**Department of
Teaching & Learning**

Annual Report

July 1, 2020 - June 30, 2021

1. **Mission Statement**

2. **Status/Achievement of 2021 Goals**

   Goal 1: Department faculty will engage in peer-reviewed and practitioner-based research/scholarship that contributes productively to the individual faculty member's scholarly agenda, individual faculty member's respective academic discipline(s), and education as both a process and a profession. All department faculty will be supported by the department and mentored by senior faculty aligning research/scholarship with the College of Education Tenure and Promotion and/or Advancement guidelines.

   Related UCA Strategic Planning Goals
   CV a: Intellectual Excellence: We believe in lifelong intellectual development of students, faculty, and staff. We are committed to the free pursuit of knowledge and continuous growth in learning and teaching. (Educated Citizens, Scholarship, Cultural Competence, Learning Environment)

   Action Plans

   1a. We will hold T&L Department Research Pod Meetings every two weeks during X period.

   Senior faculty will match junior faculty (or clinical instructors) to a department mentor.

   Utilizing the Tommie Sue Anthony Foundation funds, we will provide financial rewards to faculty members who publish in high ranking and quality journals in their respective fields.

   Expected Results: Increased collaboration among faculty on peer-reviewed research and mentoring activities.
   Actual Results: A research group was established and led by Dr. Cotabish that met every two weeks.

   The Department of Teaching and Learning made 44 presentations at local, state, regional, national, and international conferences and organizational meetings (as reported in Digital Measures).

   Department faculty had 19 publications (as reported in Digital Measures).

   Two grant proposals were submitted and subsequently funded in conjunction with other colleges and departments (Michelle Buchanan co-PI on NSF grant with Chemistry dept.; Debbie Dailey Co-PI on ESOL Grant with Department of Languages, Linguistics, Literatures, and Cultures). Two other grant proposals are under review.

Faculty serve on various editorial review boards.

Dr. Trumble is involved with MIT CS4ALL Fellowship. Golden apples project from Talesfromtheclassroom.com, ARKste podcast.

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

Goal 2: The Department of Teaching and Learning, in conjunction with the College, will develop and implement a Strategic Equity Plan that will include process, practices, and policies that anchor equity.

Related UCA Strategic Planning Goals
CV a: Intellectual Excellence: We believe in lifelong intellectual development of students, faculty, and staff. We are committed to the free pursuit of knowledge and continuous growth in learning and teaching. (Educated Citizens, Scholarship, Cultural Competence, Learning Environment)
CV c: Diversity: We are dedicated to attracting and supporting a diverse student, faculty and staff population and enhanced multicultural learning opportunities. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas, including race, ethnicity, religion, spiritual beliefs, national origin, age, gender, marital status, socioeconomic background, sexual orientation, physical ability, political affiliation, and intellectual perspective. (Recruitment and Retention, Support, Knowledge)

Action Plans

2a. Department faculty will attend recruitment events with a focus on diversity (majors fair, serving as guest speakers for freshman-level courses, Bear Facts day, alumni events, homecoming events, working with teacher cadet programs, making public school visits, attending teacher and career fairs across the state).

Department faculty will engage students through sponsoring and participating with education-focused student organizations. Department faculty will maintain on-going semester check-ins with students.

All faculty will attend professional learning focused on diversity, belonging, equity, and inclusion (DEEP professional development, faculty meetings with a focus on inclusive and responsive practices, attend CTE offerings focused on diversity, attend professional conferences with a focus on diversity).

We will "intentionally" be professional and considerate in our conversations and encounters

through collaborations/meetings/service/etc.

We will critically reflect on our practices surrounding equity.

Expected Results: Instill a sense of equity, belonging, and inclusion among faculty and students.

Actual Results: DEEP/DBIE professional development was provided for faculty and Arch Ford Cooperative partners. Supervisor and program coordinators attended DEEP/DBIE support training for working with candidates in the field.

Culture and Belonging Survey was formally embedded in Internship 2 to provide more consistent administration and data collection.

BARWE group was lead by Dr. Wake and offered to faculty in the spring of 2021.

Faculty attended a professional development session on Teaching for Religious Diversity and Inclusion.

Many faculty reached out to students via email for mid-term check-ins to gain feedback about course structure/effectiveness and sense of belonging.

MAT faculty attended/presented an online recruiting event held by Arch Ford Education Cooperative.

MAT 5310 - utilized Cornelius Minor book for discussions focused on equity.

EDUC 3322 continued to be revised to focus on diversity, inclusion, and equity.

A student-led social justice advocacy group (supported by Donna Wake and Nykela Jackson) was created in the spring (2021).

Faculty attend town halls facilitated by Distinguished Faculty Equity Fellow, Candice Maxwell.

EDUC 3322 enacted panels with K12 educators to expand voice in the class and

increase connections between class content and K12 educators and school spaces.

 Eight panels were offered and included 20 K12 partners from 6 partner districts. Panels were on following student populations: Students of Color, ELL, Poverty, LGBTQ, Special Education, Trauma, Struggling Readers, Content Equity Roundtable (content faculty).

EDUC 1300 Mini Teach presentations incorporate a choice list of Western, Eastern, and Continental African philosophies, and the five different ethnicities & gender representations/influences in the American education system.

STEM 2301 and 3300 interacted with Teacher and administrator panels to expand the discussion regarding communication and equity in the classroom and in the school community.

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

Goal 3: The Department of Teaching and Learning will provide innovative pedagogy, reflective practice opportunities, exposure to diversity in virtual and face to face learning environments, application of learning (e.g., service learning, field experience opportunities), and mentoring support to transform students to educators.

Related UCA Strategic Planning Goals
CV c: Diversity: We are dedicated to attracting and supporting a diverse student, faculty and staff population and enhanced multicultural learning opportunities. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas, including race, ethnicity, religion, spiritual beliefs, national origin, age, gender, marital status, socioeconomic background, sexual orientation, physical ability, political affiliation, and intellectual perspective. (Recruitment and Retention, Support, Knowledge)
Goal 1: UCA will support and empower students to succeed. Actions to improve retention and graduation rates to the levels already specified by the Board in the KPIs must be UCA's first order of business.

Action Plans

3a. We will hold virtual stakeholder panels including diverse panelists.

We will model innovative pedagogical practices in our classes and professional learning presentations.

We will conduct TESS-Aligned goal setting activities.

We will provide blended field experience (eg. remote, face-to-face, hibrid, highflex) and purposeful placement in diverse settings,

We will utilize student-faculty consultation and mentoring models in our classes.

Expected Results: Continued recognition as an innovative leader of pedagogy in the university.

Actual Results:

Virtual office hours were perfected with many different creative approaches.

Intern observations were conducted through google meet or Zoom and followed up with feedback conferences.

Group zoom meetings were provided for interns to discuss and clarify assignments and experiences in a virtual/F2F teaching environment

MSIT 4325 utilized Zoom meetings, Kaltura, as well as other recorded class sessions to help enhance and improve student understanding. MSIT 4325 teaches candidates how to set up a Zoom meeting, adjust settings, share their screens, as well as how to use other online platforms to engage their students in their online teaching.

MSIT 4305 students set up, conducted, and recorded their own Zoom teacher interviews focused on classroom management strategies.

MSIT 3320 students interviewed a teacher, a counselor, and a middle school administrator through Zoom.

Faculty utilized digital engagement applications in courses, including Nearpod, Pear Deck, and Padlet. This enhanced virtual delivery in COE courses, as well as modeling uses of these applications for candidates.

MSIT 3320 students practiced pandemic teaching through peer Zoom mini-teach lessons (utilizing Zoom, Nearpod, Pear Deck, Jamboard, Padlet, and other digital tools).

EDDL program is fully online and uses multiple platforms as well as various pedagogical models and tools including PBL, Podcasting, Collaborative writing.

EDUC 4210 students complete modules in which they create their own learning modules in Google Classroom and create digital content for K-12 learners aligned to UDL principles.

STEM 2301 and 3300 interacted with Teacher and administrator panels to expand the discussion regarding communication and equity in the classroom and in the school community.

Status:

Supporting Program Statistics

Links to Supporting Documents

None

Goal 4: The Department of Teaching and Learning, in line with the college, will sustain a data-driven quality assurance process for continuous program improvement.

Related UCA Strategic Planning Goals
CV a: Intellectual Excellence: We believe in lifelong intellectual development of students, faculty, and staff. We are committed to the free pursuit of knowledge and continuous growth in learning and teaching. (Educated Citizens, Scholarship, Cultural Competence, Learning Environment)
Goal 1: UCA will support and empower students to succeed. Actions to improve retention and graduation rates to the levels already specified by the Board in the KPIs must be UCA's first order of business.
Goal 2: Each UCA student will be prepared to effectively compete in the marketplace upon graduation and demonstrate continued involvement in and contribution to the UCA community after graduation.

Action Plans

4a. Complete review of department-level data for the annual report.

Share data to program faculty.

Share data with K-12 partners.

Use data to improve programs.

Advanced programs engage with the plan to ensure the quality of assessments (initial programs use COE validated assessments but can consider processes for program-specific assessments).

Expected Results: Increased collaborations between faculty on program reviews and successful submissions of required SPA and annual reports.

Actual Results: Program coordinators review data annually and submit a formal report to the dean's office for review by the assessment and accreditation coordinator (due Oct 15; returned Jan 15). Data include key assessment and survey feedback.

Data calibration sessions for all supervisors were held in fall 2020 (technology-enhanced rubric) and spring 2021 (disposition rubric).

Advanced programs reworking CAEP plan for A.1.1 to provide quality assurance in meeting CAEP expectations (formerly the "shared values" rubric).

Advanced programs working with the plan submitted to CAEP in alignment with expectations for CAEP A.1.2.

Initial program coordinators contributed to guiding COE/EPP discussion around revised admission standards resulting in COE/EPP dropping requirement for tests for admission to programs (e.g, Praxis, ACT).

Many MAT classes moved from Blackboard to Google Classroom based on feedback received from students and school partners.

Triple E technology-enhanced lesson plan key assessment was added to Internship II for undergraduate and MAT programs.

Early teaching of the integrated unit assessment was emphasized in coursework to prepare students for internship (MAT 6302 and MAT 6338).

MAT data was shared with faculty members at the beginning of the school year; Faculty were asked to add their own analysis of the data to help strengthen the annual report.

Middle Level Program data was shared with faculty members at the beginning of the school year; faculty were asked to add their own analysis of the data to help strengthen

the annual report.

Middle-Level Program data was shared with the advisory board (made up of partner teachers, administrators, and current students).

ASTL data was shared with the advisory board (made up of partner teachers, administrators, and current students).

EDDL is working on an Assessment plan for submission to the university with four checkpoints aligned to classes.

EDUC 1300 working group meets regularly to review course survey data and make adjustments designed to support recruitment and retainment efforts.

STEMteach Program data was shared with faculty members at the beginning of the school year; Math, Science, and STEMteach Faculty were asked to add their own analysis of the data to help strengthen the annual report.

STEMteach Program data was shared with the advisory board each year (made up of partner teachers, administrators, and current students).

Status:

Supporting Program Statistics

Links to Supporting Documents

None

Goal 5: The Department of Teaching and Learning will promote, develop, and sustain partnerships both within the university system and the outside community. The partnerships will support the implementation of quality programs in the Teaching and Learning Department and provide essential collaborative opportunities in the community.

Related UCA Strategic Planning Goals

Goal 2: Each UCA student will be prepared to effectively compete in the marketplace upon graduation and demonstrate continued involvement in and contribution to the UCA community after graduation.

Action Plans

5a. 1. Continue the annual Partnership Cafe event by offering virtual delivery if a face to face event cannot be held.

2. When in-person early field experiences are not available due to health/safety concerns, faculty will provide an equitable and engaging practices in lieu of on-site experiences to the best of faculty ability.

3. Maintain open lines of communication between T&L faculty and school partners, especially given the current pandemic climate, in order to preserve established relationships.

Expected Results: Increased involvement with community partners and continued commitment from community partners.

Actual Results: Due to the pandemic, the Partnership Cafe was not held this year. The partners indicated they did not want to meet virtually and opted to continue the cafe in future years.

Kappa Delta Pi held a virtual school partner panel focused on social and emotional needs.

MSIT 3310 held one-one tutoring via Zoom for service learning.

MSIT 4312 and 4328 classes Zoomed with Ellen Smith Elementary throughout the year.

MSIT 4311 (Internship 1) supervisors hosted virtual teacher, counselor, and administrator panels in the Fall 2020 semester.

In Spring 2021, a new partnership was formed between the UCA Middle-Level Education program and LISA Academy. The Internship I students were placed in online internship activities, including teaching lessons virtually (from UCA or their homes) to both virtual and in-person students on-site at LISA.

EDUC 1300 students conducted teacher interviews and attended live-streamed school board meetings to gain early field experiences.

MSIT 4325 students taught Courtway Middle School students via Zoom.

MAT program sent out a Google Form for advisory board members, in order to gain feedback on the past school year and how to move forward after COVID.

EDUC 3322 enacted panels with K12 educators to expand voice in the class and increase connections between class content and K12 educators and school spaces. Eight panels were provided and included 20 K12 partners from 6 partner districts.

STEM1100 & STEM1101 developed long-term partnerships with Quitman and Greenbrier after-school programs. This allowed candidates to interact virtually to gain early field experience in lieu of standard class time instruction and to provide materials and activities to the after-school programs of our partner schools.

Dean's office and program coordinators coordinate various advisory groups who we meet with routinely to strengthen partnerships with K12 - https://uca.edu/education/advisory-boards/

Dean's office coordinates MOUs with K12 schools and community partners.

Status: Ongoing

Supporting Program Statistics

Links to Supporting Documents

None

3. **2022 Goals**

4. **Five-year Goals**

5. **Challenges**

The main challenge our department faced this past year was due to the pandemic. For the 2020-2021 academic year, most in-person classes were hybrid or online to reduce the spread of the virus. Even though our faculty worked hard to create engaging online classrooms, some students still felt disconnected and missed in-person classes. Facemasks were required in classrooms and

community areas.

The pandemic has severely impacted our field where internship 1 field requirements were mostly transitioned to virtual tutoring or teaching. Students in internship 2 were placed in schools and were able to primarily teach in person. Interns faced many challenges including virtual teaching when students and/or teachers were quarantined. Partnerships with the community have proven more difficult with the pandemic but we will continue to try and strengthen these relationships each year.

Due to ROI and the pandemic, budget cuts were necessary and limited the number of conferences faculty could virtually attend. Although travel is allowed this year, the budget did not show an increase in funds for travel thereby limiting faculty opportunities to present at conferences.

For the most part, faculty worked from home and held virtual office hours. All meetings were via Zoom. Despite the challenges, faculty worked hard to be accommodating and flexible to meet the needs of students during this trying time.

Significant external challenges facing our department are an increased number of charter schools that do not require licensed teachers, as well as a state law that allows some districts to seek a waiver to allow unlicensed teachers to become a teacher of record. Also, as with many other departments, we lack financial resources to fully support the needs of students, programs, and faculty (e.g., research-related travel, mobile technology, classrooms, materials, replacing retired or relocated faculty members). We also face the challenge of adopting new mobile technology-enhanced teaching methods to support students through the iPad mobile learning initiative. Furthermore, the recent pandemic due to COVID-19 caused all classes to be hurriedly moved online in March. The faculty in the department of teaching and learning did a nice job of quickly transitioning to online teaching. Faculty provided virtual office hours, breakout rooms through zoom, and one-to-one guidance as needed for students. Additional challenges included field experiences due to schools being shut down in March. Our candidates continued to work with mentor teachers developing AMI plans and teaching online. In fall 2020, our early field will not visit schools face-to-face but will instead participate in virtual tutoring and work with teachers in creating project-based learning experiences for their students. At this time, our fall plans our uncertain due to COVID-19 but I am positive that our faculty will do what is necessary for our students.

6. Opportunities

Despite all of the challenges faced in the 2020-2021 academic year, the Teaching and Learning faculty became even more committed to collaboration and innovation. They learned and implemented new ideas and technologies to create more engaging virtual classrooms. They seamlessly used breakout rooms in Zoom to facilitate student discussion and an interactive classroom. Faculty became adept at presenting via Zoom in their classrooms and conferences utilizing internal and external tools for engagement and accessibility. Despite many of our graduate classes operating asynchronously, faculty shifted gears and provided students synchronous opportunities due to students needing more person-person interaction.

 We also prepared our teacher candidates to teach in virtual classrooms and this will remain in our curriculum for the foreseeable future.

Faculty revised curriculum and assessments in some programs including adding an instructional facilitator endorsement in both the ASTL and EDDL programs. Many faculty members contributed to the revised Ph.D. program that now has 38 students enrolled.

Dr. Wake was instrumental in the CAEP accreditation process leading us to accreditation with no stipulations. She has already started guiding us toward the next CAEP evaluation by revising key assessments in each program.

The 2021-2022 academic year is facing similar challenges with the resurgence of Covid-19.

Although classes are being held in person, faculty are asked to continue to be accommodating and flexible with attendance policies and to be ready to transition to virtual as needed.

The faculty in the Department of Teaching and Learning are committed to collaboration, innovation, and inclusivity. Our cultural proficiency awareness visits and field-embedded courses taught on public school campuses are having a positive impact on the academic success of children and strengthening our partnerships with schools and teachers. There are a number of innovative research and service projects faculty have invested in and committed to. We will continue to revise and update our curriculum and key assessments as needed to ensure we are providing our students with exceptional but practical experiences that mimic teaching in the real classroom. We will continue to work on the curriculum for the EDDL track in the Ph.D. program. A concerted effort to increase mobile technology-enhanced learning opportunities, transformational pedagogies for students, and cultural awareness and inclusivity for all will be a priority. We will continue to nurture strong relationships within and outside the department with the goal of increasing leadership opportunities and excellence in our faculty. An additional focus will be on preparing teacher candidates to teach in virtual classrooms as this opportunity and need arose with COVID-19.

7. Summary

Despite the challenges and "forced" opportunities of 2020-2021, faculty have been stellar and committed to innovation, culturally responsive practices, and inclusivity. Faculty worked to remove barriers from our teacher preparation programs by eliminating the Praxis core exam score as a condition of acceptance. All faculty (besides the two new instructors) have participated in DEEP and many participated in BARWE led by Dr. Wake. MAT numbers have increased from last year and our classes are full. All faculty but 2 have overloads and this is with 2 new instructors. Faculty will continue to reflect on their practices and make improvements in their teaching, scholarship, and service and we will revisit opportunities to connect with our community partners as the pandemic is better controlled.

This past year was a very busy and productive year for the Teaching and Learning Department. Our faculty have been stellar, even in the face of a pandemic, social unrest in the nation, changing state regulations, and stagnant resources from the state. Regardless of these challenges, the department faculty have been committed to innovation and the practical implementation of innovative mobile technology and field-based pedagogy that incorporates service learning and cultural responsive practices. Examples include new graduate programs in digital age teaching and learning with a new emphasis on a Ph.D. program, field-based classes (e.g., Carl Stuart, Courtway) when possible, participation in equity and diversity training (Harvard Deep), and alternative field experiences. Finally, a robust approach to curriculum modification and marketing for the MAT program, including a move to fully online delivery, a reduction of the program to 36 hours through integration of field, and a revised track system that is now customized to the grade level needs of each, has resulted in steadily increasing enrollment. Even in the face of a pandemic, our MAT numbers have increased from last year. All in all, the Department of Teaching and Learning still faces several challenges in meeting its mission, but the faculty have performed exceptionally and look forward to innovating more, promoting more inclusivity, and further serving the university and its community partners.

APPENDIX A: FACULTY PROFILE

Distribution of Full-Time Faculty by Rank

Rank	Continuing	New	Total	%
Professor	3	0	3	16.67
Associate Professor	6	0	6	33.33
Assistant Professor	1	0	1	5.56
Senior Lecturer/Clinical Instructor/Lab Instructor	1	0	1	5.56
Lecturer/Clinical Instructor/Lab Instructor II	3	0	3	16.67
Lecturer/Clinical Instructor/Lab Instructor I	4	0	4	22.22
Instructor	0	0	0	0.00
Visiting Assistant Professor	0	0	0	0.00
Visiting Lecturer	0	0	0	0.00
Total	18	0	18	100.00

Distribution of Full-Time Faculty by Tenure Status

Tenure Status	Continuing	New	Total	%
Tenured	9	0	9	50.00
Tenure-Track	1	0	1	5.56
Non-Tenure Track	8	0	8	44.44
Total	18	0	18	100.00

Distribution of Full-Time Faculty by Graduate Faculty Status

Graduate Faculty	Continuing	New	Total	%
Affiliated	2	0	2	11.11
Associate	6	0	6	33.33
Full	10	0	10	55.56
No	0	0	0	0.00
Total	18	0	18	100.00

List of New Full-Time Faculty

No new full-time faculty in report date range.

List of Administrative Assignments

Donna Wake, Assessment Coorindator, August 2014 - Present

Donna Wake, Associate Dean, July 2014 - Present

Distribution of Full-Time Faculty by Gender and Race/Ethnicity

Race/Ethnicity	Female	Male	Total	%
American Indian or Alaska Native	0	0	0	0.00
Asian	0	0	0	0.00
Black or African American	3	0	3	16.67
Hispanic/Latino of Any Race	1	0	1	5.56
Native Hawaiian or Other Pacific Islander	0	0	0	0.00
Two or More Races	0	0	0	0.00
White	9	5	14	77.78
Non-Resident Alien	0	0	0	0.00

Unknown	0	0	0	0.00
Total	13	5	18	100.00
%	72.22	27.78	100.00	

APPENDIX B: INSTRUCTIONAL ACTIVITIES

SSCH by ADHE Term

Fiscal Year	HS Concurrent	Undergraduate	Graduate	Total
July 2019 - June 2020	114	2,986	3,480	6,580
July 2018 - June 2019	66	2,900	3,351	6,317
July 2017 - June 2018	39	3,028	3,999	7,066
July 2016 - June 2017	48	3,106	4,839	7,993

Academic Advising Loads

Term	Undergraduate	Graduate
Fall 2020	11	117
Spring 2021	25	62

Total Undergraduate Program Enrollment

BSE-Middle Level	**Enrolled**
Fall On-Schedule 2019	65
Fall On-Schedule 2018	74
Fall On-Schedule 2017	46
Fall On-Schedule 2016	55

Total Graduate Program Enrollment

EDS-Digital Age Teaching and Learning	**Enrolled**
Fall On-Schedule 2019	0

GC-Gifted and Talented Education	**Enrolled**
Fall On-Schedule 2019	5
Fall On-Schedule 2018	5
Fall On-Schedule 2017	6
Fall On-Schedule 2016	14

MAT-Teaching	**Enrolled**
Fall On-Schedule 2019	189
Fall On-Schedule 2018	171
Fall On-Schedule 2017	224
Fall On-Schedule 2016	271

MSE-Advanced Studies in Teacher Leadership	**Enrolled**
Fall On-Schedule 2019	16
Fall On-Schedule 2018	16
Fall On-Schedule 2017	18
Fall On-Schedule 2016	23

Total Undergraduate Program Degrees Awarded

BSE-Middle Level	Degrees Awarded
July 2019 - June 2020	14
July 2018 - June 2019	18
July 2017 - June 2018	31
July 2016 - June 2017	33
Total	96

Total Graduate Program Degrees Awarded

GC-Gifted and Talented Education	Degrees Awarded
July 2019 - June 2020	7
July 2018 - June 2019	3
July 2017 - June 2018	3
July 2016 - June 2017	10
Total	23

MAT-Teaching	Degrees Awarded
July 2019 - June 2020	45
July 2018 - June 2019	72
July 2017 - June 2018	92
July 2016 - June 2017	94
Total	303

MSE-Advanced Studies in Teacher Leadership	Degrees Awarded
July 2019 - June 2020	8
July 2018 - June 2019	6
Total	14

MSE-Advanced Studies in Teacher Learning	Degrees Awarded
July 2017 - June 2018	10
July 2016 - June 2017	16
Total	26

Number of Directed Individual Student Learning Activities

Involvement Type	No.
Dissertation Committee Co-Chair	1
Dissertation Committee Member	7
Honors Thesis Advisor	3
Unknown	1
Total	12

List of Directed Individual Student Learning Activities

Honors Thesis Advisor, (HONC), Farhat, Rachel. *Creating a Youth Employment Program at the Faulkner County Juvenile Court.* August 15, 2020 - Present. Status: Proposal. Outcomes: Service Learning Project with Research

Dissertation Committee Member, (LEAD8308), Thompson, Amy. *MAT Teacher Candidates' Perceptions of Balanced Literacy and Student Learning: Influences of Transformative Experience.* June 2017 - Present. Status: In-Process.
Outcomes:

Honors Thesis Advisor, Parsons, Sarah. *The effects of teachers' creativity-focused instruction on students' creativity.* October 2019 - May 2021. Serving as mentor to Honors College Student, Sarah Parsons. Research title is: *The effects of teachers' creativity-focused instruction on students' creativity.* In addition to assisting Sarah with her project, I will oversee her implementation and data collection at the 2020 STEMulate Engineering Academy., Status: In-Process.
Outcomes:

Dissertation Committee Member, Harbin, Amber. *.* August 2020 - Present. Status: In-Process.
Outcomes:

Buchanan, Michelle. *BECOMING AND BEING: A NARRATIVE STUDY OF LEADERSHIP SELF-IDENTITY DEVELOPMENT IN GT TEACHERS OF ARKANSAS.* 2018 - September 2020. Status: In-Process.
Outcomes:

Dissertation Committee Member, Buchanan, Michelle. *.* May 2018 - Present. Status: In-Process.
Outcomes:

Dissertation Committee Member, Howard, Harvell. *.* October 2017 - Present. Status: In-Process.
Outcomes:

Dissertation Committee Member, Wolfe, Diane. *Service Learning and Social Justice Awareness in the Private School.* January 2015 - Present. Status: Proposal.
Outcomes:

Dissertation Committee Member, Vest, Cody. *Culturally Responsive Teaching: Bridging the Gap from Theory to Practice for English Language Learners.* August 2014 - Present. Status: Proposal.
Outcomes:

Dissertation Committee Member, Carter, Kristy. *Expectations versus Reality: Experiences in Higher Education of Black Women Scientists with Ivy League Doctoral Degrees.* June 2014 - Present. Status: In-Process.
Outcomes:

Dissertation Committee Co-Chair, Vest, Cody. *Arkansas' Teachers Beliefs Regarding Culturally Responsive Teaching and its Impact on Hispanic English Language Learners.* January 2015 - Present. Status: In-Process.
Outcomes: Publication

Honors Thesis Advisor, Davis, DyJuana. *Harnessing Mind Tools: Technology Integration in the Classroom and its Effects on Middle Level Students Cognition.* October 2020 - Present. Status: Proposal.
Outcomes: Professional Development Curriculum

Number of Directed Group Student Learning Activities

Involvement Type	No.
Field Experience	5
Service Learning	6
Study Abroad	1

Total 12

List of Directed Group Student Learning Activities

Study Abroad for 4210, March 1, 2020 - Present. Students will travel to Helsinki, Finland, Stokholm and Umeå, Sweden with EF Tours. Learn how the Finnish Board of Education afforded a tuition-free education for its students. Moreover, learn how they maintain an excellent quality of education without homework or standardized tests. Your cultural experiences throughout the breathtaking landscapes will give an enriching perspective on the region's progressive educational practices. Learning objective: compare and contrast Finnish and Swedish teaching and learning cultural environments to that of the United States.

        Outcomes:

Field Experience for MAT 5390. Students are required to spend 75 hours in a classroom setting in their area of licensure and document their experiences. In addition, they are required to plan and teach a lesson under the supervision of a supervising or mentor teacher.
        Outcomes: Documentation pf experiences

Field Experience for MAT 5390, August 2015 - Present. Check that Attitude at the Door presentation about student attributes in relation to their success in the field. Dispositions rubrics are included in the course assignments for students and their mentor teachers.
        Outcomes: Presentation

Field Experience for MSIT 4328, August 5, 2019 - Present. Students will collabarte and create an integrated unit to be implemented with our middle level lab class. Additionally, students will create a plan of action for creating inclusive communities in the classroom. These artifacts are shared with the school.
        Outcomes: Unit Plan and Community Inclusivity Plan

Service Learning for MSIT 4328, January 5, 2019 - Present. Students enrolled in this course serve in a local middle school by planning, designing, and fully implementing an integrated unit based in all 4 middle level content areas. Additionally, they create plans of action for creating inclusive communities. The unit and planned are shared with the school.
        Outcomes: Integrated Unit

Service Learning for MSIT 4312, January 5, 2019 - Present. Students who participate in this service learning project are required to serve in a local middle school. Students are assigned a struggling reader and must devise and implement plans of intervention based on the assessments they administer. This is a semester long commitment that ends in case studies that are shared with the school to assist in RTI.
        Outcomes: Case Study

Field Experience for, August 5, 2017 - Present. BearsRead has served as a field placement for multiple courses, including MSIT 6314, MSIT 3310, MAT 6338, MAT 6374, etc. This clinical field experience is serving to assist students and faculty in need of supervised field experiences.
My role has been to assist candidates in scheduling time to visit, working in interventions, conferencing, and supporting them in this work.
        Outcomes: BearsRead Clinic Supervision of Field Students

Field Experience for 4312, August 19, 2015 - Present. This course serves in the middle level program as field experience in intervention, working with diverse populations. Students earn over 15 hours serving in this capacity, working one-on-one with students. Additionally, teachers and administration frequently stop by offering insights and support.
Outcomes: Case Study

Service Learning for MAT 6314, August 6, 2020 - May 15, 2021.
Outcomes: Case Study

Service Learning for MSIT 4328, August 6, 2020 - May 15, 2021.
Outcomes: Unit for School

Service Learning for MSIT 4312, August 6, 2020 - May 15, 2021.
Outcomes: Lab/Lessons/Case Study

Service Learning for 6370, August 1, 2017 - May 1, 2021. Bears Read Camp served as the service-learning project for the course.
Outcomes:

APPENDIX C: SCHOLARSHIP

Total Contracts and Grants

Organization	Under Review		Funded	
	No.	Total Funds	No.	Total Funds
Federal	1	$1,449,965	1	$650,000
Private	1	$59,984	0	$0
State	0	$0	1	$133,236
Total External	2	$1,509,949	2	$783,236
University of Central Arkansas	0	$0	0	$0

List of Grants and Contracts

Under Review

Mills, M. S., Dailey, D. D. (Co-Principal Investigator), Wake, D. G. (Co-Principal Investigator), Groves-Scott, V. (Co-Principal Investigator), "Research Grants on Education: Small," Sponsored by Spencer Foundation, Private, $59,984.00.

Yarberry, F. M. (Co-Principal Investigator), Abel, T. A. (Principal Investigator), Doderer, M. S. (Co-Principal Investigator), Mason, A. J. (Co-Principal Investigator), Garimella, U. I. (Co-Principal Investigator), Hurley, K. W. (Co-Principal Investigator), Mills, M. S. (Co-Principal Investigator), "Robert Noyce Teacher Scholarship Program," Sponsored by National Science Foundation, Federal, $1,449,965.00.

Funded

Johnston, S. A. (Co-Principal Investigator), Dailey, D. D. (Co-Principal Investigator), "ESOL Institute Grant," Sponsored by Arkansas Department of Secondary Education, State, $133,236.00. (May 2021 - Present).

Yarberry, F. (Principal Investigator), Massey, M. D. (Co-Principal Investigator), Long, M. R. (Co-Principal Investigator), Desrochers, P. (Co-Principal Investigator), Buchanan, M. C. B. (Co-Principal Investigator), Anderson, D. L. (Co-Principal Investigator), "Scholarships in Science, Technology, Engineering, and Mathematics," Sponsored by National Science Foundation, Federal, $650,000.00. (May 1, 2020 - April 30, 2025).

Number of Accepted or Published Publications by Type

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Book	1	0	1	0
Chapter	1	0	1	0
Conference Proceeding	1	0	1	0
Journal Article	10	1	11	0
Other	2	3	5	0
Total	15	4	19	0

Number of Submitted Publications by Type

Type	Peer Reviewed	Non-Peer Reviewed	Total	Student Author
Journal Article	1	0	1	0
Total	1	0	1	0

List of Publications
 A. Peer Reviewed
  1. Accepted or Published

Dailey, D. D. (2020). Science Education for Gifted Students. In Jonathan Plucker and Carolyn Callahan (Ed.), *Critical Issues and Practices in Gifted Education: What the Research Says Critical Issues and Practices in Gifted Education: What the Research Says, 3rd edition* (3rd ed.). Waco, TX: Prufrock.

Buchanan, M. C. B., Cotabish, A. A. (2021). Facilitating Meaningful Science Learning In a Virtual World. *Teaching for High Potential, May 2021*, 9.

Buchanan, M. C. B. (2021). Becoming and Being a Leader: One Teacher's Story. *dissertation*.: AERA paper presentation.

Buchanan, M. C. B., Cotabish, A. A. (2021). Facilitating Problem-based Learning in a Virtual World. *Teaching for High Potential, February 2021*, 12 & 13.

Casey, K. M., Whittingham, J. L., Shaw, E. O., Gallavan, N. (2021). Improving Online Instruction: A Study of Online Course Delivery Methods. *To appear in Journal of Educators Online*.

Cotabish, A. A., Wake, D. G. (2020). Culturally-responsive teaching: Yes, even in science! *Teaching for High Potential, November 2020*.

Courduff, J., Lee, H., Rockinson-Szapkiw, A. J., Herring Watson, J. R. (in press). Assistive technology implementation: School to home during COVID-19. *To appear in Assistive Technology Outcomes and Benefits Journal*.

Couture, V. G., Wake, D. G. (2021). *School Counseling 2019-20 Annual Report*. Conway, AR: University of Central Arkansas College of Education. https://uca.edu/education/caep-additional/

Dailey, D. D., Trumble, J. F., Buchanan, M. C. B. (in press). Aligning Gifted and Technology Standards to Enhance Student Learning. In Susan Johnsen, Debbie Dailey, Alicia Cotabish (Ed.), *NAGC Pre-K-Grade 12 Gifted Education Programming Standards: A Guide to Planning and Implementing High-Quality Services* (2nd ed.). Waco, TX: Prufrock.

Hu, H., Wake, D. G. (2020). Bearscode: The Blueprint of a Robotics and Programming Summer Camp. In D. Schmidt-Crawford (Ed.), *Society for Information Technology & Teacher Education International Conference* (pp. 38--40). Waynesville, NC, USA: Association for the Advancement of Computing in Education (AACE). https://www.learntechlib.org/p/216008/

Mills, M. S., Watson, J. R. (2021). Breaking free: The role of psychological safety and productive failure in creative pathmaking. *TechTrends*. https://doi.org/10.1007/s11528-021-00620-w

Rockinson-Szapkiw, A., Herring Watson, J. R. (2020). Academic-family integration: How do men and women in distance education and residential doctoral programs integrate their degree and family? *Online Learning Journal, 24*(4), 112-130. https://olj.onlinelearningconsortium.org/index.php/olj/article/view/2318

Rockinson-Szapkiw, A., Gish-Lieberman, J., Watson, J. R., Wendt, J. (2021). A Case for A Virtual STEM Peer Mentoring Experience: The Experience of Racial and Ethnic Minority Women Mentees. *International Journal of Mentoring and Coaching in Education*.

Thompson, A. D., Wake, D. G. (2020). Comparative Perceptions of Teacher Candidates' Reading Clinical Experiences. *Association of Literacy Educators and Researchers Yearbook, 42*, 299-316. https://cdn.ymaws.com/www.aleronline.org/resource/resmgr/yearbooks/9781883604097. pdf

Watson, J. R., Rockinson-Szapkiw, A. (2021). Predicting Preservice Teachers' Intention to Use Technology-Enabled Learning. *Computers & Education, 168*, 104207. https://doi.org/10.1016/j.compedu.2021.104207

2. Submitted

Jackson, N. H., Wake, D. G. Grow Your Own Teachers: Aligning High School and University Practices to Promote the Profession. *Journal of Research in Innovative Teaching & Learning*.
B. Non-Peer Reviewed
1. Accepted or Published

Cotabish, A. A. (2020). *Year 5 External Evaluation Report (UALR NSF External Evaluation Report)*. Washington DC: National Science Foundation.

Dailey, D. D., Buchanan, M. C. B. (2020). *Technology Tools for Online Classrooms*.: CEC TAG Newsletter.

Dailey, D. D. (2021). Increasing Interest in STEM Among Students from Underrepresented Populations. *NAGC*.

Dailey, D. D. (2020). *Creating online gifted STEM classrooms* (vol. September 2020).: NAGC.

2. Submitted

No data available

Number of Presentations by Scope

| | | Invited | | Accepted | | |
| | | Peer Reviewed | Non-Peer Reviewed | Peer Reviewed | Non-Peer Reviewed | Student Author |
Scope	Total					
Local	4	0	3	0	1	0
State	8	0	4	3	1	0
Regional	11	0	1	9	1	1
National	9	1	5	3	0	0
International	10	3	1	6	0	0
Unknown	4	0	0	2	2	0
Total	46	4	14	23	5	1

List of Presentations

A. Peer Reviewed

Benson, T. R. (Mar. 2021). *"Pheeling" Great and Having "Phun" with "Phonemic Awareness".* Paper Session presented at SECA Annual Conference, Southern Early Childhood Association, Virtual interactive online.

Buchanan, M. C. B. (Apr. 2021). *Shifting Stories, Shifting Landscapes.* Paper Session presented at AERA, online.

Buchanan, M. C. B., Dailey, D. D. (Feb. 2021). *Stories of Leadership Self-Identity Development in Teachers of Gifted and Talented Education: A Narrative Inquiry.* Poster Session presented at CEC, online.

Buchanan, M. C. B., Dailey, D. D. (Dec. 2020). *A critical call to action: Supporting equity, diversity, and access for gifted students.* Paper Session presented at TAGT, online.

Buchanan, M. C. B. (2020). *Knowing and Learning in Math and Science.* Workshop presented at UTeach STEM Educators Virtual Summit, UTeach, online.

Dailey, D. D., Buchanan, M. C. B., Trumble, J. F., Cotabish, A. A. (Oct. 2020). *Developing Engineering Design Skills in a Children's Summer Camp. Research paper presented to the Annual conference of the Mid-south Education Research Association, Virtual Conference.* presented at MSERA, Virtual.

Dailey, D. D., Cotabish, A. A. (Feb. 2021). *Review of the New Pre-K-12 Gifted   Programming Standards.* presented at AGATE, Virtual.

Gault, T. (June 2021). *Acknowledging the Voices of Black Men Educators: Advancing Engagement in and Equity across Education Authentically.* Colloquium presented at Global Conference on Education and Research.

Herring Watson, J. R. (Oct. 2020). *Predicting Preservice Teachers' Intention to Use Technology-enabled Learning.* Paper Session presented at MSERA, Virtual.

Hu, H., Wake, D. G., Miller, R. G. (Apr. 2021). *Online School Librarian Preparation: Technology Perceptions and Integration.* Paper Session presented at American Educational Research Association (AERA) International Conference, Virtual.

Hu, H., Wake, D. G., Shaw, E. O. (Oct. 2020). *The Voices of AMI: From District Library Media and Instructional Technology Specialists.* Paper Session presented at MSERA Virtual Conference, Virtual.

Jackson, T.*, Jackson, N. H. (Oct. 2020). *Teachers' Perceptions of Competency Based Curriculum.* Paper Session presented at MidSouth Educational Research Association, Virtual.

Jordan, K. J., Dailey, D. D., Morris, D. D., Elliff, T. L., (Apr. 2021). Paper Session presented at Aging Better Together: Building an Inclusive Aging Community, Southern Gerontological Society, Virtual.

Mills, M. S., Watson, J. R., Morrison, M. L. (Dec. 2020). *Technology Acceptance Model and Use of Twitter by Preservice Teacher Candidates.* Paper Session presented at ISTE 2020, ISTE, Virtual.

Mills, M. S., Watson, J. R. (Nov. 2020). *Taking it to the Top: From AppCentric Lessons to True Cognitive Engagement.* Workshop presented at ISTE 2020, ISTE, Virtual.

Nadelson, L., Albritton, S. L., Bruick, T. J., Couture, V. G., Green, C. R., Loyless, S. D., Mills, M. S., Oyeniyi, O. (Oct. 2020). *The Education Equity Mindset of Post-secondary Faculty Members.* Seminar presented at Mid-South Educational Research Association Annual Virtual Conference, Mid-South Educational Research Association, Virtual.

Rickman, W. A. (2020). *PLN in the Pocket: TwitterPD.* Roundtable presented at ISTE 2020 Annual Conference, ISTE, Online.

Shaw, E. O., Thompson, A. D., Powell, K., Whittingham, J. L. (Nov. 2020). *Where Personal and Practical Meet: The Reading Habits of Teachers and Librarians.* Workshop presented at National Council for Teachers of English, NCTE, Denver, CO (Virtual).

Shaw, E. O., Thompson, A. D., Powell, K., Whittingham, J. L. (Oct. 2020). *We are what we read: The reading habits of teachers and school librarians.* Workshop presented at Arkansas Library Association Conference, Arkansas Library Association, Virtual.

Styles-Foster, S. L., Whittingham, J. L. (Nov. 2020). *When authentic field and technology converge: Creating effective field experiences in an online literacy course.* Workshop presented at National Council for Teachers of English, NCTE, Denver, CO (Virtual).

Thompson, A. D., Shaw, E. O., Miller, R. G. (Sept. 2020). *Librarians and Dylexia: Lifelong Learning for Literacy Leaders.* Paper Session presented at Arkansas Association of Teacher Educators, Online.

Voegele, C. M. (Feb. 2021). *Experiencing an Online Internship from Home.* Paper Session presented at Association for Teacher Educators Online Annual Meeting, ATE, Virtual.

Wake, D. G. (Oct. 2020). *White Privilege and Microaggressions.* Colloquium presented at Midsouth Educational Research Association (MSERA), American Education Research Association, Online.

Wake, D. G., Workman, J., Norton, K. (Oct. 2020). *Supporting novice teacher induction for increased teacher retention.* Panel presented at Midsouth Educational Research Association (MSERA), American Education Research Association, Online.

Watson, J. R., Mills, M. S. (June 2021). *Beyond COVID: Preparing Preservice Teachers to Integrate Technology Now and Post-Pandemic.* Workshop presented at ISTE 2021, International Society for Technology in Education, Virtual.

Watson, J. R., Mills, M. S. (Nov. 2020). *Hacking the Change Process: Let's Get Off the Struggle Bus.* Workshop presented at ISTE 2020, ISTE, Virtual.

Watson, J. R., Rockinson-Szapkiw, A. (Apr. 2021). *Development of the Intention to Use Technology-Enabled Learning Scale Instrument.* Paper Session presented at AERA 2021 Annual Meeting, AERA.

B. Non-Peer Reviewed

Benson, T. R. (Aug. 2020). *Writing in Preschool.* Workshop presented at Little Life Preschool Professional Development, Little Life, Conway.

Benson, T. R. (Aug. 2020). *Science of Reading in Preschool.* Workshop presented at Little Life Preschool Professional Development, Little Life, Conway.

Benson, T. R. (June 2021). *Creative Phonemic Awareness Activities.* Workshop presented at UCA College of Education Professional Development Series, University of Central Arkansas, Zoom.

Buchanan, M. C. B., Garimella, U. I. (Apr. 2021). *April Induction Support Technology Workshop.* Workshop presented at STEMteach and STEM Institute Induction Support Technology Workshop, online.

Buchanan, M. C. B., Garimella, U. I. (Mar. 2021). *January Induction Support Technology Workshop.* Workshop presented at STEMteach and STEM Institute Induction Support Technology Workshop, online.

Buchanan, M. C. B., Garimella, U. I. (Dec. 2020). *December Induction Support Technology Workshop.* Workshop presented at STEMteach and STEM Institute Induction Support Technology Workshop, online.

Cotabish, A. A., Dailey, D. D., Johnsen, S., Corwith, S., Lee, C.-W., Guilbault, K. (Nov. 2020). *Using the NAGC Pre-K–Grade 12 Gifted Programming Standards to Improve Gifted Programs, Services, and Classroom.* Workshop presented at National Association for Gifted Children, NAGC, Virtual.

Dailey, D. D., Cotabish, A. A. (June 2021). Workshop presented at NAGC Professional Learning Series, National Association for Gifted Children, Virtual.

Dailey, D. D. (Feb. 2021). *Reimagine STEM Through Problem-Based Learning in a Digital World.* Workshop presented at Kentucky Association For Gifted Conference, Virtual.

Fritz, S. S., Coker, S., Whittingham, J. L. (Mar. 2021). *The Charlie May Simon Award and Reading Committee.* Workshop presented at Arkansas State Library Youth Services Conference, Arkansas State Library, Virtual (Little Rock, Arkansas).

Gault, T. *Brown v Board Decision: Its Racist Implementation and the P.* Colloquium presented at Centering Equity Conference, UCA College of Education.

Gault, T. *Representation of Black/African American Men in K-12 Public Education: Impact on Recruitment, Retention, and Responsibilities to Education.* presented at Dissertation Proposal, Arkansas Tech University- Department of Leadership and Learning.

Herring Watson, J. R., Mills, M. S. (June 2021). *Hacking the Change Process.* Other presented at Mobile Learning Conference, Northeast Mississippi Community College, Virtual.

Mills, M. S., Watson, J. R., Wake, D. G. (2020). *Cultivating Opportunities for Equity in the Digital Age.* Workshop presented at UCA College of Education Teacher Professional Development Series, UCA College of Education, Conway, AR.

Wake, D. G. (Apr. 2021). *Partnerships to Inform Professional Practice.* Panel presented at Arkansas ACTE Speaker Series, ArACTE, Virtual.

Wake, D. G., M., Thomas, E., Adams-Bullock, A. (Mar. 2021). *The Revised CAEP Accreditation Workbook.* Panel presented at CAEPCon, CAEP, Virtual.

Wake, D. G. (2020). *Chairs' and Directors' Retreat: Reviewing Online Courses (Part 2) – Best Practices and OSCQR.* Workshop presented at Chairs' and Directors' Retreat, University of Central Arkansas, Online.

Wake, D. G., Jackson, S., Workman, J. (2020). *Understanding Implicit Bias to Create More Inclusive Classrooms and Schools.* Workshop presented at Arch Ford Professional Development Series, Arch Ford Educational Cooperative, Plumerville.

W. A. (Nov. 2020). *Technicity: Practices for Equity.* Poster Session presented at Digital Innovator Professional Development Conference, UCA College of Education, Online.

APPENDIX D: PROFESSIONAL DEVELOPMENT AND RECOGNITION

Number of Faculty Development Activities Attended

Type of Activity	No.
Conference	14
Continuing Education Program	4
Course Towards a Degree	17
Faculty Fellowship	1
Self-Study Program	1
Seminar	9
Tutorial	2
Workshop	14
Other	13
Unknown	2
Total	**77**

List of Faculty Development Activities Attended

A. Professional Meetings/Conferences Attended

Arkansas ATE annual conference. Arkansas Association of Teacher Educators. ZOOM. Credit Hours. September 25, 2020 - Present.

AERA. Credit Hours. April 8, 2021 - April 12, 2021.

CEC. Credit Hours. February 8, 2021 - February 13, 2021.

MSERA. Credit Hours. October 28, 2020 - October 29, 2020.

Centering Equity Conference: The Power of Equity is Powerful. University of Central Arkansas College of Education. Conway, Arkansas. Credit Hours. May 13, 2021.

Arkansas ACTE Spring 2021 Speaker Series. Credit Hours. April 2021.

2021 Artful Teaching Conference: The Art of the Story. University of Arkansas Center for Children and Youth. Credit Hours. March 29, 2021 - March 2021.

National Council for Teachers of English (NCTE). National Council for Teachers of English (NCTE). online, virtual. Credit Hours. November 18, 2020 - November 22, 2020.

Improve Student Engagement and Cognition Using Designing Principles in Remote Learning. University of Central Arkansas Digital Innovator Professional Development. Conway, Arkansas. Credit Hours. November 14, 2020.

Technicity: Practices for Equity. University of Central Arkansas Digital Innovator Professional Development. Conway, Arkansas. Credit Hours. November 14, 2020.

Universal Design for Learning (UDL) While Making in Digital Environments. University of Central Arkansas Digital Innovator Professional Development. Conway, Arkansas. Credit Hours. November 14, 2020.

Utilizing Technology Tools for Investigation in Virtual and Face-to-Face learning. UCA College of Education. Conway, Arkansas. Credit Hours. July 9, 2020.

AERA Annual Meeting. AERA. Credit Hours. April 8, 2021 - April 12, 2021.

SXSWedu. SXSWedu. Credit Hours. March 9, 2021 - March 11, 2021.

B. Formal Study (coursework, continuing education, seminars, workshops, etc.)

Seminar. DBIE/DEEP training. University of Central Arkansas. Conway, United States. Credit Hours. January 11, 2021 - April 22, 2021

Credit Hours.

Course Towards a Degree. DISSERTATION III. ARKANSAS TECH UNIVERSITY. Credit Hours: 3. January 2021 - Present

Workshop. Cultivating Your Why. Credit Hours. January 2021 - Present

Workshop. Teaching in the Time of COVID. Credit Hours. January 2021 - Present

Course Towards a Degree. DISSERTATION II. Credit Hours: 3. August 2020 - Present

Course Towards a Degree. DISSERTATION I. Credit Hours. June 2020 - Present

Continuing Education Program. STUDENTS TRANSITIONING TO ONLINE LEARNING. ARKANAS TECH UNIVERSITY. Credit Hours. January 2020 - Present

Course Towards a Degree. Applied Research. ARKANSAS TECH UNIVERSITY. RUSSELLVILLE, Arkansas. Credit Hours: 3. January 2020 - Present

Course Towards a Degree. SCHOLARLY WRITING. Credit Hours. January 2020 - Present

Course Towards a Degree. QUALITATIVE RESEARCH. ARKANSAS TECH UNIVERSITY. Credit Hours: 3. August 2019 - Present

Course Towards a Degree. QUANTITATIVE RESEARCH. Credit Hours: 3. August 2019 - Present

Course Towards a Degree. CULTURAL INFLUENCES. ARKANSAS TECH UNIVERSITY. Credit Hours: 3. June 2019 - Present

Course Towards a Degree. Ethics and Values. Arkanas Tech University. Russellville, Arkansas. Credit Hours: 3. June 2019 - Present

Self-Study Program. Minority Faculty Mentorship Program. UCA. Credit Hours. August 14, 2017 - Present

Course Towards a Degree. DISSERTATION IV. ARKANSAS TECH UNIVERSITY. Credit Hours: 3. January 2021 - May 2021

Faculty Fellowship. Service-Learning. Credit Hours. 2019 - 2020

Learning Community. Online Teaching & Learning Community. University of Central Arkansas. Conway, United States. Credit Hours. September 13, 2017 - Present

Seminar. Promoting Academic Integrity Using Technology. University of Central Arkansas. Conway, Arkansas. Credit Hours. October 1, 2012 - Present

Seminar. How to Talk Less and Teach More. University of Central Arkansas, IDC. Conway, Arkansas. Credit Hours. September 25, 2012 - Present

Tutorial. Excel Spreadsheet Basics. University of Central Arkansas, Technology Learning Center. Conway, Arkansas. Credit Hours. March 15, 2012 - Present

Tutorial. Smart Board Training. University of Central Arkansas. Conway, Arkansas. Credit Hours. March 7, 2012 - Present

Professional Ethics and Social Media. University of Central Arkansas. Conway, Arkansas. Credit Hours. March 1, 2012 - Present

Seminar. Using an iPad like a Pro. University of Central Arkansas. Conway, Arkansas. Credit Hours. January 28, 2012 - Present

Reading and Inquiry Series. COE Building Anti-racist White Educators (BARWE) group. UCA. Credit Hours. January 2021 - May 2021

Seminar. Harvard DEEP Training. UCA. Conway, United States. Credit Hours. August 2019 - September 2020

UCA Faculty Learning Community. University of Central Arkansas. Conway, Arkansas. Credit Hours. August 2016 - Present

Seminar. Harvard DEEP Project. University of Central Arkansas. Conway, Arkansas. Credit Hours. January 2020 - August 2020

Workshop. DEEP Training. UCA COE & Harvard DEEP. Conway,, Arkansas. Credit Hours. January 7, 2020 - September 21, 2020

Seminar. Women Spiritual Leadership. UCA Outreach. Conway, Arkansas. Credit Hours. January 28, 2018 - Present

Ipad Initiative. Ipad Initiative. COE. Conway, Arkansas. Credit Hours. May 5, 2016 - Present

Seminar. Let's Get to Talking! Using Dialogue in a Secondary Classroom. Arch Ford Education Service Cooperative. Plummerville, Arkansas. Credit Hours. June 23, 2021

Continuing Education Program. Understanding Poverty in the Classroom. Arch Ford Education Service Cooperative. Plumerville, Arizona. Credit Hours. June 7, 2021

Continuing Education Program. ESOL Boot Camp. Arkansas Department of Education Division of Elementary and Secondary Education: English Learner Unit. Plummerville, Arkansas. Credit Hours: 24. June 1, 2021 - June 4, 2021

Workshop. Addressing the Inequities Revealed by Remote Learning with Cornelius Minor. Heinemann Virtual Conference. Credit Hours. May 14, 2021

Workshop. Improving Teacher Development Evaluation. Solution Tree. Department of Elementary and Secondary Education The Learning Center (TLC). Little Rock, Arkansas. Credit Hours. April 1, 2021

Continuing Education Program. Effective Strategies for Learning and Teaching Online. Association for the Advancement of Computing in Education (AACE). Online, virtual. Credit Hours. November 30, 2020 - December 11, 2020

Workshop. 5 Strategies to teach using blended learning this fall: A getting started guide. Arch Ford Educational Services Cooperative. Plumerville, Arkansas. Credit Hours. August 17, 2020

Seminar. The Summer Sandbox Series. National Council of Teachers of English. https://www.ft.com/content/10d8f5e8-74eb-11ea-95fe-fcd274e920ca. Credit Hours. July 22, 2020 - August 12, 2020

Workshop. Guess What I Learned? Ideas for Teaching in the Time of COVID. UCA. Conway, Arkansas. Credit Hours. January 15, 2021

Workshop. Teaching for Religious Diversity & Inclusion. UCA. Conway, Arkansas. Credit Hours. January 15, 2021

Workshop. Zoom Tricks for Engagement. UCA. Conway, Arkansas. Credit Hours. January 14, 2021

Workshop. How Students See & Construct Faculty Student Relationships. UCA. Conway, Arkansas. Credit Hours. January 13, 2021

Workshop. Disruptive Equity Education Project (DEEP) Day 5. UCA. Conway, Arkansas. Credit Hours. July 28, 2020

Workshop. Disruptive Equity Education Project (DEEP) Day 4. UCA. Conway, Arkansas. Credit Hours. July 1, 2020

Course Towards a Degree. Instructional and Performance Consulting. University of Memphis. Memphis, Tennessee. Credit Hours: 3. January 2021 - May 2021

Course Towards a Degree. Introduction to Ed and Psych Measurement. University of Memphis. Memphis, Tennessee. Credit Hours: 3. January 2021 - May 2021

Workshop. Teaching and Learning Qualitative Research Methods Principles Through Popular Film Clips. AERA. Credit Hours. April 13, 2021

Webinar. An Unapologetically Engaged Approach to Racial Justice Research in Schools and Communities with Dr. Malik Henfield. The Ohio State University. Credit Hours. April 1, 2021

Webinar. ISTE Expert Webinars - The ISTE Standards, DEI, and Me. Credit Hours. March 16, 2021

Webinar. ISTE Expert Webinars - Infusing SEL and Edtech Into Today's Learning World. Credit Hours. March 9, 2021

Webinar. ISTE Expert Webinars - Designing Culturally Relevant Curriculum. Credit Hours. February 23, 2021

Webinar. ISTE Expert Webinar - Myth-Busters: The Learning Sciences Edition. ISTE. Credit Hours. February 16, 2021

Course Towards a Degree. Developing Interactive Learning Environments II. University of Memphis. Memphis, Tennessee. Credit Hours: 3. August 2020 - December 2020

Course Towards a Degree. Qualitative Methods in Education. University of Memphis. Memphis, Tennessee. Credit Hours: 3. August 2020 - December 2020

Course Towards a Degree. Research and Scholarship in IDT III. University of Memphis. Memphis, Tennessee. Credit Hours: 3. July 2020 - August 2020

Course Towards a Degree. Statistical Methods and Applications in Education I. University of Memphis. Memphis, Tennessee. Credit Hours: 3. June 2020 - August 2020

Webinar. Empowering Learners to be Proactive Digital Citizens. ISTE. Credit Hours. August 25, 2020

Webinar. Creative Mindfulness. ISTE. Credit Hours. August 11, 2020

Course Towards a Degree. Seminar in Online Instruction. University of Memphis. Memphis, Tennessee. Credit Hours: 3. June 2020 - July 2020

Webinar. It's All About Being Human...Online. ISTE. Credit Hours. July 21, 2020

Webinar. Centering Justice and Anti-Racism in Teacher Education. AERA Division K. Credit Hours. July 13, 2020

Workshop. DBIE Faculty Summer Session. UCA Center for Teaching Excellence. Credit Hours. July 10, 2020

List of Awards and Honors

Gault, Tekyesha Best Paper, Global Conference on Research and Education, International. (June 10, 2021).

Watson, Jessica Rae MSERA Research-in-Progress Award, MSERA, Regional. (October 29, 2020).

Watson, Jessica Rae Outstanding Teaching Award, College of Education, College. (May 4, 2021).

Wake, Donna G UCA Teaching Award – Finalist (one of three), University of Central Arkansas, University. (April 2021).

APPENDIX E: SERVICE AND COMMUNITY ENGAGEMENT

Number of Activities with External Partners

Type of Activity	No.
Service Learning	1
Speaker	5
Other	1
Total	7

List of Activities with External Partners

Service Learning, Soaring Wings Ranch, August 2018 - Present
    After school tutoring program; early field students participate

Speaker, Y.E.S., Inc., June 2016 - January 2021
    A mentorship program for girls ages 12-17

Speaker, STEM Institute, February 2019 - Present
    Nicole and Jacob have offered their services to my middle level course as we build
    integrated units. They spend a few weeks with us.

Speaker, Just Communities, January 2019 - Present
    Just Communities is assisting my MSIT 4328 in creating inclusive spaces for classroom
    community.

Partnership Cafe, UCA and Partnership Schools from all over the state, May 2017 - Present
    We brought in vested partners from throughout the state to come and share in a world
    cafe style conversation about our programs. We later used this data to inform our
    practices.

Speaker, UCA, August 2016 - Present
    Professional development in awareness, inclusive, and responsive spaces.

Speaker, STEM Institute, June 2013 - Present
    Providing professional development for interns- where to get resources and how to
    utilize them effectively.

Number of University Service Activities

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Department	7	36	43
College	15	31	46
University	5	28	33
Total	27	95	122

   * Includes Committee Chair, Event Coordinator, Parliamentarian, Program Director, President,
   Vice-President, Secretary, Session Chair, and Workshop Organizer

List of University Service Activities

A. University

    Member, Faculty Development Committee, January 15, 2020 - Present
        .

Member, Faculty Emeritus/Emerita Committee, August 15, 2019 - Present
.

Vice-President, Public Service Award Committee, January 15, 2020 - May 15, 2022
Vice Chair of Committee; Will be Chair next year; Responsible for selection the winner of the UCA Public Service Award; Appointed as a past winner of the award.

Member, Faculty Handbook Committee, August 2016 - Present
Member.

Member, Undergraduate Council, August 2018 - Present
.

Senator, Faculty Senate, August 2018 - August 2020
.

Assisting the director in advertising, sharing, and recruiting COE participants, Career Fair, 2018 - 2021
.

Member, Faculty Grievance Committee, September 2020 - Present
.

Member, Undergraduate Council, August 2019 - Present
Review applications for new courses and course changes for the University within a committee to present to the council at large. Hold monthly meetings for discussion and voting.

Member, Faculty Senate, August 2019 - Present
.

Member, Institutional Review Board, August 2016 - Present
I review expedited IRB applications when assigned and I meet with the board once a month to review full IRB applications.

Member, Public Service Award Committee, January 2016 - Present
Reviewed university public service award nominees and met with committee members to determine winner.

Member, LMS Working Group, October 1, 2018 - Present
.

Member, Academic Council, July 1, 2017 - Present
.

Program Director, Mobile Learning 1:1 Initiative, October 2015 - Present
Served as faculty advisor to administration working group to explore 1:1 iPad initiative, which began in Fall, 2016, and subsequently served as mobile learning coordinator.

Member, Core Council Departmental Liaison, February 15, 2015 - Present
.

Member, Act 747 Compliance Committee (PEU), August 2011 - Present
.

Member, Service Learning Committee, August 2018 - Present
 Serve on service learning committee and make decisions regarding grants, funding, and summer service learning curricula.

Member, Search Committee for Grant Administrator, June 1, 2018 - Present
 Collaborate with colleagues to review applicants and conduct interviews in search of a new Grant Administrator for Academic Affairs.

Member, Athletic Committee, January 15, 2018 - Present
 Serve on the Athletic Committee as a member. Review policies, financials, and events relating to athletics and vote as a member of the committee.

Member, UCA Core Council, August 2016 - Present
 .

Member, Assessment Committee, August 2014 - Present
 review university program assessment plans.

Member, Professional Education Council, August 2014 - Present
 .

Member, Graduate Faculty, August 2010 - Present
 Granted graduate faculty status.

Event Coordinator, BARWE, January 2021 - May 2021
 Led Building Anti-Racist White Educators (BARWE) in monthly meetings focused on readings and podcasts investigating the role of white educators in equity work. Work done in collaboration with CETAL.

Event Coordinator, Bettina Love Book Group, January 2021 - May 2021
 Led monthly book group meetings to discuss Bettina Love's book *We Want To Do More Than Survive.* Work done in collaboration with CETAL.

Member, Search Committee, Choral Music Education Faculty, October 2018 - May 2021
 search was enacted multiple times. It failed twice. COVID disrupted the third round hire. Fourth round occurred spring 2021.

Member, Institutional Diversity Award Committee, August 2018 - May 2021
 Member. Review portfolios of faculty/staff for recommendation for the IDI Inclusive Excellence Award.

Member, Online Teaching Working Group, January 2020 - August 2020
 Establish quality assurance measures for UCA Online courses.

Member, University Admissions Committee, August 2015 - Present
 Review admissions standards.

Member, Online Learning Advisory Committee, October 2019 - August 2020
 .

Program Director, National Writing Project, March 2018 - Present
 Serve as National Writing Project Director for the university.

Member, Center for Teaching Excellence - Teacher Consultants, August 2017 - Present
 .

B. College

Committee Chair, COE Tenure & Promotion Committee, August 15, 2017 - August 2021
Committee Chair 2020-2021.

Faculty Advisor, COE Curriculum & Assessment Committee, August 1, 2019 - August 1, 2022
.

Committee Chair, CAEP Standard 4, August 1, 2018 - August 1, 2022
.

Member, College of Education Scholarship Committee, August 2020 - Present
.

Workshop Organizer, COE Research WorkGroup, January 2020 - Present
Created a research-focused workgroup for COE colleagues to discuss and collaborate on faculty research.

Member, COE Curriculum & Assessment Committee, August 15, 2019 - Present
Served on COE Curriculum and Assessment Committee on behalf of the Department of Teaching and Learning.

Member, COE Tenure & Promotion Committee, August 2016 - Present
.

Committee Chair, Graduate Program Coordinator Working Group, August 2018 - Present
.

Lighthouse Beacons
.

Member, Hiring Committee, January 2019 - Present
Committee was formed to hire for clinical position in the Department of Teaching & Learning. We were charged with consulting on advertising for position, reviewing applications and choosing applicants for interviews. Applicants were interviewed and finalists were invited to present to faculty.

Member, CAEP Standard 1 Committee, October 2017 - Present
Review COE documents that relate to CAEP 1 standards and consolidate department documents into one document for COE.

Member, CHBS Tenure & Promotion Committee, August 2020 - Present
.

Faculty Advisor, Teacher Cadet Liaison, July 2016 - Present
Assist partnering high schools who are offering Education as Profession for concurrent enrollment.

Member, COE Scholarship Committee - Undergraduate, August 2019 - July 2022
Submit recommendations to the committee chair from qualified applicants for scholarships offered by the College of Education.

Committee Member, LEAD Faculty Search Committee, November 2017 - Present
We are currently reviewing applicants for the LEAD PhD faculty position.

Member, LEAD Faculty Admissions Committee, August 2016 - Present
.

Member, College Administrative Council (CAC), July 1, 2017 - Present
.

Member, Professional Education Council, July 2017 - Present
Non-voting member.

Member, Professional Education Unit, 2001 - Present
.

Member, COE Scholarship Committee - Undergraduate, 2018 - 2020
.

Member, CFAC Research Committee, August 15, 2018 - Present
Member of the COE Research Committee. Goals are to plan the COE Research Day
and support on going research efforts for the COE.

Serve, coordinate, teach, tutor, BearsRead Clinic, August 2016 - Present
I serve weekly in the BearsRead Clinic as an interventionist and coordinator. I currently
supervise 5 student workers, a GA, and a host of volunteers. We are active 4 nights a
week and serve over 30 children.

Member, COE CAEP Standard Two Committee, August 2016 - Present
.

Committee Chair, COE CAEP Standard Two Committee, August 2015 - Present
.

Counselor (KDP), January 2015 - Present
National honor society for teachers- service and meetings. Organization has been
nationally recognized as a contributing chapter.

Member, COE Field Committee, July 2013 - Present
.

Member, COE Diversity Committee, August 2014 - Present
.

Member, COE Tenure & Promotion Committee, August 2014 - Present
.

Member, UCA COE Council of Academic Chairs, August 2014 - Present
.

Committee Chair, UCA COE Field and Clinical Experiences, August 2014 - Present
.

Member, Professional Education Council, August 2013 - Present
.

Member, Graduate Program Coordinator Committee, January 2012 - Present
Review graduate level program and curriculum changes.

Committee Chair, TLC Search Committee, August 2020 - October 2021
    Coordinate search for director of the COE Technology Learning Center.

Event Coordinator, BARWE Group, January 2021 - May 2021
    Led Building Anti-Racist White Educators (BARWE) in monthly meetings focused on
    readings and podcasts investigating the role of white educators in equity work.

Committee Chair, CAEP Standard 1, August 2020 - May 2021
    Chair. Assess, review, and recommend new directions for improving EPP practices for
    CAEP Standard 1.

Committee Chair, CAEP Standard 4, August 2020 - May 2021
    Chair. Assess, review, and recommend new directions for improving EPP practices for
    CAEP Standard 4.

Secretary, CAEP Standard One Committee, August 2016 - Present
    Member of the committee charged with reviewing data/rubrics and making
    recommendations for improved alignment between CAEP Standard 1 and UCA COE
    assessments/rubrics.

Workshop Organizer, Webinar Facilitator to Promote Graduate Programs, June 15, 2021
    Facilitated the session "Beyond COVID: Preparing Preservice Teachers to Integrate
    Technology Now and Post-Pandemic" with Dr. Mills.

Workshop Organizer, Webinar Facilitator to Promote Graduate Programs, June 1, 2021
    Facilitated the session "Cultivating a Balanced Digital Diet".

Member, CAEP Ad Hoc Working Group, May 2021
    .

Committee Chair, COE Technology & Distance Education Committee, August 2020 - May
    2021
    .

Workshop Organizer, Webinar Facilitator to Promote Graduate Programs, July 29, 2020
    Facilitated the session "Cultivating Opportunities for Equity in the Digital Age" with Dr.
    Mills and Dr. Wake.

Member, COE Candidate Quality, Recruitment, and Selectivity Committee, August 2020 -
    Present
    .

College of Education Graduate Recruitment Coordinator, August 2019 - Present
    .

Member, COE Tenure & Promotion Committee, August 2016 - Present
    .

COE Graduate Program Directors, August 2008 - Present
    .

C. Department

Member, Graduate Faculty Committee, August 15, 2017 - Present
    .

Member, Teachers of Tomorrow Committee, August 2017 - Present
.

Member, Lighthouse Beacons, August 2011 - Present
Help with Beacon Bites and other activities to support student success.

Member, Middle Level Advisory Board, 2011 - Present
.

Member, Advanced Studies in Teacher Leadership Advisory Board, 2010 - Present
.

Member, MAT Advisory Board, 2007 - Present
. Chair 2007-2009.

Member, CAEP Standard 4, January 1, 2016 - Present
Analyze CAEP standard 4; make recommendations for collecting and analyzing
evidence of UCA initial teacher licensure graduates' impact on K-12 student learning.
Coaching/Mentoring program created.

Committee Chair, T&L Curriculum Committee and Assessment Chair, August 2019 - Present
Chair of the Curriculum Committee and Assessment Chair.

Member, Curriculum and Assessment Committee, 2013 - Present
College of Education Curriculum Committee Member.

Member, Graduate Faculty Committee, 2013 - Present
College of Education Graduate Faculty Committee Member.

Member, Tenure-Track Search Committee, May 2021 - July 2021
One of three people assigned to the faculty search for the Department tenure-track
position.

Search Committee Tenure Track Faculty Member, August 2019 - Present
.

Member, Graduate Faculty Membership, August 2015 - Present
.

Member, Curriculum Committee, August 2014 - Present
.

Member, Partnership Cafe Committee, 2018 - 2021
Planning the event
Organizing awards portion.

Workshop Organizer, Impacting Tomorrow Summit, 2018 - 2020
.

.

Committee Chair, Clinical 1 Search Committee, June 1, 2021 - July 22, 2021
Led the clinical search committee to hire a new instructor.

Member, Diversity Committee, August 2015 - 2020
.

Member, T & L Hospitality Committee, August 2020 - Present
   The committee organizes gatherings, celebrations, gifts, and support for faculty life
   events.

Member, T & L Curriculum Committee, August 2017 - July 2020
   Review course addition and revision proposals for T & L programs.

Member, Impacting Tomorrow Summit Committee, September 2017 - Present
   Helped to plan and prepare for the high school conference committee hosted by UCA
   COE.

Mentor for Charlotte Green, August 2017 - Present
   I am currently mentoring Charlotte Green, who joined our department as a new faculty
   member August 2017. We have monthly meetings that discuss her progress in teaching,
   research, and teaching.

Member, Graduate Faculty Committee, August 2011 - Present
   .

   .

Faculty Advisor, College Middle Level Association, February 2019 - Present
   One of several faculty sponsors responsible for the re-emergence of this student
   organization in the Dept. of Teaching & Learning.

Committee Chair, Graduate Faculty - Teaching & Learning, August 2016 - Present
   .

Member, Tenure & Promotion - Teaching & Learning, August 2016 - Present
   .

Member, Diversity Committee, August 2017 - Present
   Collaborate with other members of the committee to ensure that we are addressing the
   needs and expectations of diverse student and faculty.

Member, CAEP Standard 2 Committee, August 2015 - Present
   Collaborate with other members to analyze prepare our programs for the upcoming
   CAEP visit. The specific focus is on Field Experiences.

Curriculum & Program Design Team Member, EDS in Digital Age Teaching & Learning
   (Degree Planning), July 1, 2017 - Present
   Along with Dr. Mills and Dr. Wake, I worked to develop the proposal for a new Education
   Specialist degree program to be house in Teahcing & Learning. As of January 2017, we
   have submitted curriculum documents to the College of Education.

Member, T & L Curriculum Committee, August 15, 2015 - Present
   As a member of the Curriculum Committee, I review and vote on changes to curriculum
   for courses under the Teaching & Learning umbrella.

Member, Hospitality Committee, August 2016 - Present
   .

Member, Field Placement Committee, August 2013 - Present
   .

Member, Tenure and Promotion - Department of Teaching and Learning, August 2014 -
Present
.

Committee Chair, Teaching and Learning Diversity Committee, August 2020 - May 2021
Coordinate equity initiatives for T&L.

Member, Curriculum Committee, August 2012 - Present
Attend meetings, discuss & vote on curricular changes impacting department courses.

Member, Lighthouse Beacon Committee, August 2011 - Present
Lighthouse Beacons look for opportunities to provide extra help to students, especially
concerning how to find and receive additional academic support.

Committee Chair, Middle Level Committee, August 2011 - Present
Provide relevant program information as needed. Lead in program changes/decisions
as needed. SPA report rejoinder approval 2012.

Member, Hospitality Committee, August 2020 - May 2021
.

Committee Chair, Advanced Studies in Teacher Leadership Faculty Committee, August 2010
- Present
.

Department of Teaching and Learning Tenure and Promotion Committee, May 2008 -
Present
.

Member, Graduate Faculty Committee, January 2003 - Present
.

Number of Student Activities in which Faculty Participated

Type of Activity	Leadership Positions*	Non-Leadership Positions	Total
Unknown	0	43	43
Total	0	43	43

 * Includes Advisor, Chair, Co-Chair, Coordinator/Organizer, Leader, Mentor, Moderator, and
Sponsor

List of Student Activities in which Faculty Participated

Advisor, EDGE Residential Hall, August 2020 - May 2021
.

Guest Speaker, UCA Election 2020 Teach-In, October 6, 2020
Facilitated two sessions regarding the national parties' stance on education and their
President/Vice President candidates.

Advisor, Kappa Delta Pi, March 5, 2017 - Present
Lead and assist KDP in organization, presentations, service and leadership opportunities.

Number of Professional Activities by Scope of Organization

Position/Role	Local	State	Regional	National	International	Total

Chair/Co-Chair/Leader	1	2	1	0	3	7
Coordinator/Organizer	0	3	0	0	0	3
Editor	0	0	0	3	1	4
Member	0	9	1	4	3	17
Officer (Not President)	0	0	1	0	0	1
President	0	0	0	0	0	0
Reviewer	0	2	0	14	17	33
Other	2	7	1	4	3	17
Total	3	23	4	25	27	82

List of Professional Activities by Scope of Organization

Reader, Reading Day, Conway Public Schools, Conway, United States, March 6, 2020 - Present.
Reading to children at Ellen Smith Elementary.

Member, Arkansas Higher Education Literacy Council, Arkansas University Colleges of Education, Conway, Arkansas, October 25, 2017 - Present.
This group meets bi-monthly to discuss current and relevant literacy issues in higher education in Arkansas.

Member, Charlie Mae Simon Award Committee, Arkansas Reading Association, Arkansas, August 2020 - May 2021.
Meet monthly to discuss the readings for the CMS award and vote to choose the award winners in February 2021.

Vice President, Child Care Aware Board Member, Child Care Aware Arkansas, Batesville, Arkansas, August 1, 2014 - May 15, 2021.
Serves as vice president and board member to consult, advise, and recommend policies for this non-profit organization in Arkansas.

One of three judges for Teacher of the Year applications, Conway Public Schools, Conway, Arkansas, May 5, 2021 - May 14, 2021.
Serve on a panel of three judges to select the Conway Public Schools Teacher of the Year that will participate in the state contest. Evaluate 16 applications.

Member, Literacy Higher Education Roundtable, Arkansas Higher Education Literacy Council, Arkansas, April 16, 2021.
Regular state meetings of higher education literacy faculty to monitor and improve the teaching of reading to preservice teacher education candidates. Zoom meeting to train us on the new Foundations of Reading exam adopted by our state.

Board Member, CEC-TAG, Public Relations Coordinator, CEC TAG, December 1, 2018 - Present.
Communicate TAG news through social media and maintain TAG website.

Chair, AERA Division K Graduate Student Executive Board, Digital Communications Committee, August 1, 2019 - August 1, 2021.
Digital Communications Committee informs and encourages membership excitement about upcoming meetings and events (e.g., Annual Meeting, awards, scholarships) communicates any relevant announcements and information concerning membership participation, and announces essential information relative to improving teaching and teaching education through social media and blog posts. Additionally, Dig. Com.

Editorial Review Board Member, American Journal of Education, University of Chicago, Chicago, Illinois, October 13, 2019 - Present.

Reviewer, Journal, Journal of Asia Pacific Education Review, Seoul National University, Seoul, Korea, April 2014 - Present.

Reviewer, Journal, Teaching Exceptional Children Journal, Council for Exceptional Children, Washington, District of Columbia, February 2014 - Present.

Reviewer, Journal, Education Research and Reviews, Australia, February 2014 - Present.

Reviewer, Journal, Journal of Research in Science Teaching, National Association for Research in Science Teaching, March 2013 - Present.

Reviewer, Journal, Journal of STEM Education: Innovations and Research, Journal of STEM Education: Innovations and Research, 2013 - Present.

Awards Committee Member, Awards Committee, National Association for Gifted Children, Washington, District of Columbia, August 2012 - Present.
Currently serving on the NAGC Awards Committee. Responsible for presenting awards to the most prominent people in the field of gifted education.

Reviewer, Journal, Gifted Child Quarterly, National Association for Gifted Children, Washington, District of Columbia, April 2012 - Present.

Reviewer, Journal, Gifted Child Today, Gifted Child Today, 2012 - Present.

Reviewer, Journal, Journal for the Education of the Gifted, Journal for the Education of the Gifted, 2012 - Present.

Reviewer, Journal, Journal of Research in Science Teaching, National Association for Research in Science Teaching, 2012 - Present.

Reviewer, Journal, School Science and Mathematics, School Science and Mathematics Association, 2012 - Present.

Reviewer, Journal, Teaching for High Potential, National Association for Gifted Children, Washington, District of Columbia, November 2011 - Present.

Reviewer, Journal, Administrative Issues Journal, Southwestern Oklahoma State University, Oklahoma, June 2011 - Present.

Reviewer, Journal, TEMPO, Texas Association for the Gifted and Talented, 2011 - Present.

Editorial Review Board Member, Teaching for High Potential, National Association for Gifted Children, 2009 - Present.

Editorial Review Board Member, Gifted Child Quarterly, National Association for Gifted Children, 2009 - Present.

Workgroup Member, Professional Standards Workgroup, National Association for Gifted Children, Washington, District of Columbia, 2009 - Present.
Committee responsible for writing national standards in gifted education and related resources.

Reviewer, Conference, National Association for Gifted Children Conference Proposal Reviewer, National Association for Gifted Children, Washington DC, District of Columbia, 2008 - Present.

Reviewed conference proposal for the national conference (Research and Evaluation Network; STEM Network).

Reviewer, Conference, American Education Research Association Conference Proposal Reviewer, American Education Research Association, USA, August 2006 - Present. Reviewed Conference Proposal for AERA - SIG Research on Giftedness and Creativity; Science Teaching and Learning.

Member, Administrator Task Force, National Association for Gifted Children, Washington, District of Columbia, 2004 - Present. Served on a national task force designated to create administrator (district and building level) resources for gifted education.

Co-Chair, Professional Standards Committee Co-Chair, National Association for Gifted Children, Washington DC, USA, September 2019 - September 1, 2021. Serve as Co-Chair (with Debbie Dailey) of the National Association for Gifted Children Professional Standards Committee, the committee responsible for writing and revising the national standards in gifted education and teacher education (CAEP) SPA accreditation standards.

Board Member, American Education Research Association SIG: Creativity & Giftedness, American Education Research Association, United States, 2016 - 2020. Serve as elected Member-at-Large. Duties include memberhip and facilitating annual Ed Camp during conference.

Editorial Review Board Member, Journal of Education of Gifted, JEG, August 2019 - Present.

Co-Chair, NAGC Professional Standards Committee, NAGC Professional Standards Committee, January 2019 - Present.

Journal Reviewer, Journal Reviewer, 2013 - Present.
Various academic journals:
Current Issues in Education
Gifted Child Today
Journal of Advanced Academics
Journal of Asia Pacific Education Review (Seoul National University)
Journal of Research in Science Teaching
Roeper Review
School Science and Mathematics
Journal of Educational Research.

President-Elect, CEC-TAG, CEC-TAG, January 2019 - December 2021.

Chair, STEM Network, NAGC STEM Network, September 2019 - September 2021.

Board Member, Service-Learning Advisory, Service-Learning Advisory, 2019 - 2022.

Member, Association for Supervision and Curriculum Development, June 2012 - Present.

Registration Committee Chair, Arkansas Curriculum Conference Board, September 2011 - Present.
I am the chair of the Registration Committee for the Arkansas Curriculum Conference.

Arkansas Council for Social Studies, September 2011 - Present.

Member, Arkansas Council for Teacher Educators, August 2011 - Present.

Member, Council for Exceptional Children, August 2010 - Present.

Coordinator/Organizer, Educators Rising Region 2 Conference Planner, DESE, February 2021 - Present.

Co-Chair, MSERA Membership Committee, January 2021 - Present.

Reviewer, Journal, Journal of Education, Boston, Massachusetts, March 29, 2018 - Present.

Reviewer, Journal, Gifted Child Today, May 28, 2015 - Present.

Reviewer, Journal, Journal of Advanced Academics, November 2014 - Present.

Arkansas Director, Mid-South Educational Research Association, MSERA, United States, January 1, 2019 - December 31, 2020.

Board Member, ACTELA, August 2018 - 2020.

Reviewer, Conference, Herbert M. Handley Outstanding Thesis/Dissertation Award, MSERA, September 2020 - October 2020.

Member, Virtual Conference Planning Committee, October 28, 2020 - October 29, 2020. Helped plan the logistics for MSERA's first virtual conference; Served as a Zoom room host for several sessions; Served as a presider for several sessions.

Reviewer, Journal, The Journal of Educational Research, May 3, 2020 - September 30, 2020. Reviewed a manuscript for publication, "Evaluating scientific thinking among Shanghai's students of high and low performing schools". Rejected initial submission. Accepted resubmission.

Reviewer, Journal, Journal for Interdisciplinary Studies in Education, January 2016 - Present. Reviews article submissions for JISE.

Secretary, Mid-South Educational Research Association, MSERA, November 2014 - Present. I am at the Secretary for MSERA.

Board Member, Arkansas A+ Schools, Arkansas A+ Schools, Arkansas, August 2014 - Present. Creating plans to implement Arkansas A+ Essentials to the university level.

Reviewer, Academic Program, Arkansas A+ Schools, Arkansas A+ Schools, Arkansas, May 2014 - Present. Evaluating the effectiveness of Arkansas A+ Schools.

Reviewer, Journal, Gifted Child Today, Gifted Child Today, May 2014 - Present. Reviews manuscripts submitted for publication.

Reviewer, Journal, Gifted Child Quarterly, Gifted Child Quarterly, January 2014 - Present. Reviews manuscripts submitted for publication.

Reviewer, Journal, Journal of Advanced Academics, Journal of Advanced Academics, January 2014 - Present. Reviews manuscripts submitted for publication.

Webinar Presenter, Digital Literacy Conference, Arkansas State University, Jonesboro, Arkansas, June 11, 2019 - Present.
Presented session for ASU faculty on digital literacy and incorporation of mobile devices in instruction.

Reviewer, Conference, SIG-Technology, Instruction, Cognition & Learning, AERA, May 1, 2018 - Present.

Reviewer, Conference, SIG-Technology as an Agent of Change in Teaching and Learning, AERA, May 1, 2018 - Present.

Reviewer, Conference, Division C - Learning and Instruction, AERA, May 1, 2018 - Present.

Reviewer, Conference, SIG-Design and Technology, AERA, May 1, 2018 - Present.

Reviewer, Journal, Contemporary Educational Technology, Eskişehir, Turkey, August 2016 - Present.

Reviewer, Journal, Journal of School Leadership, August 2015 - Present.

Reviewer, Journal, Contemporary Issues in Technology & Teacher Education, June 2015 - Present.

Reviewer, Journal, Tech Trends, March 2015 - Present.

Member, SIG-Mobile Learning, ISTE, June 2013 - Present.

Member, SIG-Digital Equity, ISTE, June 2013 - Present.

Member, SIG-Teacher Education, ISTE, June 2013 - Present.

Board Member, SXSWedu, SXSW, Austin, Texas, 2013 - Present.

Member, Retirees Committee, Arkansas Association of Instructional Media, May 2012 - Present.

Member, Technology Committee, Arkansas Association of Instructional Media, May 2012 - Present.

Member, Photography Committee, Arkansas Association of Instructional Media, May 2012 - Present.

Member, Association Development and Membership Committee, Association of Teacher Educators, United States, February 2019 - February 2022.
Serve on the committee with hopes to grow ATE membership and bring in new practices that will help keep the association moving forward.

Co-Chair, SITE Maker SIG Co-Chair, Society for Technology in Teacher Education, March 7, 2017 - Present.
Facilitate communication among members of the Special Interest Group. Facilitate reviews of conference proposals. Created Maker SIG Paper Award. Developed a quarterly newsletter for members of the Maker SIG to highlight members and ongoing research.

Board Member, Arkansas Association of Teacher Educators, ArATE, March 1, 2017 - Present.

Serve as voting board member for the state level association. Support of SRATE conference in Rogers, AR.

Reviewer, Conference, National Field Conference, National Field Conference, Greeley, Colorado, April 2017 - Present.
Review submissions of presentations for the national field conference.

Board Member, Building Anti-Racist White Educators (BARWE) Advisory Group, BARWE, Philadelphia, Pennsylvania, February 2021 - Present.
Board members serve as ambassadors for the program and provide a connection to and ongoing exchange of information and ideas with members of a broader society. Specific duties of board members include:

Make recommendations to inform curriculum and initiatives Identify and present opportunities and/or host opportunities for connection and community. Assess the currency of curriculum and teaching practices. Serve as an advocate of the program and a communication link between the host institutions and the community. Provide feedback, advice, and/or assistance with a variety of program-driven tasks and/or projects. Provide recommendations on topic presenters for advisory board meetings.

Member, Arkansas Ad Hoc Working Group: TESS and Criteria for Pedagogical Competence, Arkansas Ad Hoc Working Group: TESS and Criteria for Pedagogical Competence, Arkansas, January 2021 - Present.
CAEP Coordinators in the state formed an ad hoc consortium to assist codifying use of the Danielson Framework as a summative assessment of pedagogical competence for use by EPPs statewide. https://spark.adobe.com/page/O6Wp0ybVBYlae/

Members are responsible for:
Articulating use of Danielson Framework in alignment with CAEP instrument expectations Coordinate EPPs statewide in use of instrument for summative pedagogical measure Pilot and implement statewide data collection process to provide EPP benchmarks and continue study of instrument.

Chair, Arkansas EPP CAEP Consortium, Arkansas EPP CAEP Consortium, Arkansas, August 2015 - Present.
CAEP Coordinators in the state have formed a consortium to assist with analysis of CAEP expectations and to provide support within the network by facilitating communication among members. Members also liaison with the state and advocate for EPP best practices in meeting CAEP expectations.

Members are responsible for:
 Attend periodic face-to-face and zoom meetings Facilitate communication to/from appropriate ADE personnel Facilitate communication to/from appropriate CAEP personnel
Chair is responsible for:

Coordinating and leading meetings Leading communications around concerns, issues, discussions, questions Liaison with Arkansas Department of Education.

Member, Spokesperson's Network, National Council for Teachers of English (NCTE), Urbana, Illinois, November 2014 - Present.

Program Co-Chair, BearsWrite Summer Writing Program, BearsWrite Summer Writing Program, Conway, Arkansas, 2012 - Present.
Co-administrator for Bearswrite Summer Writing program for middle level students. The Bearswrite Summer Writing Camp for middle school students is the accomplishment I

am most proud of this year. I would like it considered in full for the amount of work it required as well as the degree of service it provided to the community.

Board Member, Arkansas Council of Teachers of English and Language Arts, Arkansas Council of Teachers of English and Language Arts, Conway, Arkansas, August 2007 - Present.
Publicity 2014-2015
President 2012-2013
Vice President 2010-2012
Membership Coordinator 2010-2012
Connected Community Designer 2010-present
Executive Board Member 2007-present.

Accreditation Team Member, CAEP Accreditation Councilor, CAEP Accreditation Councilor, Washington, District of Columbia, January 2019 - December 2021.

Reviewer, Journal, Journal of Park and Recreation Administration (JPRA, Blind Review (May, 2021). Narratives of Place: Integrated Digital Storytelling and Story-mapping for Sustainable Recreation Management, May 2021.
Blind Review (May, 2021). Narratives of Place: Integrated Digital Storytelling and Story-mapping for Sustainable Recreation Management. *Journal of Park and Recreation Administration (JPRA).* Document 10985-39482-1-RV.

Co-Chair, Summative Pedagogical Assessment (Ad Hoc Working Group), Department of Elementary and Secondary Education (DESE), Little Rock, Arkansas, January 2021 - May 2021.
Guide drafting and implementation of Danielson Framework for as a summative pedagogical assessment for licensure. In fall 2019 DESE removed requirement for EPP completers to pass ETS Principles of Learning and Teaching if they chose to do so and replace that option with an EPP created and DESE approved alternative assessment of pedagogical competence. In spring 2020 due to COVID pandemic, all EPPs opted to use alternative conference. In AY 2020-2021 EPPs explored and formalized alternative pedagogical assessment based on statewide use of Danielson rubric https://spark.adobe.com/page/HjkhfNAcSWhhD/.

Reviewer, Journal, Research in Middle Level Education Online (RMLE)., Blind Review (March, 2021). Autonomy, competency, and relatedness of middle school teachers at private institutions shifting to emergency remote teaching during COVID-19 pandemic, March 2021.
Blind Review (March, 2021). Autonomy, competency, and relatedness of middle school teachers at private institutions shifting to emergency remote teaching during COVID-19 pandemic. Manuscript RMLE348. *Research in Middle Level Education Online (RMLE).*.

Member, CAEP Standard Streamlining Work Group (SSWG), Council for the Accreditation of Educator Preparation, Washington, September 4, 2020 - December 4, 2020.

Reviewer, Academic Program, CAEP Annual Report Review, CAEP, September 8, 2020 - October 2, 2020.
Review 13 EPP CAEP annual reports as follows: Blue Mountain College Caldwell University Manchester University Marymount University McNeese State University Medgar Evers College, CUNY Notre Dame College Nova Southeastern University Oklahoma State University Queen Rania Teacher Academy South Dakota State University University of Maryland Baltimore County Western Oregon University.

Reviewer, Journal, Journal of Research on Technology in Education, ISTE, 2021 - Present.

Graduate Student Representation - Executive Committee, Technology, Instruction, Cognition, and Learning (TICL) SIG, AERA, April 2021 - April 2023.

Reviewer, Conference, AERA Reviewer - TICL Sig, AERA, August 2020 - September 2020.

Reviewer, Conference, MSERA Annual Conference, MSERA, August 2020.
Proposal reviewer, MSERA 2020.

President, Arkansas Council of Teachers of English Language Arts (ACTELA), ACTELA, January 2020 - July 2020.

Speaker, KAIRS K-12 Teachers' Conference 2020, Kansas Association of Independent and Religious Schools, Virtual, July 15, 2020 - July 16, 2020.
Presented two sessions for the 2020 KAIRS Conference
Session Titles: **"Cultivating a Balanced Digital Diet."**and **"Learning for All: Cultivating UDL Practices in the Classroom."**.

Member, Arkansas Library Association Conference Planning Committee, Arkansas Library Association - Arkansas Library Association Conference Planning Committee, October 2020 - Present.

Coordinator/Organizer, Community of School Librarians and Librarian Educators, Arkansas Library Association - Community of School Librarians and Librarian Educators, October 2020 - Present.

Editorial Review Board Member, Voices from the Middle Editorial Review Board, National Council of Teachers of English, November 4, 2015 - Present.

Member, Charlie May Simon Book Award Committee, Charlie May Simon Book Award Committee, Little Rock, Arkansas, August 2015 - Present.

Coordinator/Organizer, Bears Write Pencils to Pixels Writing Camp, Bears Write Pencils to Pixels Writing Camp, Conway, Arkansas, 2012 - Present.

Board Member, Arkansas Council of Teachers of English and Language Arts Board of Directors, Arkansas Council of Teachers of English and Language Arts Board of Directors, Conway, Arkansas, December 2011 - Present.

Coordinator/Organizer, We The People: The Citizen and the Constitution, We The People: The Citizen and the Constitution, March 2003 - Present.

Number of Non-Credit Instruction Activities

Instruction Type	No.
Certification	1
Total	1

List of Non-Credit Instruction Activities

Certification, Arkansas Department of Education, 2018 - 2020.

Number of Public Service Activities by Scope of Organization

Position/Role	Local	State	Regional	National	International	Total
Board Member/Trustee	2	0	0	0	0	2
Chair	0	0	0	0	0	0

Coordinator/Organizer	2	0	0	0	0	2
Guest Speaker	1	0	0	0	0	1
Other	0	1	0	0	0	1
Total	3	23	4	25	27	82

List of Public Service Activities by Scope of Organization

Arkansas Department of Education, 2018 - 2020.
National Board Support Group.