STANDARD 5: FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

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 Moving Toward Target or Continuous Improvement

(Currently moving toward “Continuous Improvement” on this Standard)

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

(NOTE: There were no areas of improvement cited in the Board of Examiners’ “Action Report” from our previous NCATE visit in 2005).