Section A. Conceptual Framework(s)

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Please indicate evaluations of and changes made to the unit's conceptual framework (if any) during this year:

No changes have been made to the unit's conceptual framework (constructivism). The concept of constructivism is addressed in all of the unit's teacher education courses. In addition, candidates for admission to the Teacher Education Program must write an essay on constructivism as part of the portfolio requirements. Applicants for teacher education licensure must submit lesson plans and other evidence that reflects the unit's conceptual framework. This evidence is evaluated by the unit's Teacher Education Committee.

The College announced a new curricular initiative called "Hendrix Odyssey: Engaging in Active Learning." The campus-wide initiative clearly reflects the unit's constructivist philosophy in its design and implementation.

Finally, the unit continues to look for ways to implement constructivist teaching activities through departmental dialogue, research, professional development (the review of professional materials), and collaboration with a local school.

Standard 1. Candidate Knowledge, Skills, and Dispositions

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

Please describe the unit's plans for and progress in meeting this standard.
The following candidates were featured in the Hendrix College Honors Day Experiential Learning Booklet. The first group represents candidates who participated in student teaching during 2004-2005. Hendrix students are required to complete three Odyssey experiences selected from six categories. The student teaching experience automatically qualifies for the Professional and Leadership Development category. This category includes “experiences in which students apply their intellectual interests through internships, other opportunities for working alongside professionals on site, or leadership in community life or professional settings.” As a result, the students in Group One were recognized for the Professional and Leadership Development category. Students in Group Two were recognized for the Undergraduate Research category. In this category, students must “undertake significant research projects using the methods of their chosen discipline.”

GROUP ONE:

Neil Groat, Jamie Ball, Katie Fonseca, Secondary Education Student Teaching, Hendrix College, Fall 2004

Cari Allen, Grades Pk-12 Student Teaching, Hendrix College, Fall 2004

Jennifer Blunier, Cara Hays, Stacy Montague, Abby Mowrey, Melody Payton, Lasonia Watson, Joel Wright, Secondary Education Student Teaching, Hendrix College, Spring 2005

Faith Bullinger, Beth Fenske, Amber Freeman, Kysheenna Marshall, Pk-12 Student Teaching, Hendrix College, Spring 2005

GROUP TWO:

Stephanie Cook, Kaylea Cecka, Morgan Ealy, Morgan Haney, Tesuansey Link, Emily Smith, Kimberly Tallent, Alex Telchi, “The Old Lady Who Swallowed a Fly,” Theatre Production (children’s drama), Conway Preschool, May 2005

Ashleigh McGee, “Group Dynamics and How They Affect Individual’s Learning during Literature Circles,” Research Project (Susan Perry,) Spring 2005

Emily Wells, “Teacher Instruction Utilizing the Reciprocal Nature of Reading and Writing.” Research Project (Susan Perry), National Council on Undergraduate Research, Lexington, Virginia, Spring 2005

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

The English and Social Studies education programs have not met the standards for their respective specialized professional associations.

Please indicate how the unit has addressed these Areas for Improvement (Optional).
During the spring of 2005, the NCATE coordinator for the unit attended an all-day program review preparation workshop provided by the National Council for the Teachers of English. The workshop was conducted on the campus of Harding College. The unit proposes to begin work on the English and Social Studies program reviews in January 2006. It is anticipated that both documents will be completed by August 2006.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

Several steps have been taken to improve in this area.

1. An NCATE standards matrix has been designed and distributed to the members of the unit. The matrix lists all of the relevant target elements for each standard. In addition, the data collection documents used for each element are listed. For instance, nine data collection documents are listed for Standard 1, Element 1. All of the members of the unit contributed to the design of the NCATE standards matrix, and each member has a copy of the matrix. The matrix will be maintained on an excel spreadsheet.

2. Each member of the unit has a portable USB drive that contains a Word file for each standard. Each unit member is responsible for listing related documents under the appropriate standard and element. The documents will be stored electronically on the USB drive. A meeting will be held at the end of each semester to review and compile the entries. This meeting will be used to develop an assessment summary for each semester. The summary will include the rationale and plans for recommended changes.

3. A Livetext Exhibit Room has been designed. Each standard will be updated at the end of the year based on the assessment summaries generated from the semester reports.

4. The semester summary reports will be shared with the Teacher Education Committee for further input.

5. Graduate surveys will be mailed in January 2006.

Section C. Unit capacity

Standard 3. Field Experiences and Clinical Practice.

The unit and its school partners design, implement, and evaluate field experiences and
clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Please indicate any significant evaluations, changes and/or improvements related to Standard 3 that occurred in your unit this year:

The Student Teaching Supervisor, Rynnett Clark, designed a Student Teacher Placement Process PowerPoint presentation to help clarify the expectations for the student teaching experience. The PowerPoint presentation resulted from the need to provide a thorough review of all of the requirements for student teaching.

The unit continues to receive complimentary remarks from building principals and cooperating teachers concerning the outstanding quality of its candidates. The evaluation forms submitted by the cooperating teachers reflect the high quality of knowledge, skills, and dispositions demonstrated by the candidates. In addition, a summary of the student teacher debriefing forms was compiled. These forms were completed by the candidates upon completion of their student teaching experiences. The student teacher debriefing summary did not identify any significant deficits in the clinical practice program. Overall, the candidates were extremely pleased with their experiences.

Finally, please note the related comments about the HELP program in Standard 5.

Standard 4. Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:

The unit assessed and summarized its multicultural clinical experiences for the student teacher candidates. The overall comments by the candidates were extremely positive. Some of the candidates commented that their multicultural teaching experiences offered a new dimension to their overall professional development.
HELP was created out of private funding from Hendrix’s Murphy Foundation and Odyssey program. In 2005 and 2006, the program was geared for K-2 grades. In 2006 and 2007, another HELP program will be established in the 2-4 grades (depending on grant monies available). It was designed so students involved in P-2 Reading class, P-2 Writing class, 2-4 Reading/Writing class, and the Children’s Literature class would teach small group of students (4 to 5 students depending on space). The program runs from September through May. Students have a scheduled teaching time one time a week per class period. The sessions usually begin with the instructor teaching a small group of children while the students observe. Students are then to teach their own small group of students using a lesson plan they wrote up and obtained approval from their instructor. As the students teach, the instructor walks around and helps them implement theories, strategies, and skills discussed in the course content areas.

The first stage of creating this program was changing Hendrix’s Early Childhood curriculum. This was completed over a two-year process. Another major factor was creating a relationship with an area school district in which they would trust the instructor to come in and work with their students.

A key point is that HELP is not a tutoring program. HELP was created to be an extension program. The instructor wanted to be of assistance to the teachers, but Hendrix students had assignments they had to do with their children (if their children were ready for that particular type of instruction).
Reading Assignments: Shared Reading, Interactive Read Aloud, Guided Reading (if children are ready for it), lessons in phonological awareness, phonics, comprehension, vocabulary, etc.

Writing Assignments: Interactive Writing, Writing Aloud, Writing Process, and Writing Mini-lessons.

Children's Literature: Story telling, Interactive Read Alouds, lessons which integrate art into children's literature, lessons involving historical fiction, linking writing to children's literature, etc.

Because the instructor is implementing this project at an area elementary school, the school has invited her to participate in all of the team meetings held for each grade level. This collaboration allows the instructor to make sure she is implementing the type of curriculum the school is expecting their teachers to do. This partnership has also created a relationship between the instructor and the schools faculty due to help being given to the faculty by Hendrix students (ex: completing necessary assessments on children that teachers didn't have time to do).

Also, Dr. Perry's Children’s Literature provided a service to the children of the community by giving a live performance of “There Was An Old Lady Who Swallowed A Fly.” About 50-75 young children from the Conway schools attended the performance. The students received course credit for designing and implementing this project.

Dr. Jennings has assisted the College in designing a science planning grant, and he is primarily responsible for designing and implementing a charter school that will be operated by the College. Finally, Dr. Jennings provided a service to Carl Stuart Middle School by helping some students design a presentation about the Underground Railroad.

Standard 6. Unit Governance and Resources.

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

Please indicate any significant evaluations, changes and/or improvements related to Standard 6 that occurred in your unit this year:

No significant evaluations, changes and/or improvements related to Standard 6 have occurred in the unit during this year. The College reinstated the full budget amount that
was used during the preceding year. As a result, the unit is expected to be able to meet all of its needs related to financial resources. Also, the unit has a SmartBoard in its computer lab, and it has access to a portable SmartBoard symposium. The computer lab and the unit's curriculum library have been rearranged to house all of the children's guided reading book that were purchased through Dr. Perry's HELP grant. (See Standard 5)

Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:

Teaching, administrative, and advising loads prevent faculty from engaging effectively in scholarship, service, and collaboration with P-12 partners.

Please indicate how the unit has addressed these Areas for Improvement (Optional).

The normal teaching load at Hendrix in 6 courses per year. The College has reduced the teaching load for Dr. Jennings, the department chairperson, to 5 courses per year. The evidence provided in Standard 5 clearly demonstrates that Drs. Jennings and Perry have been able to engage effectively in scholarship, service, and collaboration with P-12 partners.