

Appendix C
Sample Report

Eastern Kentucky University

Department of ABC

Master of Arts in Subject Area

2005-2006

Academic Program Review Report

October 31, 2005

Executive Summary

The Subject Area (SA) program is graduate-level, initial teacher certification program currently in its fifth year at Eastern Kentucky University. The SA is a degree program designed to help individuals holding non-teaching baccalaureate degrees in appropriate fields acquire teacher certification for elementary, middle, or secondary levels. This new program was made possible through state legislation, enacted in 2000, designed to relieve teacher shortages and allow for better recruitment of mid-career professionals into teaching. This legislation allowed the state's colleges and universities to create "alternative" routes to certification (one of 7 "options" or alternative routes to teacher certification). Alternative routes to teacher certification are a growing, nation-wide trend; providers include school districts, private profit and non-profit organizations, as well as colleges and universities.

The first SA program (for secondary certification) was planned, proposed, and approved by the Education Professional Standards Board (EPSB - Kentucky's teacher certification agency) during the 2000-2001 academic year. ECU's alternative certification program was one of the first in the state. The middle school certification program was approved in 2002 and the elementary certification program was approved in 2003.

Temporary provisional certification is the key element that makes the SA certification process different from the traditional undergraduate route. This type of certification, granted by EPSB to a candidate upon recommendation by ECU, allows a candidate in the program to teach full-time as the teacher-of-record (with full pay and benefits) while completing the certification program. Candidates that choose to teach while they earn certification must complete at least two introductory courses (more in the elementary program) and secure employment. (ECU does not place the candidate.) The candidate then has a maximum of three years to complete all coursework, state-required exams, and the state-required internship program (KTIP). Approximately one third of the program candidates teach while earning certification. The other candidates are either full-time graduate students or work full-time at other jobs and attend school part-time while completing the program.

The SA program has been very successful with 122 graduates to date. The majority is employed in Kentucky. The middle/secondary cohorts (two cohorts are admitted per year with a maximum of 20 students per cohort) are at capacity and the SA admission committee must turn away an increasing number of qualified applicants each semester due to the enrollment limitations due to current staffing levels. The elementary cohorts have maintained a steady enrollment of approximately 15 students per year. Program evaluations completed by candidates have routinely indicated a high degree of satisfaction with the quality of instruction and the flexibility of a program in which the majority of courses are offered during the evening. In the words of a candidate, "This is a wonderful program with excellent faculty. I loved the courses and the opportunity to earn a masters degree rather than getting a second bachelors degree for teaching." Another commented, "Great program designed to meet the requirements of real life." Principals of candidates and graduates have been pleased with the performance of these teachers in their schools. (Evidence provided in Appendix 7 and 8)

1. Mission Statement/Relation to University Mission

The mission of the SA is to help those holding non-teaching baccalaureate degrees in appropriate fields acquire teacher certification for elementary, middle grade, or secondary levels

through high-quality and flexible coursework, graduate-level research experiences, field experiences, and advising. The program is designed particularly for non-traditional students who wish to make the transition from a non-teaching to a teaching career. The vast majority of the candidates have gained valuable career skills and experience prior to admission to the program.

This mission is related to the mission and goals of ECU in several ways. First, the needs of the SA candidates are foremost in the planning and delivery process. We seek to provide instruction at times that best meet the needs of working/teaching adults. We also seek to organize courses so that candidates learn the knowledge and skills needed in today's classroom in the most efficient manner. Candidates also design, research, and present a graduate-level "action research" project that is practical for the classroom while at the same time meeting the high standards of the university's graduate level programs. Second, the SA program faculty and staff continually seek to recruit diverse candidates in order to meet the needs of today's schools, especially in high needs areas of math, science, and Spanish. The majority of our candidates teaches or will teach in schools in the Appalachian area served by ECU.

2. Concerns of prior program reviews

NOT APPLICABLE

This is the first program review (First cohort in SA program admitted 2001.)

3. Student Learning Assessment –

SEE TRACDAT or Appendix 1, 2, & 3 for printed TracDat report

SA Elementary

SA Middle Grades

SA Secondary and P-12

Overview of TRACDAT Objectives and Measures:

Four program objectives have been identified for the Elementary, Middle and Secondary SA programs, each with very similar evaluation methods and similar results.

Objective 1: Candidates will demonstrate specialized content knowledge in their fields of certification along with broad general background knowledge, dispositions and skills necessary to function as a literate, informed, active citizen, and to serve as a model for students.

Measures:

- A. Self Assessment of knowledge at end of program.
- B. Professional Portfolio
- C. Program Evaluation completed at end of program.
- D. Undergraduate degree with appropriate coursework
- E. PRAXIS II Content Examinations

Objective 2: Candidates will demonstrate the pedagogical skills and content knowledge necessary to meet Kentucky's New Teacher Standards

Measures:

- A. Self Assessment of knowledge at end of program.
- B. Professional Portfolio
- C. Program Evaluation completed at end of program.
- D. Survey of the school principals of candidates/graduates.

2001	2002	2003	2004	2005
1st Secondary	2nd Middle /	3rd Middle /	4th Middle /	5th Middle /

E. PRAXIS II Content & Principles of Teaching and Learning
Examinations

Objective 3: Candidates will demonstrate appropriate dispositions to effectively meet the diverse needs found in public schools.

Measures:

- A. Dispositions Assessment required for admission to program
- B. Self Assessment of dispositions at end of program.
- C. Program Evaluation completed at end of program.

Objective 4: Candidates will demonstrate proficiency in conducting action research.

Measures:

- A. Action Research Paper (Comprehensive Exam in Capstone Seminar)
- B. Action Research Presentation (Comprehensive Exam in Capstone Seminar)
- C. Survey of candidates about Action Research

Summary of Results recorded in TRAC DAT:

Overall, results have been positive and met or surpass all criteria. A few areas of improvement have been identified and the SA faculty continues to improve instruction in these areas. The primary areas of improvement include enhanced instruction for candidates in following areas: how to address diversity in the public school classroom, integration of technology in the classroom, and knowledge and application of current education reform movements.

Improved systems of data collection are also being developed as to enable a more systematic evaluation of the program and a better system of tracking progress in the program for the individual candidate. For example, the SA CARES report will be available to candidates beginning in 2006. This system will include a data recording and tracking system for all PRAXIS scores, portfolio check points, and comprehensive exam results.

4. Other Indicators of Program Achievement

A. Program Viability – (Appendix #4 - printed report)

i. See <http://www.ir.eku.edu/ProgramData/0506/130101MATEducation.pdf>

ii. Department explanation

cohort – Admitted Summer/Fall 2001	Secondary Cohort – Admitted Spring/Summer 2002	Secondary Cohort – Admitted Spring/Summer 2003	Secondary Cohort – Admitted Spring/Summer 2004	Secondary Cohort – Admitted Spring/Summer 2005
Total: 15	Total: 71	Total: 32	Total: 37	Total: 42
7 Female 8 Male 1 Black	41 Female 30 Male	22 Female 10 Male 2 Hispanic	30 Female 7 Male 2 Black 1 Asian	20 Female 22 Male 3 Black
14 secondary 1 middle	53 secondary 18 middle	21 secondary 11 middle	19 secondary 18 middle	35 secondary 7 middle
	6 dropped out of program	2 dropped out of program	2 dropped out of program	
		3 admitted but did not attend		3 admitted but did not attend
Projected Graduation: Summer 2002 OR LATER	Projected Graduation: Summer 2003 OR LATER	Projected Graduation: Summer 2004 OR LATER	Projected Graduation: Summer 2005 OR LATER	Projected Graduation: Summer 2006 OR LATER
		1st Elementary Cohort – Admitted Summer/Fall 2003	2nd Elementary Cohort – Admitted Summer 2004	3rd Elementary Cohort – Admitted Summer 2005
		Total: 15	Total: 13	Total: 14
		13 Female 2 Male	12 Female 1 Male 1 Hispanic	13 Female 1 Male
		1 dropped out	1 dropped out	2 dropped out
			2 admitted but did not attend	1 admitted but did not attend
		All graduated: December 2004 OR May 2005	Projected Graduation: December 2005 OR LATER	Projected Graduation: December 2006 OR LATER
Program Coordinator: RRRRR	Program Coordinator: WWWW	Program Coordinator & Advisor: CCCCC	Program Coordinator & Advisor: CCCCC	Program Coordinator & Advisor: CCCCC

The SA programs admit new candidates in cohorts so as to promote collegiality among the candidates in the program. Approximately 20 middle/secondary candidates are admitted

twice a year, in January and May. Up to 20 elementary candidates are admitted once a year in May. See following chart below for breakdown of numbers.

B. Contributions to ECU Programs

Candidates in the middle/secondary programs are required to take a minimum of 12 graduate hours in their content area. Elementary SA candidates take one course from the Dept. of Mathematics and Statistics. Transcripts for all candidates are evaluated as a part of the admission process and some candidates may be required to take additional content hours if the SA faculty determines that additional coursework is needed to meet minimum state requirements for content area certifications. Candidates in the SA certification areas complete undergraduate and graduate coursework in various departments in the College of Arts and Sciences, College of Health Sciences, and College of Business & Technology. See chart below.

SA Certification Area	Departments in which SA candidates take content area courses
Secondary & Middle School Math	Dept. of Math & Statistics Dept. of Computer Science
Secondary & Middle School Social Studies	Dept. of Anthropology, Sociology & Social Work, Dept. of Economics, Dept. of Geography, Dept. of Government, Dept. of History
Secondary & Middle School Language Arts	Dept. of English
Middle School Science & Secondary Sciences -Physics - Biology - Chemistry - Earth Sciences	Dept. of Biological Science Dept. of Chemistry Dept. of Earth Sciences Dept. of Physics & Astronomy Dept. of Agriculture
Art Education	Dept. of Art & Design
Spanish	Dept. of Foreign Languages & Humanities
Music	Dept. of Music
Physical Education	Dept. of Exercise & Sport Science Dept. of Recreation & Park Administration
Health	Dept. of Health Promotion & Administration Dept. of Family & Consumer Science
Business & Marketing	Dept. of Management, Marketing & Admin. Communication Dept. of Accounting, Finance & Information Systems

Technology Education	Dept. of Technology
Family & Consumer Science	Dept. of Family & Consumer Science
Elementary certification; Candidates are required to take one graduate Math course; additional requirements determined by undergraduate major and coursework in four major academic areas – math, science, social studies, language arts	Dept. of Math & Statistics Dept. of Economics, Dept. of Geography, Dept. of Government, Dept. of History Dept. of English Dept. of Biological Science Dept. of Chemistry Dept. of Earth Sciences Dept. of Physics & Astronomy Dept. of Agriculture

C. Technology

The SA faculty makes an exceptional effort to use technology to enhance candidate learning AND to enhance the skills of the candidate to use technology in her/his own classroom. Kentucky New Teacher Standard #9 is “Teacher Demonstrates the Implementation of Technology in the Classroom.” Therefore, it is important that the SA candidates are able to use technology to enhance the learning of their own students.

SA faculty is adept at offering Web-based and Web-assisted courses to best meet the needs of the non-traditional candidates. Furthermore, candidates are expected to become proficient at using technology in their own classrooms – application include learning to create a teacher web-site, preparing technology-assisted presentations using PowerPoint, video, and audio technology, and incorporating technology appropriate to their particular content area (for example, GPS systems for science teachers). In the capstone seminar, all candidates are required to present their action research project through a multi-media presentation to their graduate committee and peers.

D. Uniqueness/Distinctiveness of Program

EKU was the first public university in the state of Kentucky to offer a Master of Arts in Subject/alternative certification program. EKU currently offers more alternative certification options than any other public university in Kentucky, including the only graduate-level elementary certification program in the state.

Temporary provisional certification is the key element that makes the SA certification process different from the traditional undergraduate route. Candidates may choose to teach while they earn certification. The majority of our candidates seek to switch from careers in diverse fields to a career in education. Most have several years of work experience in fields such as law, medicine, engineering, social work, business, public relations/journalism, and non-certified education positions. The flexibility of the SA coursework, and the opportunity to make a smooth transition into teaching (without having to quit a job to go back to school for certification) is an important feature of the program.

E. Contributions to Diversity

America's teachers are 73% female and the majority is white. Teacher educator programs across the nation struggle to recruit diverse students into teacher training programs in order to serve in public schools that are increasingly diverse (35% of America's school population is multicultural). While EKU's SA program has enrolled many non-traditional students, the faculty still strives to attract minorities. Our department currently has a diverse faculty with representation in African American faculty, Hispanic and faculty with physical disabilities. We have most recently added an African American woman faculty member in the 2004-2005 academic year. As a department in the teaching program we are committed to promoting diversity both in our faculty and in our students. We developed a required course, SA 804 Teaching Diverse Populations, for our students and have infused sections on diversity in every skill based course within the program. We also screen applicants to the program for their sensitivity to diversity by requiring applicants to respond to diversity vignettes in their application process. Our department has worked with our college minority recruiter to pursue additional identified minority students to our program. We have also found that achieving our national accreditation (NCATE) has increased our programs attractiveness to all students including minorities. In the last semester available on Banner Production, spring 2005, there were 50 white non-Hispanic students in the program, 6 black non-Hispanic students, 12 Hispanic students and one Asian candidate enrolled in the SA Program. Of these 69 students, 53 were female and 16 were male. Three of the students had special needs. (Five candidates have been non-native speakers of English). In the future, the program faculty hopes to attract an increasingly diverse group of students.

F. Accreditation Status

The SA program was approved by the Education Professional Standards Board in 2001 – this agency must approve all teacher certification programs in the state.

EKU's College of Education was accredited by NCATE in 2002, but because the SA program was in its initial stage, this program was not a part of that review process.

G. Planning

The SA program is directly aligned with Goal # 1 and #2 of the Department of ABC.

Goal #1 – Attract and enable qualified undergraduate and *graduate SA candidates who wish to become teachers at the elementary, middle grade, or secondary levels*, and graduate students who wish to improve their levels of competency in their teaching or specialty fields.

Goal #2 – *Offer alternative routes to teacher certification, all of which maintain high levels of excellence.*

The faculty involved with the SA program meets on a regular basis to review program data and make decisions regarding admission of candidates; overall program improvements involving scheduling to meet the needs of the candidates and recruitment efforts; and improvements in the curriculum of the program in order to meet the needs of the candidates in the area of graduate research and teacher preparation. Based upon data gathered by SA faculty, several program improvements have been implemented. For example, research about the "action research" component of the program has driven improvements in the program, has presented at

national, regional, and local conferences, and has been the topic of two publications. (Appendix #5)

H. Development

EKU's College of Education was recently awarded a \$105,000 grant from Ashland, Inc. to fund an innovative recruitment program for the SA program over a three year period. "Try Teaching," a concept developed by EKU faculty and staff, will offer mid and second career professionals a chance to investigate a career in the classroom and to discover the rewards and challenges of teaching. Participants will benefit from one-on-one mentoring from exemplary public school teachers and university professors, learn about teacher certification procedures, and at the conclusion of their experience will be ready to enter the education profession well-informed of their options. Recruitment for up to 10 participants will begin late 2005 and participants will spend two weeks in area K-12 classrooms in September 2006. Participants in this novel program will be encouraged to seek teaching certification through the SA program.

SA program faculty participates in the Teacher Education Model Programs (TEMP) grant committees. Eastern Kentucky University serves as lead agent for the Commonwealth Consortium for Teacher Education Model Programs grant (TEMP). This statewide consortium has been working since 2004 to implement six major goals, thus meeting the intent of the Kentucky General Assembly and the Education Professional Standards Board. The SA program is directly related to Goal #5 of this grant. – "Create a statewide set of guidelines for alternative routes to certification for high quality, second career individuals that are outcomes performance-based and include options for credit for life experience." SA Program Coordinator, Dr. Cynthia Resor, serves as the state and university chair for the Goal #5 committees. Outcomes of this grant that have directly affected the SA program include networking opportunities for EKU faculty with other faculty from colleges/universities that provide alternative certification programs across the state and nation through conference attendance and presentations as well as release time or compensation for members to work on other program initiatives. Program brochures were developed with funding from this initiative. (Appendix #6)

I. Additional Indicators for Career Preparation Programs

Beginning Fall 2005/Spring 2006, the SA coordinator began surveying the principals of SA candidates and graduates in order to assess the performance of candidates. The principals of 41 middle and secondary candidates/graduates gave an average score of 4.0 or above (on a Likert scale of 1-5) in all categories but one. (Appendix #7) Principal surveys will continue on an annual basis.

5. Program Faculty

A. Teaching

1. The Department of Curriculum and Instruction regularly utilizes two forms of assessment to determine the teaching effectiveness of the faculty members in the Masters of Arts in Subject program (s). The first form of assessment is the IDEA Student Ratings of Instruction instrument. The data from this instrument indicate that the faculty members who are involved with the program(s) consistently rate above average in their teaching performance (3.5 or above

on a 5 point scale). The second form of assessment is the Guidelines for Standard and Merit Awards for Faculty instrument. The data from this instrument indicate that the faculty members consistently meet the required standards being assessed. Additionally, faculty members consistently rate meritorious or highly meritorious in the areas of teaching.

2. A third measure of teaching effectiveness in the SA program is a student survey conducted during the capstone seminar. The quality of instruction in the M.A.T program, as related to Kentucky’s New Teacher Standards, has been rated an average of 4.0 or above (on a 5 point Likert scale) in the majority of categories over the past four years. Areas for improvement have been identified in TracDat and plans are currently being created to improve in these areas – mainly instruction that deals with education reform issues and serving the needs of diverse students.

Table 2
IDEA Results

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Overall Excellence of Teacher	4.35	3.9	4.55	4.3	4.4
Overall Excellence of Course	4.4	3.7	4.35	3.6	4.35

B. Advising

All SA candidates are advised by the SA Coordinator, Dr. Cynthia Resor. This system provides consistent support for all candidates/cohorts. Beginning January 2005, the program advisor assumed the responsibility of teaching the first course in the sequence, EGC 820, for each entering cohort in order to provide candidates with a complete orientation to the program.

Annual surveys will be conducted to ensure a high quality of advising and to identify areas for improvement. Results of the first annual survey (September 2005) of the SA program advisor, Cynthia Resor, indicated that quality advising is being provided. (36 surveys were completed anonymously on-line. Graduates/candidates were asked to rank the advisor on a Likert scale of 1-5 with 5 being the best). The SA advisor received an average of 4.24 or higher for all questions.

C. Scholarly/Creative Efforts 2000 - 2006

Number of Faculty Members	Papers, Chapters	Presentations
8	36 & 2 books	52

D. Service of SA Faculty

Example One

Service to the Department of Curriculum and Instruction

2001-2002

- Member, Departmental Student Recruitment Committee
- Member, Departmental Sabbatical Leave Committee
- *Chair, NCATE Undergraduate Middle Grades, Secondary English Teaching, and Secondary Speech and Theater folio committees*
- *Master of Arts in Subject Admissions Committee*
- *United Way Representative*

2002-2003

- *Member, Promotion, Tenure and Evaluation Committee*
- *Master of Arts in Subject Admissions Committee*
- *United Way Representative*
- *Search Committee, Master of Arts in Subject Coordinator*
- *Chair, Search Committee, Middle Grades Education / Gifted Education*

2003-2004

- *Chair, Promotion, Tenure and Evaluation Committee*
- *Master of Arts in Subject Admissions Committee*
- *United Way Representative*
- *Representative to the English Department's Secondary English Teaching Program Committee*

2004-2005

- *Chair, Promotion, Tenure and Evaluation Committee*
- *Master of Arts in Subject Admissions Committee*
- *United Way Representative*
- *Representative to the English Department's Secondary English Teaching Program Committee*

2005-2006

- *Master of Arts in Subject Admissions Committee*
- *Faculty mentoring committee*

Service for the College of Education

2001-2002

- Departmental representative to College of Education Technology Committee
- Representative to Model Lab School's gifted and Talented Committee (I serve as both a faculty representative and a parent representative.)
- Chair, NCATE writing committee 2
- Professional Education Fellow
- Middle Level and secondary English & Foreign Language student teaching placements
- Kentucky Teacher Internship Program, Teacher Educator

2002-2003

- Member, Search Committee, COE Grants and research coordinator

- Recruitment volunteer
- Teacher Education Admissions Committee
- Professional Education Fellow
- Middle Level and secondary English & Foreign Language student teaching placements

2003-2004

- Chair, Search Committee, Center for Middle School Academic Achievement Director
- TEMP Grant Goal 5 Committee
- Teacher Education Admissions Committee
- Professional Education Fellow
- Middle Level and secondary English & Foreign Language student teaching placements

2004-2005

- New Student Days Brunch volunteer
- TEMP Grant Goal 5 Committee
- Professional Education Fellow
- Middle Level and secondary English & Foreign Language student teaching placements

2005-2006

- Teacher Education Program Committee
- College Curriculum Coordinating Committee
- TEMP Grant Goal 5 Committee
- New Student Days Brunch volunteer
- Middle Level and secondary English & Foreign Language student teaching placements

Service for Eastern Kentucky University:

2001-2002

- Member, Teaching and Learning Center Advisory Board and Director's search committee
- Member, Student Advising Committee

2002 – 2003

- Member, University General Education Committee

2003 – 2004

- Member, University General Education Committee

2004 – 2005

- Presenter, English Department Curriculum Development and Assessment Planning, August 2004
- New Student Days Discussion Leader for *Clay's Quilt*

2005-2006

- Member, Teaching and Learning Center Advisory Board
- Member, Assessment Committee, General Education Assessment Subcommittee

Example Two

National Service to the Profession

- National Middle School Association Professional Preparation Advisory Board member, 1999 – present; Appointed as chair beginning November 2005.
- National Middle School Association, National Conference program review committee.
- Facilitator and co-presenter for the first National Middle School Association Symposium on Middle Level Teacher Certification & Licensure, January, 2001 and 2003.
- National Forum for the Acceleration of Middle Grades Education, Member Emeritus, 2003-present.
- National Association of State Boards of Education study group on The Lost Curriculum: Arts and foreign languages in the curriculum. January – June, 2003.
- National Endowment for the Arts, Reviewer for Arts Education Grants, July – November 2004.
- National Association of State Boards of Education Study Group on Adolescent Literacy, February – June 2005.
- SRATE Awards Committee

Section 1.01 Kentucky Service to the Profession

- Reviewer, *The Kentucky Reading Journal*, 1999- present
- Editor and co-editor *Kentucky Middle School Journal*, 2000 – 2003.
- Member, Kentucky Forum to Accelerate Middle Grades Education, 2000 - 2002 (Facilitator, 2001-2002)
- Newsletter article, Kentucky Council of Teachers of English
- Kentucky Education Television Content Reading Instruction Professional Development Series Planning and Development, 2000

Other Professionally Related Community Service

- In-service presentations at Georgetown Middle School, Teaching Reading in the Content Areas, August 4, 2000.
- In-service presentation to the Model Laboratory High School Faculty on Teaching reading and writing across the curriculum, January 2001.
- In-service presentation at Pine Knott Middle School, Reading in the Content Areas, February 6, 28th 2001
- Herald-Leader Scholarship Review Committee, 2001 and 2005
- Assisted with the planning, development, and presentations of Regions 5 and 6 Middle School Reading Academies, June 19-23, 2000. Participants were able to apply their work towards graduate credit in a special section of EMG 807: Integrating Informational and Practical/workplace Text in Middle Grades Language Arts, held in the Summer of 2001.
- Coordinated the planning and development of 4 middle school teacher academies for summer 2002, “Directions & Destinations,” including serving as the major instructor for EMG 807: Teaching reading and writing in middle grades language arts. Coordinated interdisciplinary programs and activities

for all participants in four academies: geography, economics, science, and English/language arts.

Presentation for Summer Professional Development Series, Southeast South Central Cooperative, Reading & Writing in the Middle Grades, Somerset, KY July 2004

- Member, Kentucky Board of Education, June 2002 – present.
- Professional Education Fellow, 2002 – 2005. Presented workshops and taught language arts classes at Model Laboratory School, Rockcastle County Middle School, and Madison Middle School. Lessons and presentations involved literature circles and whole group literature study.
- Member, Kentucky Team for the Southeast Regional Education Board's State Leaders' Forum, 2004
- Member, Kentucky School for the Deaf Facilities Planning Committee, 2003-2004.
- Kentucky P-16 Council, Member 2004 – 2005, Current chair
- Member, Governor's Work Team on Teacher Quality, 2005

(i)

Department-level service

2004 - 2006

- Associate Chair of Curriculum & Instruction (beginning summer 2004)
- Departmental Academic Practices Committee
- Coordinator – TracDat

2003 – 2005

- Departmental Mentoring Committee

2003 – 2004

- Coordinator of Elementary Programs (spring 2004)
- Chair - Elementary Reading/Library Science Position Search Committee

2002 – 2006

- Chair (2003-2004) - Elementary Program Committee
- Middle Grades Program Committee
- Chair (2002-2003) - Graduate Programs Committee

2002 – 2003

- Coordinator Elementary and Middle Grades Programs
- Chair - Middle Grades Folio Committee

College-level service

2003 – 2006 –

- College Mentoring Committee
- Alternative Certification Committee
- Temp Committee Goal Five

2002 - 2006

- College Curriculum Coordinating Committee

2002 - 2004

- Teacher Admissions Committee

- PT3 E-portfolio Committee
- College Sabbatical Review Committee
2002 - 2003
- Institutional Report Writing Committee
- Curriculum and Instruction Department Chair Search Committee
2001 – 2002
- Chair - NCATE Writing Committee- Standard V Modeling Best Professional Practices
- University-level service**
2005 – 2006
- Summer School Task Force
- Mathematics Achievement Center Committee
2003 - 2006
- Faculty Senator for Department of C & I
- Faculty Senate Elections Committee
- Faculty Senate Committee on Committees
- Teacher Education Committee
- Library Committee
- Service to the profession**
2005 – 2006
- President, Kentucky Reading Association
2004 – 2005
- President – Elect, Kentucky Reading Association
- Institutional Representative – American Association of Colleges for Teacher Education
2003 – 2005
- Director Leader- Kentucky Reading Project Directors.
2003 – 2004
- Vice – President, Kentucky Reading Association
- Member - College Reading Association
2002 –2005
- Member Kentucky Middle School Association
- Member American Association of Colleges for Teacher Education
2001 – 2006
- National Reading Conference Field Council Representative for Region 2
- Kentucky Reading Association Board Member
- Editor for the Kentucky Reading Journal
- Kentucky Reading Project Director

- Professionally-related community service
2005 – 2006
- Collaborative Center for Literacy Development, Read to Achieve Research Committee
- Consultant – Wilderness Trail Special Education Cooperative Summer Institute, Believe, Lead, & Succeed...Linking Literacy Behavior Strategies for Student Success”, July 12, 2005.Presentations Entitled: “Word Recognition, Vocabulary, and Spelling Instruction: Best Practices for Middle Grades” and “Comprehension and Critical Literacy: What’s it All About?”
2004 – 2005

- Kentucky Teacher Internship College Supervisor, Garrard County
 - Facilitator for the Symposium on Educator Dispositions, ECU, November 19th, 2004.
 - Teacher Quality Enhancement Task Force
 - Future Teachers' Day representative for Elementary and Middle Grades Education programs
 - Freshmen Book Experience Discussion Leader
 - Facilitator – 3rd Annual Conference on Diversity, The Center for Renewal of Schools and the Education Professions, February 12th, Session entitled, “ Success Stories Practices Showcase: Elementary Success Stories.”
 - Consultant – Floyd County Reading Academy, March 28, 2005, “Preventing the Fourth Grade Slump.”
- 2003 – 2004
- Kentucky Teacher Internship College Supervisor, Garrard County
 - Future Teachers' Day representative for Elementary and Middle Grades Education programs
 - Teacher Quality Enhancement Task Force
 - Governor's Literacy Summit
 - Professional Education Fellow, Estill County Middle School (Spring 04)
- 2002 – 2003
- Kentucky Teacher Internship College Supervisor, Garrard County;
 - Future Teachers' Day representative for Elementary and Middle Grades Education programs.
 - Consultant/Guest Speaker - Family Literacy Night at Kirksville Elementary, Thursday, October 24, 2002, “Parent tips for promoting literacy development at home.”
- 2001 – 2006
- Kentucky Reading Project School Coaching Visits
- 2001-2002 –
- Kentucky Teacher Internship College Supervisor, Garrard County;
 - Future Teachers' Day representative for Elementary and Middle Grades Education programs.