in a narrative in Exhibit 3.3.a “Collaboration with Partner Schools and the Community”. Grants that have been written by WBC math faculty have provided Interwrite tablets, iPads and other technologies to area teachers along with lesson plans and PD for those items. Teachers have even received a stipend for participation in most grant PD. Another activity that has led to target level is the free training for technology integration that has been provided by WBC faculty through the NEA Cooperative. Web resources designed for these trainings are used frequently by area teachers. Examples include SMART Notebook training, Multiple Intelligences training, Wiki Design training. Through planning and implementing PD that is specifically needed by our partner teachers, the unit faculty build rapport that positively impacts our program quality. The partner school teachers view the supervisors as peers and colleagues and thus feel comfortable sharing information, ideas, and informal observations to improve the overall quality of our program.

Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in this standard.

The WTEP council met in February, 2013 to determine how we would achieve target levels for Standard 3. Many ideas were discussed and these are the specific changes that were decided upon: addition of a service learning component for each program, new methods of gathering feedback from partner school administrators, addition of field experience in the block courses so that every program is involved, additional field experiences in the Secondary Methods courses, and partnership with a local homeschool association.

Service Learning Projects
As we considered the field experiences and clinical practice of our program, several realizations were reached. For one, we began to see that our secondary programs are lacking the in-depth field experiences that we are so pleased with in our P-4 program. In part, this is due to the emphasis on content knowledge for secondary teachers. Although we realize that content knowledge is important, we do not want to limit our secondary candidates nor put them at a disadvantage. Two specific changes are planned to help us move to target in this element of standard 3.

One change is the addition of a service learning project for every program. The implementation plan for this will begin with each program developing a project that is grounded in service for their particular degree area and that is done in a school setting with P-12 students. It was decided that each program should have their project designed and an assessment instrument developed by
the 2013 fall semester. To further implement this improvement, the service learning project will be embedded into the ED 4113 A Study of the School course which is a block course taken the semester prior to internship. This will enable candidates from all programs to be fully immersed in the learning environment at their level as well as to reflect upon their own content knowledge and pedagogy. The timeline for the actual implementation of the service learning projects is for the spring semester of 2014. Another area that WTEP faculty agreed to explore is including more field experience hours in the Secondary Methods courses. We will look further at new methods of getting our secondary candidates into the schools to give them opportunities to see best practices in pedagogy and classroom management.

Field Experience and Data-Driven Instruction
With the focus on implementation and assessment of Common Core Standards in our state and nation, we realize that our candidates need many opportunities to use assessment data to guide instructional planning. Currently our candidates do this during DST but we realize this could be expanded. For this reason, the unit has decided to develop and implement by the fall semester of 2013 a data-driven instruction focused assignment which will be embedded into the curriculum for the ED 4133 Measurement & Evaluation block course. All teacher candidates across programs enroll in this course the semester prior to internship. As part of this project, candidates will develop and implement a pre-assessment, teaching component, and post assessment of K-12 learners. This will be content specific for the respective education program and will require a minimum of three classroom sessions in a school-based setting. The focus will be on analyzing the data to determine the extent to which student achievement goals were met. The data will then be used to positively impact further instruction. The unit knows that our candidates need to fully understand the purpose for and use of both formative and summative assessment data and we believe that this addition to our program will improve overall candidate performance.

Formal Administrative Feedback Instrument
As a unit, we are collaborating with our partner schools and teachers in some very effective ways. Due to the excellent rapport our DST supervisors have built with partner school teachers, we have many opportunities for informal feedback from teachers. This feedback is always considered and has been the impetus for important growth in our program. We also realized that we have overlooked the important feedback about our program that administrators could offer. To address that, it was decided by the unit that we will implement a formal feedback instrument for administrators of partner schools by the fall 2014 semester. Administrators have a unique perspective on our program because they work closely with the DST supervisors, cooperating teachers, and interns. It was decided that we would develop a brief survey with built-in opportunities for comments. We hope to gather information about candidate preparedness, supervisor support, cooperating teacher participation and training, and other aspects that influence the overall effectiveness of our program.

Homeschool Partnership
Another area that we plan to explore is capitalizing on the proximity of many homeschooled students to our campus. We have several faculty members that live on campus whose children are involved in homeschooling. This affords us an opportunity for our candidates to work with P-12 students without traveling off campus. The planned change involves the possibility of collaborating with the homeschool association to bring those students onto our campus to enable
our candidates to teach model lessons to them rather than to their adult peers. As a unit, we believe this could be very beneficial to both the P-12 students and our teacher candidates. This addition to our program is in the preliminary planning phase and thus does not have a planned timeline for implementation. Some ideas that have been discussed include Ed Tech model lessons that integrate technology, Science for Teachers classes for P-4 and Middle Level programs providing lab activities for those students, art classes providing a variety of hands-on art activities, and other content specific learning opportunities.

As a unit, we will continue to examine our program with a reflective-action approach and make additions that will have a positive impact on our program quality. This will enable us to meet our goal of developing candidates that are teacher leaders rather than just good teachers.

3.3 Areas for Improvement Cited in the Action Report from the Previous Accreditation Review

Only one area for improvement was cited: “Field Experiences are not structured and orchestrated to allow the candidates sufficient opportunity to experience classroom teaching with school-age students”. 

In response to this noted area in which improvement was needed, much effort has been made to allow education majors and teacher candidates more contact with P-12 students in positive and authentic learning experiences. **One of the most significant changes made was the addition of two new courses in the P-4 program.**

ED 3022 Field Experience I was added in Fall 2006 with an emphasis on field experiences in preschool, Kindergarten, and first grade classrooms. ED3032 Field Experience II was added in Spring 2007 with an emphasis on field experiences in second, third, and fourth grade classrooms. Each of these courses are two hour credit courses in which students meet face-to-face on Monday for 50 minutes and then go to one of our partner schools to observe and assist for two hours during the week.

In both courses, students keep a portfolio of their experiences including photos, exemplary classroom management ideas, a wish list for their future classrooms, evidence of two mini-lessons taught, and answers to personal reflection questions. The portfolios are scored with a rubric which is included in the exhibits for 3.3f.

In both Field Experience I and II, students are assigned to two different partner schools to allow students to see differing school climates as well as different classrooms. As part of their course requirements, students must teach one mini-lesson at each of those partner schools. The WTEP makes the initial contact with partner schools and works with the partner school to make the assignments that will be at the appropriate grade levels for the course. After the initial contact is made, it is the students’ responsibility to make the professional contacts with the assigned teacher and work out a schedule for observations. Prior to this, class time is used to teach students the importance of professionalism in communicating with schools and teachers. Students also receive the “Expectations for Field Experiences” document which can be seen in the 3.3e exhibits. This information is taught in class as well. The document includes information
about professional dress, demeanor, and confidentiality as well as other practical information for these novice teachers.

Along with the time spent observing in P-4 schools, the Field Experience courses afford students the opportunity for actual time spent teaching school-age students. Students are required to teach two lessons in different grade levels and different partner schools. The students are given a document that details the parameters of the assignment with suggestions and lesson ideas to get them started. Each lesson must address Arkansas Frameworks or Common Core standards. After teaching each mini-lesson, students reflect on the experience by answering seven reflection questions. These questions are found on page 2 of the Mini-lesson Details document in exhibits for 3.3.e. The observation hours and the mini-lessons give students in these courses the opportunity to gain a deeper understanding of the teaching profession and the developmental level of students in P-4.

In addition to the field experiences and mini-lessons, education majors in these two courses complete an Interview with a Teacher. Students must complete a face-to-face interview with a teacher in the grade levels associated with the course. Students typically choose to interview one of the teachers they felt was exemplary from their observations during field experiences. The interview consists of twenty questions about the profession. The student then completes a reflection of the interview and their own thoughts and ideas after completing the interview which is found on page two of the document. This document can be viewed in Exhibit 3.3.e.

Another significant change in both the P-4 Methods ED4143 and Mid-level 4-8 Methods ED 4123 courses is the addition of the video lesson in which students teach and video tape a lesson in one of the grade levels appropriate for their degree area. During the four days of PDST or Pre-Directed Student Teaching, these teacher candidates spend two days with each teacher that they will complete their internship with in the following semester. The students are encouraged to choose one of these teachers’ classrooms in which to complete the video lesson. P-4 Methods students are also strongly encouraged to use a lesson plan that he or she created for the Interdisciplinary Unit which is completed during the Methods course. The video must show the lesson from introduction to closure with no stopping of the video. The video lesson is scored with a rubric which is provided to students in advance to help them strive to be exemplary in their preparation and teaching of the lesson. Teacher candidates must collaborate with the cooperating teacher to plan a lesson that meets state standards and must also decide what type of assessment will be used to assess the learning. After teaching the lesson, the students reflect upon their practice and student achievement by answering ten in-depth reflection questions which can be seen on page four of the video lesson directions document. The video lesson directions and rubric are linked in Exhibit 3.3.f.

Perhaps the most beneficial aspect of the video lesson assignment comes after the lesson itself when teacher candidates in P-4 Methods ED 4143 choose a 20 minute segment of the lesson video to share with their peers in the Methods course. Teacher candidates write a justification of the why they chose that aspect of the video to share. Some teacher candidates try to show a segment of the video that he or she thought went particularly well and showcases teaching strengths. However, some teacher candidates choose to show a segment of the video in which he or she feels their own teaching or classroom management needs improvement in order to elicit
ideas from their peers about how to grow in their own practice. The video segments are shared and the class as a whole discusses strengths and weaknesses in the video. Teacher candidates typically state that this is one of the most valuable parts of the program in preparing them for the classroom.

**A third change that has been made involves both the P-4 and Mid-level 4-8 Programs.** Students in both of these program areas are required to take ED 4153 Reading in the Content Area. In this course, students must complete an in-depth Reading Case Study. This is accomplished in collaboration with our partner schools which allow the WBC teacher candidate to spend 3 hours of observation time and 7 hours working one-on-one with a third, fourth, or fifth grade student completing reading assessments and teaching vocabulary and comprehension strategies. The Case Study specific directions and Expectations for the Case Study are two documents provided to teacher candidates to ensure success in this assignment. (Exhibit 3.3.e) This assignment would not be possible without our partner schools and the experienced teachers with which our students are privileged to work. The cooperating teachers are provided with two documents to explain this assignment and the criteria for selecting a student in grades 3-5. The letter of explanation and the teacher responsibilities can both be seen in the exhibits section 3.3a. This assignment affords our teacher candidates the opportunity to work within a partner school to collaborate with a teacher, parents and a student. After a student is selected by the teacher that meets the given criteria, the teacher candidate by observing the student for three hours in reading-related classroom activities while taking detailed anecdotal records of the student’s behavior and academics. After that, the teacher candidate administers several reading assessments including the interest inventory, reading attitude survey, high frequency word knowledge survey, a silent reading comprehension assessment and a listening comprehension assessment. Using these assessments, the teacher candidate chooses seven comprehension and vocabulary strategies of the ten or so strategies that were modeled in the course to teach to the student. The assessments aide the teacher candidate in selecting the strategies and the text to use in teaching the strategy. After each strategy is taught, the teacher candidate writes a reflection and the student work sample is placed in the Case Study as documentation of the event. The Case Study rubric is used to score this assignment and can be viewed in Exhibit 3.3.f.

The WTEP feel that the changes that have been made in response to the area cited for improvement were positive additions to our programs and we will continue to work diligently toward continuous improvement.
The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity.

4.1 How does the unit prepare candidates to work effectively with all students, including individuals of different ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and/or geographic area?

In its curriculum and experiences, the Unit addresses these elements of diversity: ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, and geographic area. The design, implementation, and evaluation of the curriculum and experiences reflect not only the Unit’s commitment to diversity but also the Unit’s commitment to the Conceptual Framework: “Preparing professional educators to be effective communicators who integrate and care.” As candidates acquire and apply knowledge, skills, and dispositions, necessary to help all students learn, they become “professional educators who effectively communicate, integrate and care.” Williams Baptist College reflects its commitment to diversity in the Mission Statement as the institution strives “to educate, equip, and enrich students to be articulate and contributing members on a global society.”

The Minority Affairs Committee (MAC) which was established in 2002 is an eight member committee. The eight members of this committee include the Education Unit Head, the Academic Dean, the Vice-President for Enrollment Management and Student Affairs, and the Dean of Students. The committee develops ideas/plans related to minority matters on campus. In addition, the Admissions Department plans and supervises the activities of Black History Month, aided by a volunteer student committee and theses academic departments: the Art Department, the Education Department, the English Department, and the History Department. Williams Baptist College English and History Departments, under an Arkansas Humanities Grant, held a symposium for teachers and administrators of Partnership Student Teaching schools and for the general public. Williams Baptist College English and History faculty presented scholarly papers about popular turn-of-the-twentieth-century writer, Alice French (pen name Octave Thanet), who lived and wrote at Clover Bend, Arkansas, while English and social studies education majors prepared teaching packets for those who attended. Diversity issues addressed in the faculty papers and teaching packets included the plantation system at Clover Bend, the role of emancipated African-Americans on the plantation, and Thanet’s interest in the life of African-Americans at Clover Bend.

The Gould Writing Project is a partnership between candidates in Secondary English/Social Studies programs and Gould High School, a public school in Gould, Arkansas, with almost 100% minority population. In this effort, secondary candidates and their professor traveled to Gould, where candidates taught students grades 7-12 how to write memoirs. Following the format of the earlier Partnership, Gould students submitted their work, and candidates evaluated the work and returned it for revision. Gould teachers facilitated the revision process, and Gould students re-submitted the revised work. Candidates then selected work to be acknowledged at an awards program on the College campus.
In the past, the History Department sponsored a showing of the documentary film *Hoxie: The First Stand*. In addition to showing the film to students, faculty, and the public, the department organized a panel of men and women who were in some way or another involved in the Hoxie School desegregation crisis of 1955, which was the subject of the film.

The Williams Educators Organization (WEO) regularly invites speakers, including minority educators, to attend meetings and address issues about education.

During WTEP teacher candidates’ education coursework, they are exposed to a variety of experiences designed to help them understand the importance of diversity in teaching and learning. Many of the pre-professional and professional teacher education program courses address elements of diversity that are assessed by exams, class presentations, projects, assignments, activities and field experiences. Course syllabi provide additional information. Students in the Methods & Classroom Management courses design a one week integrated thematic unit as part of their coursework. This includes lesson plans, accommodations, assessments, technology-related activities, and other aspects of instruction. As part of the planning process, teacher candidates are randomly assigned a class composite that tells them the makeup of their class. Diversity is purposefully built into these class composites to afford candidates the opportunity to plan classroom activities for a group of students that are diverse in ethnicity, language, race, learning styles, and ability levels. For example, one class composite is 10 boys and 10 girls with 12 Caucasian students, 4 African American students, and 4 Hispanic students that speak and read English well, but whose parents speak only Spanish. In addition to this, the class is made up of 60% kinesthetic learners, 30% visual learners, and 10% auditory learners. The class also has diverse ability levels in that there are 6 gifted learners, 2 learning disabled students, and 3 non-readers included in the group. These diverse class composites allow our candidates to plan for accommodations, remediation, modified assessments, and learning activities that address each learning style. Candidates are provided with web resources and handouts to prepare them to modify for the specific needs of their mock student population. Candidates are also provided with web resources to enable them to translate documents that will be sent home for non-English speaking parents. The Unit feels that having this experience built into our curriculum helps our candidates become familiar with the methods and resources required to fully meet the needs of their future students no matter what type of differentiation is required. (Refer to Exhibit 4.3.b)

In addition to the assessment embedded on program courses, candidate performance is also evaluated at various stages of the Unit’s assessment system. A thorough description and explanation of the Unit’s assessment system are provided under Standard 2. Proficiencies related to diversity can be found in all the stages of the timeline of the assessment system: admission, admission to block courses, admission to DST, exit from program, and program completion. In their general education curriculum and across all program areas, candidates encounter courses which include elements of diversity that are assessed by exams, class presentations, case studies, and projects. General education courses which address diversity include EN1113 & EN1123 English Composition 1 and 11, AR2143 Art Appreciation, SP2183 Speech Communication, HT 1113 & HT1143 Western Civilization 1 and 11, and PY1113 General Psychology. The following tables list the program areas and their upper-level courses which address diversity. Course syllabi provide additional information.
The P-12 schools in which candidates do observations, Pre Directed Student Teaching (PDST), and Directed Student Teaching (DST) provide them with many opportunities to work with diverse students. The first opportunity for candidates to work with diverse students in P-12 schools occurs during ED2203 Introduction to Teaching. Typically, candidates are enrolled in Introduction to Teaching during the first semester of their sophomore year. As candidates select the schools where they will observe during Introduction to Teaching, they are encouraged to consider schools where students of diverse cultures and exceptionalities are represented and they are instructed in strategies for successfully including children with differing abilities. During this course, 10 hours of field experiences are required. The second opportunity for field experiences occurs while candidates are enrolled in the ED Methods course. During a teacher candidates ED Methods course that a given opportunities to conduct mini-lessons in a P-12 classroom. Next are the 2 block courses, ED4113 Study of the School and ED4133 Measurement and Evaluation, during the semester prior to DST. While enrolled in these courses, candidates participate in PDST. During PDST, candidates familiarize themselves with the schools in which they will be student teaching. Candidates spend a minimum of 4 days (32 hours) at the prospective schools.

Candidates enroll in DST during the final semester of their senior year. After a few weeks of observing, candidates begin to assume full teaching responsibilities in the public school classroom. During the student teaching semester, candidates are evaluated at least six times by the cooperating teaching and the clinical supervisor. These evaluations assess the knowledge, skills, and dispositions expected of the candidates, including those related to diversity. For example, the evaluation forms reflect the candidates’ ability to exhibit respect for students and to make appropriate attempts to meet students’ needs. Furthermore, the evaluation forms assess candidates’ abilities to organize content knowledge for student learning, to create an environment for student learning, and to teach for student learning so that all students can learn. The goals of the conceptual framework – communicate, integrate, and care – are thus addressed. During the student teaching semester, candidates also complete a self-evaluation in which they reflect upon their abilities to communicate, integrate, and care. Data from these assessments are provided under Standard 1. Student teachers are given feedback on these evaluations during visits by the clinical supervisors and during consultations with their cooperating teachers.

As requested by NCATE/CAEP, there is a data table on demographics of P-12 students in schools used for clinical practice (Appendix C). It is important to note that most of these partnering P-12 school district does not have large populations of ethnic diversity, however, they do have large populations of economically disadvantaged students which provides the WTEP teacher candidates valuable experiences.

As the evidence presented indicates, the WTEP has a strong commitment to ensuring that candidates acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. The conceptual framework reflects critical proficiencies on issues of diversity, and the proficiencies are embedded in courses and field experiences throughout all programs. Candidate knowledge, skills, and dispositions are strengthened by the candidates’ interaction with diverse faculty in the college and field settings. As Williams Baptist College has made
concerted efforts to recruit and maintain a diverse student population, candidates have opportunities to work with diverse peers and candidates. Finally, the WTEP seeks to ensure that all candidates have experiences working with diverse students in P-12 schools as they complete their required observations, field experiences, and clinical practice.

The following link is a digital teaching portfolio that highlights a WTEP teacher candidate during their internship.
http://teacherportfoliocabbott.pbworks.com/w/page/49722911/FrontPage

4.2.b Continuous Improvement

Williams Baptist College is not located in an ethnically diverse community. However, the WTEP is continually looking for opportunities to provide teacher candidates with quality experiences in teaching diverse learners. The surrounding diversity that is present, is embraced by the WTEP and utilized to improve the teaching skills and dispositions of the teacher candidates. An example is the Lawrence County Children’s Shelter that is located in Walnut Ridge, Arkansas. The student members of the Williams Education Organization have volunteered time and resources to improve the education and lives of the affected children in the shelter. In addition, the Williams Education Organization and WTEP faculty assist in facilitating a “backpack program” for local P-12 students. This program provides critical food to economically disadvantaged families, specifically P-12 students. The food for the “backpack program” is housed and packaged in the Education Office. During the Christmas Season, student members of the Williams Education Organization select elementary age students who are identified as disadvantaged and provided them with educational gifts and care. WTEP teacher candidates are provided the opportunity to tutor economically disadvantaged students in local P-12 schools.

Currently, the WTEP Faculty Council is discussing beneficial opportunities and teaching practices that can improve the teacher candidates’ knowledge, skills, and professional disposition necessary to help all students learn. Some of the possible opportunities include:

1.) Develop a lab school for local home schooled children.
2.) Utilize technology resources to gain classroom experiences with ethnically diverse learners.
3.) Develop a WTEP sponsored Mission Trip over spring break to work with P-12 ethnically diverse learners.
4.) Provide additional clinical experiences with P-12 special needs students.
STANDARD 5

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5.1 Faculty Qualifications, Performance and Development

The Williams Teacher Education Program (hereafter WTEP) assumes responsibility for optimal preparation of its teacher candidates. The WTEP currently offers eight degree plans providing teacher candidates carefully planned and sequenced educational experiences. Through these experiences, teacher candidates acquire knowledge, understand theory, pattern best practices, and participate in purposeful field experiences.

As stated in its Conceptual Framework, the WTEP is committed to the training of its teacher candidates, preparing them to become professional educators who define and make explicit the Unit’s concept of an effective communicator who successfully integrates and cares.

Faculty members of the WTEP are highly qualified to perform their responsibilities and model best professional practices in scholarship, service, and teaching. The conceptual framework of “a professional educator who effectively communicates, integrates, and cares” serves as the foundation for professional practices in the WTEP. Faculty members of the WTEP are strongly committed to this conceptual framework and seek to articulate its importance in their teaching, course requirements, and course syllabi.

The WTEP currently consists of 16 full-time faculty dedicated to teacher education. Over forty percent (7/16) of the WTEP have earned doctorates in their respective fields. In addition, many have exceptional expertise qualifying them for training teacher candidates. Clinical faculty members supervising teacher candidates have professional experience in school settings at the levels they supervise. In addition, they receive regular training by leading educational experts on the latest pedagogical practices being implemented in the P-12 setting.

Faculty members of the WTEP have a thorough understanding of the content they teach. Teaching by professional education faculty helps our student candidates develop proficiency in their fields and in their teaching. Professional education faculty value candidates’ learning and assess candidate performance. WTEP faculty members use a variety of instructional strategies evidencing an understanding of different learning styles. In addition, they integrate technology liberally throughout their teaching.

Most WTEP members actively engage in scholarly work and creative endeavors within their fields of specialization. Many are also actively involved in scholarly professional associations, and several have held or currently hold offices within these associations.

Most WTEP members provide service to the College and to the Walnut Ridge community in ways that are consistent with our mission and purpose. They collaborate with professionals in
area P-12 schools and with faculty from other institutions in order to improve teaching, candidate learning, and the preparation of student teachers within the WTEP.

Several WTEP members also serve as lead presenters and trainers in local and state professional development opportunities for P-12 educators. This training takes place primarily on the Williams campus and/or at the local Northeast Arkansas Educational Cooperative facility. In addition, WTEP professional education and clinical faculty are strongly encouraged to attend professional development sessions held at Williams, local school districts, and the Northeast Arkansas Educational Cooperative. Professional education and clinical faculty who are licensed educators in the state of Arkansas must complete at least sixty (60) hours of state approved P-12 professional development for each academic year of service.

5.2.b Continuous Improvement

Since 2005, the most recent NCATE visit, there have been a number of additions to the Professional Education Faculty at Williams Baptist College (see Exhibit 5.3.a in the following section of this document). In 2011, Mr. Josh Austin joined the Williams faculty as an Instructor of Health and Physical Education as well serving as Head Coach of the men’s basketball team. In 2005, Dr. Steven Harthorn joined the Williams faculty as an Assistant Professor of English. In 2007, Mr. Frank Lee joined the Williams faculty as an Instructor of Physical Education and also serves as Head Coach of the men’s baseball team. In 2006, Mr. Eric Newell joined the Williams faculty as an Instructor of Physical Education and also serves as Head Coach of both the women’s softball and volleyball teams. In 2009, Mr. Daniel Spillman joined the Williams faculty as an Assistant Professor of History. Also in 2009, Mrs. Charlotte Wheeless joined the Williams faculty as an Assistant Professor of Education. All of these individuals are members of the WTEP.

Several additions have been made since the 2005 NCATE visit within the Clinical Education Faculty at Williams (see Exhibit 5.3.b in the next section of this document). Dr. Brad Baine, who joined the Williams faculty in 2004 as an Assistant Professor of Education, became Chair of the Education Department in 2008 and also assumed duties as a Clinical Supervisor in the WTEP. In 2012, Mr. David Tackett joined the Williams faculty as an Adjunct Instructor of Education and also serves as a Clinical Supervisor in the WTEP. And Mrs. Charlotte Wheeless has assumed duties as a Clinical Supervisor in the WTEP following her appointment in 2009 to the Williams faculty as an Assistant Professor of Education.

As Williams prepares its move toward target with regard to CAEP Standard 3—“Resources and practices [that] support teacher candidate learning”—plans are currently being made by each department within the WTEP to incorporate opportunities for service learning involving teacher candidates working directly with P-12 students. A number of faculty members at Williams have already incorporated service learning activities into their programs and courses since the inception of the Service Learning Program in the fall of 2009 by Dr. Steven Harthorn, Coordinator.
Finally, as the state of Arkansas anticipates the adoption of Common Core State Standards, Williams sees the ongoing need to continually reflect upon and accordingly revise the way we prepare our teacher candidates. We must train our WTEP faculty to become familiar with and understand these standards so that they are able to effectively implement them and also to supervise our teacher candidates who are charged with the responsibility of teaching according to these standards. We are currently in the process of partnering with local school districts to provide professional development opportunities to support and assist area teachers in interpreting and implementing the standards within their classrooms.
STANDARD 6

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6.1 Unit Governance and Resources
How do the unit’s governance system and resources contribute to adequately preparing candidates to meet professional, state, and institutional standards?

All teacher education programs at Williams Baptist College are under the guidance of the Williams Teacher Education Program (WTEP) Council and the mandated guidelines of the Arkansas Department of Education. Six academic departments – Art, Education (Early Childhood and Middle Level), English, Health & Physical Education, History, and Music – have teacher education programs leading to eight areas of certification. The Chair of the Education Department provides leadership for the WTEP. As Unit Head, he oversees the development and direction of WBC’s teacher preparation programs. He plans and conducts all student intern seminars and acts as liaison between WBC and the public schools in which our education students and teacher candidates complete observations and student internship assignments. He oversees the Education Coordinator, who is responsible for arranging most field experiences and majority of student internship placements. The Unit Head also sponsors the student-led campus education group, Williams Educators Organization (WEO). Each department is responsible for the placement in public schools of their student interns. Communication is then established between the Unit and the schools, including principals and cooperating teachers. Evaluations are submitted to the Education Coordinator who then disperses them to the respective departments and supervisors. The WTEP Council is comprised of faculty representatives from the academic departments directly involved in teacher preparation, the Academic Dean, and the Education Coordinator. The WTEP Council meets at least twice a semester or more often, as compelled by circumstances.

Although the WTEP is maintained by education faculty, cooperation between faculty and administration is essential to the internal functioning and effortless operation within the Unit, effectuated by a system of mutual decision-making. This structure is consistent with WBC’s mission of shared governance and collaborative procedures to ensure high-quality and accessible teacher education programs. All non-state-mandated changes, curricular revisions, and policy modifications in all teacher education preparation programs must follow a prescribed process for approval. Once an academic department has necessitated a change or modification, this revision must be presented to the Division Chair and the Academic Dean for review and, if approved, submit it to the WTEP Council. The WTEP Council members discuss the pending revision and vote to endorse the revision. The proposed revision must then be approved by the Academic Affairs Committee and then by the faculty of the institution. If approved, the revision or modification can be implemented by the department. If there are major changes or in extreme circumstances, the Board of Trustees must have the final say in approving the change. Otherwise, the process ends with the faculty.
WBC workload policies and practices enable personnel to effectively manage their duties of teaching, advising, scholarship, service, and P-12 collaboration. The official teaching load for full-time faculty is twenty-seven to twenty-eight semester hours per academic year, excluding summer school. The departments have the authority to adjust faculty assignments according to enrollments, discipline needs, and resources. Faculty who are also supervisors for student interns have a reduced teaching load. Furthermore, each faculty member is expected to devote a minimum of ten hours per week for office hours, allowing time for consultation with students and colleagues. The Unit also utilizes the assistance of several adjunct instructors, all current or former teachers and/or principals.

The WTEP budget adequately covers the expenses mandatory for the effective operations of the department. Not only does the budget cover basic expenses, i.e. office supplies, but part of the budget is also allocated for learning resources, enabling faculty to purchase books and materials that will enhance their teaching methods. Faculty members are also able to use a portion of the budget to pay professional membership dues. In addition, faculty development funds are budgeted each year through the institution and made available to faculty members to offset the costs of attending professional meetings.

The Education Department is housed in the Sloan Center for Science and Professional Studies. This is a multipurpose building which, too, is home to the Psychology and Natural Sciences Departments, including faculty offices for each of the aforementioned departments, as well as the Computer Services Department. Also housed in the Sloan Center is the Education Suite consisting of offices for the Education Department Chair, the Education Coordinator, and other early childhood and middle level faculty. The Education Suite contains a food pantry of food items collected by various campus and community groups and is used to supplement the Food for Kids Backpack Program in local school districts, meeting the needs of P-12 students and epitomizing our Conceptual Framework of communicating, integrating, and caring. The Sloan Center is also host to professional development for local P-12 school districts, thus keeping WBC and the WTEP accessible to public school educators. This building also accommodates a computer lab, media center, education curriculum lab, counseling center, lecture hall, science labs, classrooms, conference room, and a greenhouse. The computer lab has 34 PCs and a printer for students’ use. The media center contains a copier, laminator, industrial sized shredder, paper cutter, comb-binding machine, and a die-cutting system for use by students. The media center also holds a small video library for the benefit of faculty, as well as a HD camcorder which may be checked out by departments. The education curriculum lab is a repository for award winning early childhood and adolescent books, as well as periodicals and other printed material relative to education. The state award winning books, specifically the Charlie Mae Simon, Arkansas Diamond Award, and Coretta Scott King books, are purchased with funds from the Education Department budget. The Sloan Center also accommodates seven smart classrooms (PC and projector), with two SMART Board interactive whiteboards and two document cameras in classrooms utilized by education faculty. Wifi is available throughout the entire building.

The Maddox Fine Arts building houses the Art, English, History, and Music Departments, as well as the Business and Christian Ministries Departments, including faculty offices for each of these departments. The Maddox Fine Arts building contains six smart classrooms (PC and
projector) and a computer lab with 24 PCs. The building also holds two art studios, an art gallery, a choral hall, a music theory classroom, and a suite of music rehearsal rooms. There is also a copier located in the building for use by faculty.

The Health and Physical Education Department is located in the Southerland-Mabee Center. Two smart classrooms (PC and projector) can be found in the SMC, which also accommodates a small computer lab with four PCs. Since this building is home to the PE program, it contains a gymnasium, a weight room, racquetball courts, and a jogging/walking track. Each of these buildings mentioned also has wireless internet access. Recent renovations have been made to the Rose Room, which is used as a hospitality room during events and which is also used to often accommodate Directed Student Teaching seminars.

In addition to the SMC, the campus of Williams Baptist College includes Shell Field for the WBC baseball team; Sloan Tennis Courts, which are utilized by PE activity courses, as well as by the Lawrence County School District; a softball field for the WBC women’s softball team; a soccer field for use by the WBC men’s and newly formed women’s teams. Most of these facilities are used by the Health and Physical Education Department in their Theory and Practice courses.

A profusion of resources in the Felix Goodson Library are made readily available to all faculty, staff, and students. The library has an extensive database collection, which can be easily accessed from students’ homes or dorm rooms.

Southerland, Shell, Wilson, and Cash Halls, the women’s and men’s residence halls, have high speed internet with two Ethernet ports in every room. Nicholas Hall and Butler Hall, the most recent additions, have access to wireless internet. Students also have access to computers and high speed internet in the Felix Goodson Library.

The Mabee-Gwinup Cafeteria is comprised of not only the dining hall, but also two meeting rooms, the Moody Dining Room and the Harty-Missouri Room. These two rooms are used to host the WTEP Directed Student Teaching seminars, which include speakers from the Arkansas Department of Education, as well as administrators from local public schools. The Harty-Missouri Room is also utilized by WTEP students and faculty to facilitate meetings regarding the WBC High School Tournament.

Williams Baptist College utilizes online services allowing students access to resources and facilitating communication between students and faculty/staff. Moodle is an online tool employed by instructors to publish messages, assignments, and grades for their courses. Online student portals are created where each student can use a unique password to view personal documents, such as accounts, transcripts, and final grades. Also, resources benefiting both prospective and current students are available on the WBC website, www.williamsbaptistcollege.com.
6.2.b Continuous Improvement

Since the last NCATE visit in 2005, the Education Department at WBC has experienced a turnover of personnel. In 2008 Dr. Brad Baine assumed the role of Chair of the Education Department. An alumnus of WBC and the WTEP, Dr. Baine received his PhD in Pedagogy at the University of Arkansas. He taught middle level science in the Jonesboro School District and was an Algebra I teacher at the alternative school in Jonesboro School District. Dr. Baine is frequently a WTEP representative to meetings involving deans of education from other institutions across Arkansas and, in doing so, stays abreast of the current changes affecting higher education. He is currently serving a three year term as representative of private institutions to the Arkansas Professional Licensure Standards Boards which develops recommendations for the Arkansas Board of Education. He is also a member of the Greene County Tech School District Board of Education.

Mrs. Charlotte Wheeless joined the Williams Teacher Education Program in 2009. She, too, is an alumnus of Williams Baptist College and the WTEP. She received her Masters of Education in Curriculum and Instruction: Instructional Technology from Grand Canyon University. She taught fifth and sixth grade science in the Lawrence County School District for 15 years, during which time she achieved National Board Certification and was a Japan Fulbright Teacher Participant. Each summer Mrs. Wheeless develops and presents in-service training for area teachers at the Northeast Arkansas Education Cooperative, with the presentations focused on technology.

Another new instructor in the education program is Ms. Misty Colvey, who is the athletic trainer and an adjunct instructor, teaching specifically courses required for Health and Physical Education majors. She obtained a Bachelor of Science in Athletic Training and is continuing graduate studies at Arkansas State University.

In addition, in 2012 Dr. Jerol Swaim retired as president of Williams and Dr. Tom Jones was selected as the sixth president of Williams Baptist College.

With regards to additions to technology since NCATE’s last visit in 2005, the WTEP has procured two document cameras and an additional SMART Board Interactive Whiteboard to complement the SMART Board already in place. The Department of Education has purchased a laptop, an iPad2, and several Flip cams. These are used to demonstrate the importance of technology in today’s world of education. Early childhood and middle level majors are required to successfully complete ED 4332 Educational Technology, and as of Fall 2011 all education students receive one half semester of training for integrating technology into classroom teaching. A number of cooperating teachers have commented that they have gained knowledge from our student interns about integrating various technologies in the classroom; consequently, technology has been one of the most notable areas of continuous improvement.

With Common Core State Standards being adopted by the majority of states, including Arkansas, Williams Baptist College has secured two Algebra I Institute grants through the Arkansas Department of Higher Education. The grants have totaled $62,959 and $ 53,320 and are used to
prepare future and current algebra I teachers for the rigors of Common Core State Standards. The WBC Education Department Chair, Dr. Brad Baine, serves as the project director.

6.3 Areas for Improvement

“The unit does not allocate adequate resources to support professional development of faculty.”

Professional development funds are set by the college, and the Unit has been unsuccessful in having the amount increased. With the growth in WBC’s student enrollment, the Unit plans to make a request in the near future for a larger allocation of professional development funds.