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 or 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 Spring 2014 semester.