UNIVERSITY OF ARKANSAS AT MONTICELLO

SCHOOL OF EDUCATION

2009-2010

ANNUAL REPORT

DR. PEGGY DOSS
DEAN, SCHOOL OF EDUCATION
AUGUST 1, 2010
The Mission of the UAM School of Education

The University of Arkansas at Monticello School of Education is committed to the development of highly qualified candidates. The School of Education embraces the responsibility to prepare candidates to live and work in a rapidly changing, diverse world. Candidates are challenged to achieve the highest level of proficiencies defined in the UAM School of Education’s Conceptual Framework and as modeled by the UAM School of Education Faculty. The Conceptual Framework is comprised of five strands: knowledge, pedagogy, diversity, professionalism and technology. The candidates’ understanding of the Conceptual Framework is progressively developed as they advance through the professional education programs. The UAM School of Education is dedicated to developing highly qualified professional educators as identified by the State of Arkansas and by the “No Child Left Behind” Act of 2001 through a partnership with the Southeast Educational Cooperative, area public schools, the university community, and supportive agencies in Arkansas’s high-need geographical areas.

The Vision of the UAM School of Education

The University of Arkansas at Monticello School of Education aspires to prepare multi-faceted, highly qualified professional educators who are caring individuals and are committed to addressing the challenges of educating a diverse population of P-12 students in an evolving technological world.

School of Education Conceptual Framework

The Conceptual Framework of the School of Education is organized around five strands that promote the following: the acquisition of a knowledge base; development of pedagogical skills; promotion of diversity and social justice; the demonstration of professionalism, and technology skills. The core belief through all strands is that the diverse population of P-12 students can learn. This philosophy is shared by faculty and candidates alike and is infused throughout the curriculum and practice of faculty and candidates. The proficiencies identified either by indicators or standards within each strand define the performance of initial and advanced candidates in the undergraduate and graduate education programs. In the initial charts these indicators specify knowledge, skills, and dispositions for undergraduate candidates. However, in the advanced charts the indicators are represented by the standards and serve as a foundation to scaffold specific experiences, assessments, and learning opportunities.

We believe faculty and candidates value teaching and learning in a culturally diverse population where P-12 grade students can learn. We believe that our philosophy is supported by our core beliefs, which are based upon the five strands of the conceptual framework.
Philosophy of the Unit: Multi-Faceted Educators

Arkansas is home to the most precious of gems, the diamond, like the UAM Teacher Education Program which is home to another kind of precious resource, its candidates…our “Diamonds in the Rough.” They come to us in their natural states, inexperienced and less polished but with the promise to become brilliant and prized gems in their profession. Much as diamonds are diverse in characteristics, our candidates are also diverse in socioeconomic status, race, ethnicity, gender, language, age, and geographic origins. As is true with the rough diamond, our candidates, in their natural state, are not perfect or polished. We believe they have talents, skills, and dreams, and our role is to shape and polish each one to produce clarity so they can reflect the light of learning. How well the diamond is shaped determines its brilliance; therefore, the School of Education and its partners must be mindful of their task. Those who prepare our candidates must be brilliant jewelers who can mold future educators into multi-faceted gemstones that reflect the content knowledge, pedagogical skills, understanding of diversity, technological skills, and professionalism required of them to also transform their students into multi-faceted brilliant diamonds.

We are all born diamonds in the rough. We are shaped and polished by our experiences. Love, patience, encouragement and praise smooth our edges like a fine cloth. What we become is a combination of everything we learn, feel, and know. People who are encouraged offer the world the same. Those who are praised are rarely critical of others...The jeweler must keep a steady hand so the ‘Diamond in the Rough’ becomes the five carat perfect stone.

Excerpt from “Diamonds in the Rough”
Author Bobbi Duffy
The UAM School of Education stakeholders believe that faculty and candidates must value teaching and learning in a culturally diverse population where P-12 students can learn. We also believe that the UAM initial and advanced candidates must be “brilliant jewelers” who appreciate and value students who are “diamonds in the rough” and use their professional knowledge and skills to “mold them into multi-faceted gemstones.” Our philosophy is supported by our core belief that educators must be multi-faceted and proficient in the five strands of the Conceptual Framework and understand the correlation and integration of one strand with the other.

**Knowledge**

**Initial Candidates**

We believe multi-faceted initial teacher candidates:

- must possess in-depth content knowledge, as well as knowledge in the arts, sciences and the foundations of education,
- must attain and be able to apply knowledge of learners and how learning occurs, and
- must understand and be able to create positive school-community relationships.

**Advanced Candidates**

We believe multi-faceted advanced candidates and other school personnel:

- must have and be able to apply in-depth content knowledge; and,
- must be recognized experts in the content they teach.

**Pedagogy**

**Initial Candidates**

We believe multi-faceted initial teacher candidates:

- create classroom environments in which students are actively engaged in learning that promotes academic, social, and emotional learning for a diverse population,
- have diverse, well-planned, and sequenced experiences in P-12 schools,
- possess the pedagogical knowledge to effectively teach all students,
- are skilled in the assessment of student learning,
- use formal and informal assessments and other data to evaluate/adjust instruction and student learning.
• design meaningful learning experiences based on students’ individual developmental needs.

Advanced Candidates

We believe advanced multi-faceted educators and other school personnel:

• demonstrate exceptional expertise in pedagogical knowledge,

• share their expertise through effective leadership and mentoring of others,

• select, develop and implement effective research-based instructional strategies,

• use formal and informal assessments and other data to reflect on their practice and to improve individual student learning,

• promote the use of research and technology to improved instructional strategies, and;

• create positive learning climate and culture for all students.

Diversity

Initial Candidates

We believe multi-faceted initial teacher candidates:

• must have a clear understanding of differences among groups of people and individuals based on ethnicity, race, socio-economic status, age, gender, exceptionalities, language, religion, sexual orientation, and geographic area,

• support high quality education as a fundamental right of all children,

• demonstrate fairness by meeting the educational needs of all students in a caring manner,

• communicate with students and families in a way that demonstrates sensitivity to the diverse needs and differences of families,

• employ strategies that meet the different learning styles and needs of all students, and;

• create a classroom culture/climate that is rich in empathy, patience, and sensitivity.
Advanced Candidates

We believe that multi-faceted advanced educators:

- promote a school culture and climate that embraces the benefits of a diverse student and community population,
- promote caring and supportive learning environments,
- create a school, district, and community environment that promotes empathy, patience, and sensitivity, and;
- ensure that the school staff and faculty are a reflection of the diversity of the student population and the community.

Professionalism

Initial Candidates

We believe multi-faceted initial teacher candidates:

- develop the capacity to nourish relationships, build connections within the school-community, sustain professional learning, and exhibit ethical and moral behavior,
- encourage leadership, collegiality, reflective practice and continuous improvement,
- collaborate with members of the professional community to establish a vision,
- communicate with parents on a regular basis and in a positive manner, and;
- acknowledge that parental involvement is a crucial component of student success.

Advanced Candidates

We believe advanced multi-faceted advanced educators:

- reflect professional dispositions expected of the profession,
- are role models for fairness and integrity in working with their colleagues, students, families, and the community at-large, and;
- create professional learning communities through positive team leadership and shared decision-making,
- promote parental involvement in student learning for improved student success.
**Technology**

**Initial Candidates**

We believe multi-faceted initial teacher candidates:

- integrate technology into instruction to enhance student learning,
- create learning environments in which students use technology to enrich and support their learning,
- use technology to gather, store and interpret student data, and;
- use technology to enhance student and parent involvement and communication.

**Advanced Candidates**

We believe multi-faceted educators:

- are role models in the use of instructional technology as a tool to support student learning,
- collaborate with other professionals to research best practices/strategies in the use of instructional technology and to be pace-setters in its use, and;
- research and collaborate with colleagues to share technology practices that enhance instruction, student achievement and improve parent involvement and communication.

The University of Arkansas at Monticello School of Education is accredited by the National Council of Teacher Education (NCATE) which is the profession’s mechanism to help establish high quality teacher preparation. Accreditation by NCATE ensures that the UAM School of Education (SOE) produces professional educators who work to improve the education of all P-12 students and to ensure that every student has classroom teachers and other school personnel who are competent, caring and highly qualified. The SOE meets demanding standards that produce candidates with the knowledge, skills, and dispositions required of highly qualified professional educators. The SOE also meets the standards required of the Arkansas Department of Education and the National Specialty Program Associations. Unit and program assessments provide data which are aggregated and used for continuous program evaluation and improvement. The SOE collaborates with many stakeholders in planning, evaluating and implementing high quality programs that lead to initial and advanced licensure.
The UAM School of Education provides candidates a variety of field experiences in diverse settings for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse university and school faculty, diverse candidates, and diverse students in P-12 schools. SOE faculty members have exceptional expertise in their disciplines and model best professional practices in scholarship, service, and teaching. They collaborate with their colleagues in the arts and sciences and the public schools.

**Purpose of the Unit**

Through a partnership with the Education Renewal Zone (ERZ), South East Arkansas Education Service Cooperative, the area public schools, the university at-large, and the community, the School of Education is dedicated to the primary purpose of developing highly qualified professional educators as identified by the State of Arkansas and by the “NCLB” Act of 2001. The School of Education and its partners will prepare candidates who possess the knowledge, skills, and dispositions to positively impact the learning of all students, can meet the diverse needs of students both socially and academically, can develop learning communities by collaborating with other P-12 professionals, the community and supportive agencies, and can develop reciprocal relationships with parents and families.

**Strengths, Weaknesses, Opportunities for Growth, and Threats to Effectiveness**

The University of Arkansas at Monticello School of Education is committed to the development of highly qualified professional educators from diverse cultural backgrounds who are caring, competent individuals dedicated to meeting the needs of a changing, diverse society. The initial and advanced programs in the School of Education are aligned with the UAM School of Education Conceptual Framework, Pathwise, Arkansas, INTASC, and NCATE standards as well as discipline specific learned society standards.

**Strengths**

- The UAM School of Education is an NCATE accredited teacher preparation program.
- All UAM School of Education programs of study are nationally recognized by national specialty program associations.
- Many UAM School of Education faculty members co-teach with area public school faculty to enhance skills and to remain up-to-date in public school programs and instructional strategies.
- UAM faculty are partnering with faculty of 3 campuses in the Monticello Public Schools for a pilot initiative to blend the P-4 and Middle Childhood methods into authentic school settings.
- School of Education faculty collaborate with the UAMS for grants/trainings in the area of health and wellness.
School of Education partners with two community colleges to offer a 2+2 partnership that allows AAT degree students to complete the last two years of the 4 year degree and receive teacher licensure.

School of Education course enrollments and the number of education majors have increased due, in part, to the aggressive recruitment and retention efforts of the unit.

School of Education faculty and teacher education candidates serve public school communities through active participation in academic studies and diverse field experiences that address the five strands of the SOE conceptual framework: content knowledge, pedagogy, professionalism, diversity, and dispositions.

School of Education faculty members are dedicated to the highest level of teacher preparation at the initial and advanced levels.

The School of Education has collaborative partnerships with thirteen area school districts as well as articulation agreements for associate degree to bachelor degree programs of study with two community colleges.

The Educational Renewal Zone project funded by Act 106 has further advanced the School of Education’s collaboration with the area public schools and the Southeast Arkansas Educational Cooperative for professional development and sharing of professional knowledge.

Specialists in the UAM School of Education STEM Center provide math/science professional development opportunities for public school teachers and UAM SOE candidates.

The Educational Renewal Zone enhances and supports the SOE mission, goals, and objectives as well as the unit’s ability to collaborate with stakeholders.

The School of Education faculty continue to pursue and be awarded various public and private grants to support the SOE goals and objectives.

The School of Education continues to actively recruit and retain a diverse candidate population at both the undergraduate and graduate levels

The UAM School of Education collaborates with the Arkansas Department of Education to ensure quality program development.

The 2+2 Community College Partnership agreement continues to prepare teacher candidates for the underserved and diverse areas of southwest Arkansas and the Mississippi Delta Region.

The SOE actively uses unit assessment data to monitor/modify/revise programs of study to meet the needs of candidates.

The Master of Arts in Teaching degree offers an non-traditional route that meets the needs of the partner schools for middle level and secondary teachers.

**Weaknesses**

- The School of Education faculty/staff must assume, in addition to their teaching responsibilities, multiple responsibilities including data assessment/analysis, program coordination, recruitment/teaching and program coordination.
- Some School of Education faculty members continue to need professional development in effective instructional strategies that meet the diverse needs of the student population.
• Some faculty should better incorporate instructional technology in their classroom instruction.
• Time for scholarly activity continues to be a challenge for faculty who are also responsible for program coordination, preparing SPA reports, and serving on committees for the SOE and the university as a whole.
• Upgrading of technology is a growing challenge as fiscal resource are diminished by current economic conditions

Opportunities for Improvements

• The School of Education faculty and staff must continue to address student recruitment and retention for a healthy enrollment and a diverse candidate base.
• The university and the School of Education must continue to recruit and retain a diverse faculty.
• Continuing support must be given for academically at-risk pre-candidates in preparation for the Praxis I examination and providing intervention services when pre-candidates do not acquire the state passing score.
• Even though the faculty are very conscientious advisors, continuing attention to proper advising is needed to promote retention of candidates.
• The SOE curriculum must be revised to incorporate additional instruction in effective assessment techniques for teacher candidates to assess student learning.

Threats to Effectiveness

• Competition of on-line degree programs from other institutions and national for-profits organizations
• Difficulty in acquiring approval from ADE, ADHE, and other approval bodies to offer on-line degrees threaten viability of programs.
• The difficulties of a small, rural, delta university to attract and retain a diverse faculty and staff, especially those in high need specialty areas continues to be of concern.
• ADHE program viability policies that threaten high need content licensure areas such as middle childhood education and math/science education
• Increased state and national accountability requirements/reporting that creates additional work for faculty that already have multiple roles

Undergraduate Program Offerings

Undergraduate major programs of study that lead to teacher licensure are the P-4 Early Childhood; the Middle Level Childhood; and Physical Education, Health and Leisure. Programs that do not lead to licensure are the Physical Education Exercise Science Option and the non-licensure program in Physical Education, Health, and Leisure.
Programs Leading to Initial Teacher Licensure

The School of Education offers quality Bachelor of Arts degree programs leading to initial teacher licensure in P-4 Early Childhood and Middle Level Education. The unit also offers the Bachelor of Science degree program for licensure in P-12 Physical Education, Health, and Leisure. Candidates interested in music education may pursue a music education degree or choose to major in music and complete an alternative route to initial teacher licensure in the Master of Arts in Teaching advanced degree program.

Preparation for initial licensure to teach in Middle Childhood Education or in secondary content areas such as English, science, math, business, social studies, foreign language, speech, art, agriculture, etc. is provided through the Master of Arts in Teaching (MAT) graduate level degree. Individuals who hold a bachelor degree in a content area or have 30 content related hours in a content area may enroll in the MAT alternative licensure graduate program and teach for one year with a provisional license while completing the twelve (12) month program of study. Upon successful completion of the program, teacher candidates receive initial teaching licensure as well as a Master’s degree.

Programs of study for endorsements for 5-6 middle childhood, special education, instructional facilitator, Algebra I at 8th grade, ESL, and coaching are also offered.

Graduation Requirements for Teacher Education Candidates

Candidates are considered program completers in the initial and advanced teacher education program only after ALL program requirements are met. Candidates may not receive a degree from UAM until all components of the programs have been completed, including successfully passing all parts of the Praxis I, Praxis II Specialty area examination(s), and Praxis II Principles of Learning and Teaching.

All teacher education candidates also complete the professional education core as well as major coursework. These courses are completed throughout the program, beginning in the first year of enrollment, and prepare the candidates with the content knowledge, pedagogy, professionalism, instructional technology, and professionalism required to become highly qualified professional educators.

The graduation requirements in the UAM School of Education meet Arkansas standards, Specialty Program Association standards, NCATE unit standards and other criteria as required by the Arkansas Department of Education and the Arkansas Department of Higher Education.

Teacher Education Field Experiences and Clinical Internships

The teacher education program at the University of Arkansas-Monticello supports the early involvement of its candidates in diverse field experiences settings with P-12 students. Field experiences are sequential, developmental, and focused on the practical application of content
covered in education classes. The unit and its school partners design, implement, and assess field experiences and the year-long clinical internship to ensure that candidates and other school personnel develop and demonstrate skills in content knowledge, pedagogy, dispositions, instructional technology, and professionalism.

**Unit Partners Role in the Design, Delivery, and Evaluation of Field and Clinical Experiences**

The University of Arkansas at Monticello School of Education is committed to collaboration with its stakeholders in all aspects of its operation. This commitment is evidenced in the relationship that the unit has developed with its P-12 school partners in the collaboration of the design, delivery, and evaluation of field and clinical experiences for candidates in initial and advanced licensure programs. Each of the thirteen primary partner districts provides opportunities for early and often field experiences as well as placements for the clinical interns and the advanced program Educational Leadership practicum candidates. Other partners that provide sites for field experiences in the P – 4 Early Childhood program include local pre-school programs and day care facilities. In addition to field experiences in the school settings, candidates in the advanced level Instructional Specialist in Special Education Endorsement also participate in experiences with partners outside of the public school settings.

Feedback from school-based partners is obtained through multiple systematic structures and used to evaluate and improve the design and delivery of field and clinical experiences. The Partnership Coordinator/Field Experience Coordinator and faculty members meet each semester with the principals and cooperating teachers of the partnership school districts to discuss policies and procedures for the placement of teachers and to initiate changes when necessary. The unit teacher education committee, unit faculty, program coordinators, public school administrators/faculty and candidates collaborate with the Partnership/Field Experience Office to plan the design and delivery of field and clinical experiences. They also consult with the unit Partnership/Field Experience Coordinator to determine the assignment of each candidate to a school classroom setting based upon the specific early field experience needs of each candidate as is prescribed in each course syllabus. Formal collaboration with school partners is articulated in the Partnership Agreement, which is signed annually by all partners. The agreement includes: selection of sites, selection of cooperating teachers, district responsibilities, and university responsibilities. Public school partners, candidates, and faculty participate in the review and evaluation of experiences during informal communication such as telephone conversations and e-mails as well as in formal settings such as the annual Stakeholders’ meeting, teacher education committee meetings, cooperating teacher orientations, monthly intern seminars, and program planning meetings. Through an internal review of the overall process, it was determined that there needs to be a more direct, comprehensive, and systematic feedback process. This was accomplished through a questionnaire completed by all cooperating teachers following the clinical internship semester. Candidates discuss assigned field experiences with faculty and provide feedback and recommendations for improvements. Candidates have the opportunity to provide feedback and make recommendations for improvement to field experiences through discussions with faculty and the candidate comments and concerns form. The unit Partnership Coordinator/Field Experience Coordinator communicates with candidates, faculty, and public school representatives each semester to determine the specific field and internship placements.
The partners also collaborate to determine clinical internship placements based upon the licensure area of the candidate and the requirements of the program. Further, this collaboration is enhanced because school partners for the initial licensure candidates including the Master of Arts in Teaching alternative licensure program, (PK-12 cooperating teachers, PK-12 school administrators and university supervisors) are trained to use the unit clinical internship rating instrument. The unit works with partner districts to ensure that initial and advanced candidates have early field experiences in settings that provide opportunities to observe and understand students from diverse populations and of special needs.

The unit educational leadership advanced licensure program for building level administration requires a total of 220 hours of field experiences and practicum hours in which the graduate faculty, program graduates, and public school partners jointly contributed to the design of the field experiences and the practicum.

The Partnership Coordinator/Field Experience Coordinator collaborates with the partnership schools’ personnel and administrators to assign and to arrange placements for individuals seeking initial licensure. University faculty may also be involved in the placement process. Factors contributing to placement decisions are:

- diversity of placements based on socio-economic factors, race, ethnicity, and gender of the P-12 students and the partnership school district faculty
- diversity of placements based on grade level within the licensure range.
- prior field experience placements.
- each school’s history of support for pre-service teachers.

All administrator placements and internships are determined collaboratively by faculty of the Department of Leadership and school-based partners. Candidates in advanced (M.Ed.) teacher education programs complete field experiences in their own classrooms, and if not employed in P-12 school settings, placements are provided by collaboration between faculty and the Graduate Coordinator.

**Matriculating through the Teacher Preparation Program**

The teacher preparation program is comprised of four transition points. The teacher preparation program at UAM is subject to Arkansas Department of Education, NCATE, and SPA standards and policies. Revisions to programs of study are periodically made as a result of new and/or revised standards or as a result of findings from unit and program analysis of aggregated data.

**Teacher Education Program Requirements**

**Transition Point I: Pre-admission**

Pre-candidates must complete the following courses with a grade of “C” or better in each course:
- EDUC 1143 Education for Schools and Society
- ENGL 1013 Composition I
- ENGL 1023 Composition II
- One of the following:
  - MATH 1003 Survey of Mathematics or
  - MATH 1043 College Algebra
One of the following:
SPCH 1023 Public Speaking or
SPCH 2283 Business and Professional Speaking or
SPCH 2203 Interpersonal Communication

Pre-candidates must complete the following courses with a grade of “B” or better in each course:
EDUC 2233 Instructional Technology
EDUC 2253 Needs of Diverse Learners in Inclusive Settings

Supportive requirements:
1. Achieve a passing score on the Praxis I: PPST: Reading, Writing, and Math;
2. Completion of Portfolio Competencies for Transition Point I;
3. Maintain a cumulative GPA of 2.65 or better;
4. Completion of Application for Admission to Teacher Education: 2 letters of recommendation.

**NOTE: Pre-candidates will not be permitted to take education courses beyond EDUC 1143, EDUC 2233, and EDUC 2253 without being admitted to the Teacher Education Program

Transition Point II: Teacher Education Program
To be admitted to Transition Point II, Teacher Education Program, the Pre-Candidate must:
1. Complete all requirements listed in Transition Point I, pre-admission; and
2. Complete a successful interview with the Teacher Education Committee.

Candidates must complete the following courses with a grade of “B” or better:
EDUC 3203 Educational Psychology: Developing Learners
(Prerequisite: Admission to Teacher Education Program)
EDUC 3563 Effective Instructional and Management Strategies
(Prerequisite: Admission to Teacher Education Program)

Supportive requirements:
1. Acquire and maintain a cumulative GPA of 2.75 or better;
2. Submit to a State of Arkansas and FBI background check;
3. Achieve a passing score(s) on the PRAXIS II: Subject Assessment(s) for each area of licensure;
4. Completion of Portfolio Competencies for Transition Point II;
5. Completion of Application for Admission to Clinical Internship I.

To be admitted to Transition Point III, Clinical Internship, candidates must complete all requirements listed in Transition Point II, Teacher Education Program.

Transition Point III: Clinical Internship

Clinical Internship I:
Candidate must have a passing score on the PRAXIS II—Principles of Learning and Teaching (PLT).

Clinical Internship II:
1. Candidate must have a cumulative GPA of 2.75 or better;
2. Completion of Portfolio Competencies for Transition Point III.
Note: These admission requirements are subject to change as required by the Arkansas Department of Education or as approved by the UAM Teacher Education Committee.

**Transition Point IV: Graduation**
1. Completion of all degree requirements
2. 2.75 GPA or better
3. Degree conferral.

**Undergraduate Teacher Education Programs for Initial Licensure**

P-4 Early Childhood  
Middle Level Childhood  
PE, Health and Leisure

**Endorsements**
5th and 6th Grade Endorsement  
English as Second Language  
Algebra I Endorsement  
Instructional Facilitator

**UAM School of Education Graduate Programs of Study/degrees**

Master of Education degree  
Master of Education in Educational Leadership (building level administrator licensure)  
Master of Arts in Teaching (alternative initial licensure degree): Middle Childhood Education and 7-12 Secondary  
P-4 Instructional Specialist in Special Education  
4-12 Instructional Specialist in Special Education

**Graduate Program Goals**
The advanced programs in the School of Education are developed around standards that govern accomplished teaching, including the ELCC, NCATE, and National Board for Professional Teaching Standards. Candidates in the advanced programs in the School of Education are expected to:

- Develop an understanding of advanced principles and theories of teaching and learning (CF: Knowledge; Pedagogy; Diversity; Technology)
- Acquire an attitude of inquiry and curiosity for learning that permeates instruction (CF: Professionalism)
- Conduct action-based research to demonstrate that students are learning and achieving (CF: Knowledge; Pedagogy; Diversity; Technology; Professionalism)
- Collaborate with other professional educators and leaders to address issues and concerns in education (CF: Professionalism)
- Demonstrate the ability to become educational leaders who have the potential to make a difference in their individual educational setting (CF: Professionalism; Knowledge; Pedagogy; Diversity)
- Demonstrate exceptional expertise in the content they teach (CF: Knowledge; Pedagogy; Diversity; Technology)
- Demonstrate exceptional expertise in pedagogical content knowledge (CF: Pedagogy; Technology)
- Collaborate and share their expertise with their colleagues and community from a broad range of diverse groups (CF: Professionalism)
- Select and properly utilize instructional strategies and technologies in their classrooms (CF: Pedagogy; Diversity; Technology)
- Be instructional leaders who demonstrate exceptional expertise in adapting lessons and instruction for the diverse learning styles, diverse exceptionalities, and cultural backgrounds of students (CF: Professionalism; Diversity; Knowledge; Pedagogy; Technology)

**Program/ Curriculum Revisions/ Updates**

- The unit received approval from the Arkansas Department of Education to offer an endorsement for the instructional facilitator.
- The unit developed an articulation agreement with Henderson State University for the acceptance of the UAM instructional facilitator endorsement toward the HSU Master of Education in Curriculum Administration.
- Reductions in state funding resulted in the loss of the ERZ assistant director position.
- An additional physical education faculty position was approved for the School of Education.
- The Dewitt School District became a member of the Southeast Arkansas Education Cooperative and, as a result, a partner district with the UAM School of Education.
- The UAM School of Education and the Monticello Intermediate School developed a “Methods Immersion” pilot project during the spring 2010 semester in which MIS faculty and the UAM method course faculty partner to provide extended learning opportunities for interns in pedagogy. A portion of the SOE methods courses are taught on the school site and learning is enhanced as UAM faculty and interns observe in “master teacher” classrooms at MIS.
### Undergraduate Admitted Teacher Education Candidates (Fall 2007-Spring 2010)

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*P-4 Early Childhood
Middle Childhood
Health/PE
Music Education
*Total Admitted to Teacher Education
### Program Completers/Viability by Licensure Areas

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## Diversity of Teacher Candidates Admitted to Teacher Education Program

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## Diversity of Initial/Advanced Licensure Program Completers/Graduates

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**UAM School of Education Partnership Schools**

The SOE has a formal partnership with thirteen (14) regional school districts and districts in the service area of the two community colleges with which the SOE has a partnership agreement. The following chart illustrates the number and placements of clinical interns in school districts during the 2009-10 academic years. Placement in clinical area schools, input from teacher candidates and in consideration of providing experiences in diverse settings and to meet the teacher candidates’ needs. The placement decision is made by a committee that includes stakeholders from the various school districts.
## Fall 2009 Clinical Internship Placements in Partnership Schools

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<tr>
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<th>Position</th>
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<th>Content Supervisor</th>
<th>Cooperating Teacher</th>
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</thead>
<tbody>
<tr>
<td><strong>Monticello Elementary</strong></td>
<td>Tish Thomas <a href="mailto:ttthomas@monticello.k12.ar.us">ttthomas@monticello.k12.ar.us</a></td>
<td>Ashley Gray (W/F)</td>
<td>Intern I</td>
<td>Early Childhood</td>
<td>Martin</td>
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<td>Janet Lane (W/F)</td>
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<td>Joy Graham</td>
<td>Karen Thiele <em>(W/F)</em></td>
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<td>Karyn Jones</td>
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<td>Linda Tullos</td>
<td>Mary McCollum (W/F) 705 Grandview McGehee, AR 71654 870-222-5119 <a href="mailto:MJM3416@uamont.edu">MJM3416@uamont.edu</a></td>
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<td>Crossett Middle School</td>
<td>Jim Lucas</td>
<td>Payton Hanry (W/F) 401 Cedar Street Crossett, AR 71635 870-415-0445/870-364-4193 <a href="mailto:hanry@cei.net">hanry@cei.net</a></td>
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<td>Middle Childhood</td>
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<td>Brenda Stroud (W/F) 6th, Vicki McMahan (W/F) 7th, Kristy Stephenson (W/F) 8th</td>
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<td>Eastside Elementary</td>
<td>Sarah Weaver</td>
<td>Kelli Stevens (W/F) 308 CR 3307 Atlanta, TX 75551 903-490-3280 <a href="mailto:kls3203@uamont.edu">kls3203@uamont.edu</a></td>
<td>Intern I</td>
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<td>Martin</td>
<td>Les Pack</td>
<td>John McBee (W/M) Warren High School, Daniel Williams (W/M) Warren Middle School, Melissa McBee (W/F) Warren Elementary, Laura Ferguson (W/F) Warren High School</td>
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<td>Brunson Elementary</td>
<td>Maxwell Williams</td>
<td>Kerry Blakemore (B/M) 462 South Hyatt Monticello, AR 71655 903-714-9571 <a href="mailto:Kmb2117@uamont.edu">Kmb2117@uamont.edu</a></td>
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<td>Kacy Gill (W/F)</td>
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<td>Hope Robinson <a href="mailto:hrobinso@starcity.k12.ar.us">hrobinso@starcity.k12.ar.us</a></td>
<td>Jared Dutton (W/M)</td>
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<td>Barbie Johnson</td>
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<td>Jon Welch (W/M)</td>
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<td>Shawn Curtis (W/M)</td>
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UAM SCHOOL OF EDUCATION 2009-2010 ANNUAL REPORT

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## Spring 2010 Clinical Internship Placements in Partnership Schools

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<td>Kristi Hogue (W/F)</td>
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<td>705 Grandview McGehee, AR 11654</td>
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<td><a href="mailto:weavers@warren.k12.ar.us">weavers@warren.k12.ar.us</a></td>
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Hamburg Allbritton Elementary
517 East Lincoln Street
Hamburg, AR  71646
870.853.2820

Hamburg Junior High
412 Serrett
Hamburg, AR  71646
870-853-2811

Noble Elementary School
East Lincoln Street
Hamburg, AR  71646
870.853.2836

Star City Middle School
206 Cleveland
Star City, AR  71667
870-628-5125

Jimmy Brown Elementary School
206 Cleveland
Star City, AR  71667
870-628-5111
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<td>Mary Pat Cook</td>
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<tr>
<td>1600 N. College Ave, El Dorado, AR 71730 870-864-5078</td>
<td><a href="mailto:mpowell@hg.scsc.k12.ar.us">mpowell@hg.scsc.k12.ar.us</a></td>
<td>4219 Lynn Drive El Dorado, AR 71730 870-866-2292 <a href="mailto:Sharon4705@yahoo.com">Sharon4705@yahoo.com</a></td>
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<td>1206 Texas Ave El Dorado, AR 71730 870-866-8799 <a href="mailto:varonicakenndedy@yahoo.com">varonicakenndedy@yahoo.com</a></td>
<td><a href="mailto:balexander@hwh.grsc.k12.ar.us">balexander@hwh.grsc.k12.ar.us</a></td>
<td>P.O. Box 50 Barton, AR 72312 870-995-8280 <a href="mailto:jeremyr_l@yahoo.com">jeremyr_l@yahoo.com</a></td>
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<td>321 N. 9&lt;sup&gt;th&lt;/sup&gt; Street West Helena, AR 72390 870-572-3582 <a href="mailto:crq611@yahoo.com">crq611@yahoo.com</a></td>
<td><a href="mailto:sexton@wes.grsc.k12.ar.us">sexton@wes.grsc.k12.ar.us</a></td>
<td>33 Edgewood Circle West Helena, AR 72390 870-572-3426/995-2309 <a href="mailto:vfperry2@yahoo.com">vfperry2@yahoo.com</a></td>
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<td>P. O. Box 135 406 W. 6&lt;sup&gt;th&lt;/sup&gt; St. Altheimer, AR 72004 870-847-1864 <a href="mailto:reeneealyturner@yahoo.com">reeneealyturner@yahoo.com</a></td>
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School of Education Honor Graduates 2009-10

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## School of Education Majors: Fall 2007 – Fall 2009

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Summary: SOE Course Enrollment Totals by Area/Semester 2009-2010

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✓ (Attachment A: Enrollment Summary Report)
Number of SOE Graduates

2008-2009 by Major/Concentration

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<td>2009-2010 by Major/Concentration</td>
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SOE Middle Level Education Graduates with Areas of Emphasis

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<td>MIDDLE LEVEL</td>
<td>Soc Studies/Sci</td>
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<td>Abbott Steven A</td>
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</table>
School of Education Faculty Statistics

All faculty in the unit are qualified to contribute to the advancement of candidate content knowledge, pedagogical content knowledge, knowledge of diversity, knowledge of technology, and professionalism as outlined in the five strands of the conceptual framework. Not only does the conceptual framework serve as the foundation for program development and assessment of candidate proficiency, but it also describes the knowledge base, competencies, and dispositions expected of the unit faculty. All full-time and part-time faculty must be qualified and be able to model the expertise described in the conceptual framework strands. Full-time faculty are required to contribute to the profession in scholarship and service. Unit faculty create challenging and collegial learning environments that foster the understanding of complex subject matter as well as competencies in implementing research-based instructional strategies, critical analysis and reflection, global and multicultural perspectives, effective communication and interpersonal skills, leadership, social responsibility and lifelong learning. Unit faculty model the facilitation of teaching and learning so that candidates understand how knowledge is constructed and use this information to meet the diverse needs of the P-12 population. The majority (13 of 14) of the unit faculty have public school teaching experience and hold a teaching license. All unit full-time and adjunct faculty are Pathwise trained. Earned doctorates are an indication of strong knowledge and expertise. All tenured and tenure-track professional education faculty have doctorate degrees. All instructors and adjunct faculty members have master’s degrees or higher and expertise in the content they teach. Unit faculty are also committed to developing educators who collaborate with their professional partners and engage in local, state and national endeavors in teaching, scholarship, and service. To reach that goal, members of the unit regularly collaborate with their professional colleagues in local schools to stay current in research based model programs and initiatives. The unit, arts, sciences, and music education faculty serve as liaisons between the public schools and the unit through the Professors Partnering with Professionals ERZ initiative. Faculty from these units also team-teach with public school faculty in university and public school classrooms and collaborate in professional presentations.
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<td>Troy Stubbs</td>
<td>48</td>
<td>72</td>
<td>0</td>
<td>0</td>
<td>120</td>
</tr>
<tr>
<td>Max Terrell</td>
<td>0</td>
<td>84</td>
<td>273</td>
<td>45</td>
<td>402</td>
</tr>
<tr>
<td>D. Warehime</td>
<td>8</td>
<td>0</td>
<td>88</td>
<td>0</td>
<td>96</td>
</tr>
<tr>
<td>Alyane Zimmerly</td>
<td>0</td>
<td>156</td>
<td>288</td>
<td>162</td>
<td>606</td>
</tr>
<tr>
<td><strong>Total SSCH 2009-10</strong></td>
<td><strong>843</strong></td>
<td><strong>4192</strong></td>
<td><strong>4611</strong></td>
<td><strong>1025</strong></td>
<td><strong>10,671</strong></td>
</tr>
<tr>
<td><strong>Total SSCH 2008-09</strong></td>
<td><strong>691</strong></td>
<td><strong>3652</strong></td>
<td><strong>3753</strong></td>
<td><strong>863</strong></td>
<td><strong>8959</strong></td>
</tr>
</tbody>
</table>
Faculty Qualification Summary
Dr. Jeff Longing completed the Doctorate of Education in Curriculum and Supervision from the University of Louisiana at Monroe and was promoted to the tenure-track rank of assistant professor. As of May 2010, the School of Education had eleven faculty members with doctorate degrees, one faculty member with an educational specialist degree, and one faculty member with a Master’s Degree and an endorsement as a reading specialist.

The UAM STEM Center staff members have Master degrees and additional endorsements in their area of expertise. The ERS director and assistant director have Master degrees.

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Highest Degree, Field, &amp; University</th>
<th>Assignment: Indicate the role of the faculty member</th>
<th>Faculty Rank</th>
<th>Tenure Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown, Vera</td>
<td>Ph.D. Ed Administration, Iowa State University</td>
<td>Faculty</td>
<td>Associate Professor</td>
<td>YES</td>
</tr>
<tr>
<td>Doss, Peggy</td>
<td>Ed. D, Higher Ed. Adm., UALR</td>
<td>Dean, faculty</td>
<td>Professor</td>
<td>YES</td>
</tr>
<tr>
<td>Givhan, Deborah</td>
<td>Educational Specialist, Special Education University of Alabama</td>
<td>Faculty</td>
<td>Instructor</td>
<td></td>
</tr>
<tr>
<td>Hunnicutt, Donna</td>
<td>Doctor of Education, Higher Education University of Arkansas at Little Rock</td>
<td>Coordinator for Graduate Programs/NCATE Coordinator</td>
<td>Assistant Professor</td>
<td>YES</td>
</tr>
<tr>
<td>Jones, C.M.</td>
<td>Ph.D., Instr. &amp; Curr., George Peabody College for Teachers</td>
<td>Faculty</td>
<td>Professor</td>
<td>YES</td>
</tr>
<tr>
<td>King, Kathy</td>
<td>Ed.D.* Recreation Administration*University of Georgia</td>
<td>Health and Physical Education Program Coordinator</td>
<td>Associate Professor</td>
<td>YES</td>
</tr>
<tr>
<td>Level, Kim</td>
<td>Masters of Ed. In Elem. Ed.</td>
<td>Partnership Coordinator</td>
<td>Instructor</td>
<td></td>
</tr>
<tr>
<td>Longing, Jeff</td>
<td>Ed. D. University of Louisiana at Monroe Curriculum and Instruction</td>
<td>Faculty</td>
<td>Assistant Professor</td>
<td>Yes</td>
</tr>
<tr>
<td>Martin, Sue</td>
<td>Ed.D, Un. Of AR, Ed. Leadership &amp; Adm.</td>
<td>P-4 Coordinator/faculty</td>
<td>Assistant Professor</td>
<td>YES</td>
</tr>
<tr>
<td>Massey, Dewayne</td>
<td>EdD Human Performance and Recreation The University of Southern Mississippi</td>
<td>Faculty</td>
<td>Assistant Professor</td>
<td>YES</td>
</tr>
<tr>
<td>Snow, Albert</td>
<td>Ed.D University of Southern Mississippi</td>
<td>Faculty</td>
<td>Assistant Professor</td>
<td>Yes</td>
</tr>
<tr>
<td>Terrell, S. Max</td>
<td>Ph.D. in Curriculum and Instruction, Indiana State University</td>
<td>Faculty</td>
<td>Professor</td>
<td>YES</td>
</tr>
<tr>
<td>Zimmerly, Alayne</td>
<td>Ph.D., Un. of AR, Fayetteville, Curriculum and Instruction</td>
<td>Faculty</td>
<td>Assistant Professor</td>
<td>YES</td>
</tr>
</tbody>
</table>
**Active/Current Grant Awards in the School of Education**

The chart below clearly indicates the commitment of the SOE faculty to securing significant grant monies to support various research and service initiatives.

* **Indicates grants acquired in the 2009-2010 year*

<table>
<thead>
<tr>
<th>Grant Title</th>
<th>Source of Funding</th>
<th>Amount</th>
<th>Grant Date</th>
<th>Principal Investigator(s)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fostering Algebraic Thinking</strong></td>
<td>Arkansas Department of Higher Education: (ADHE)</td>
<td>$58,621</td>
<td>5-11-10</td>
<td>Donna Hunnicutt</td>
<td>Prepares mathematics teachers in grades 6-10 to foster algebraic thinking and to be able to conduct hands-on investigations, learn the language of algebraic thinking, structure thinking, and create problem solving skills</td>
</tr>
<tr>
<td><strong>UAM Autism Project</strong></td>
<td>ADE</td>
<td>$7990</td>
<td>12-28-09</td>
<td>Debbie Givhan</td>
<td>Provides opportunities for teachers, parents and paraprofessionals to receive training/mentoring regarding the characteristics of autism and the use of Structured Teaching and Visual Supports in increase successful integration of students with autism into the classroom</td>
</tr>
<tr>
<td><strong>Praxis I Support</strong></td>
<td>Wal-Mart</td>
<td>$500</td>
<td>4-29-10</td>
<td>Sue Martin</td>
<td>Financial support for students to take the Praxis I test</td>
</tr>
<tr>
<td><strong>Education Renewal Zone</strong></td>
<td>ADE</td>
<td>$210,332</td>
<td>June 2010</td>
<td>Tracie Jones: ERZ Director</td>
<td>Assists public schools in Southeast Arkansas to improve school performance, student academic achievement, develop collaboration among public schools, university and educational cooperative and support teacher recruitment.</td>
</tr>
<tr>
<td><strong>STEM Grant for Math Specialist</strong></td>
<td>ADE</td>
<td>$86,500</td>
<td>June 30, 2010</td>
<td>Peggy Doss: SOE Dean Deanna Duncan: Math Specialist</td>
<td>Staff development or secondary math teachers</td>
</tr>
<tr>
<td><strong>STEM Grant for Science Specialist</strong></td>
<td>ADE</td>
<td>$86,500</td>
<td>June 30, 2010</td>
<td>Peggy Doss: SOE Dean Pam Beard: Science Specialist</td>
<td>Staff development for secondary science teachers</td>
</tr>
<tr>
<td><strong>Supplemental Education Services</strong></td>
<td>ADE</td>
<td>$36,200</td>
<td>Spring 2009</td>
<td>Kim Level: SOE Partnership Coordinator</td>
<td>Interns, UAM faculty, and other qualified tutors provide supplemental instruction for public school districts in southeast Arkansas in after school settings</td>
</tr>
<tr>
<td>School of Education Program Support</td>
<td>ADE</td>
<td>$10,000</td>
<td>No ending date</td>
<td>Peggy Doss: SOE Dean</td>
<td>Provides professional development to prepare quality programs to meet new standards</td>
</tr>
<tr>
<td>Program and Faculty Development</td>
<td>ADE</td>
<td>$5,071</td>
<td>No ending date</td>
<td>Peggy Doss</td>
<td>Provides professional development to prepare quality programs</td>
</tr>
<tr>
<td>Program and Faculty Development</td>
<td>ADE</td>
<td>$2,500</td>
<td>No ending date</td>
<td>Peggy Doss: SOE Dean</td>
<td>Provides professional development to prepare quality programs</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$504,214</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Grants Awarded in the School of Education Since 2007

<table>
<thead>
<tr>
<th>Grant Title</th>
<th>Source of Funding</th>
<th>Amount</th>
<th>Grant Ending Date</th>
<th>Principal Investigator(s)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arkansas Science &amp; Technology Authority</td>
<td>ADHE</td>
<td>5,000</td>
<td>May 2010</td>
<td>Deanna Duncan</td>
<td>Assists public school teachers in the development of Algebra I lesson plans to be placed on the ASTA SMART web portal and made available to other Algebra I teachers in the state.</td>
</tr>
<tr>
<td>Spanish For Teachers</td>
<td>ADHE</td>
<td>50,963</td>
<td>May 2009</td>
<td>Marla Ramirez: SOE Isabel Bacon: Arts and Humanities</td>
<td>A 3 hour graduate course for public school teachers to learn the application of linguistics to mainstream curricula through the study of a foreign language.</td>
</tr>
<tr>
<td>AR Adm. Licensure</td>
<td>Walton Fd.</td>
<td>392</td>
<td>NA</td>
<td>Vera Lang Brown:</td>
<td>Assistance for minority candidates to take state test</td>
</tr>
<tr>
<td>Minority Recruitment</td>
<td>Walton Foundation</td>
<td>31,695</td>
<td>No ending date</td>
<td>Vera Lang Brown:</td>
<td></td>
</tr>
<tr>
<td>Recruitment</td>
<td>ADHE</td>
<td>367</td>
<td>May 2008</td>
<td>Vera Lang Brown:</td>
<td>Recruits students, particularly minorities and women, into math and science teaching</td>
</tr>
<tr>
<td>Transition to Teaching</td>
<td>U.S. Department of Education</td>
<td>Original Funding: $1,450,000 Over 5 years ($290,000)</td>
<td>September 2009</td>
<td>D. Hunnicutt: SOE Graduate Coordinator/ NCATE Coordinator</td>
<td>Provides 180 teachers over a five year period to teach in the delta</td>
</tr>
<tr>
<td>Educational Renewal Zone</td>
<td>ADE</td>
<td>$142,747</td>
<td>June 2009</td>
<td>Mary Jo Barnett: ERZ Director</td>
<td>Assists public schools in Southeast Arkansas to improve school performance, student academic achievement, develop collaboration among public schools, university and educational cooperative and support teacher recruitment.</td>
</tr>
<tr>
<td>Math Specialist</td>
<td>ADE</td>
<td>$85,500</td>
<td>June 30, 2009</td>
<td>Peggy Doss: SOE Dean/ Deanna Duncan: Math Specialist</td>
<td>Staff development for secondary math teachers</td>
</tr>
<tr>
<td>Science Specialist</td>
<td>ADE</td>
<td>$85,500</td>
<td>June 30, 2009</td>
<td>Peggy Doss: SOE Dean/ Pam Beard: Science Specialist</td>
<td>Staff development for secondary science teachers</td>
</tr>
<tr>
<td>English As Second Language</td>
<td>ADHE</td>
<td>$46,859</td>
<td>September 2008</td>
<td>Marla Ramirez: SOE Faculty</td>
<td>Provides books, meals, and stipends for public school teachers to take courses for ESL endorsement</td>
</tr>
<tr>
<td>NCLB ESL Teaching Methods</td>
<td>ADHE</td>
<td>$46,859</td>
<td>September 2008</td>
<td>Marla Ramirez: SOE Faculty/ Kim Level: SOE Partnership Director</td>
<td>Provides professional development for Public School faculty in English As Second Language teaching strategies and methods</td>
</tr>
<tr>
<td>Program</td>
<td>Source</td>
<td>Amount</td>
<td>Start Date</td>
<td>Provider</td>
<td>Notes</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----------------</td>
<td>--------------</td>
<td>------------</td>
<td>-----------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Minority Recruitment and Retention</td>
<td>ADHE</td>
<td>2,963</td>
<td>May 2008</td>
<td>Vera Lang Brown: SOE Faculty</td>
<td>Supports minorities entering the teaching profession</td>
</tr>
<tr>
<td>Supplemental Services Provider Grant</td>
<td>ADE</td>
<td>25, 886</td>
<td>June 2008</td>
<td>Marilyn Carpenter: SOE Faculty</td>
<td>Interns, UAM faculty, and other qualified tutors provide supplemental instruction for public school districts in southeast Arkansas in after school settings</td>
</tr>
<tr>
<td>Minority Teacher Scholars Program</td>
<td>ADHE</td>
<td>5000</td>
<td>May 2008</td>
<td>V. Brown: SOE Faculty</td>
<td>Supports minorities entering the teaching profession</td>
</tr>
<tr>
<td>Math Specialist</td>
<td>ADE</td>
<td>85,500</td>
<td>June 30, 2008</td>
<td>Peggy Doss</td>
<td>Staff development for secondary math teachers</td>
</tr>
<tr>
<td>Science Specialist</td>
<td>ADE</td>
<td>85,500</td>
<td>June 30, 2008</td>
<td>Peggy Doss</td>
<td>Staff development for secondary science teachers</td>
</tr>
<tr>
<td>Educational Renewal Zone</td>
<td>ADE</td>
<td>129,629</td>
<td>June 2008</td>
<td>Mary Jo Barnett</td>
<td>Assists public schools in Southeast Arkansas to improve school performance, student academic achievement, and support teacher recruitment.</td>
</tr>
<tr>
<td>NCLB Teacher Leader Cadre'</td>
<td>ADHE</td>
<td>33,835</td>
<td>September 2007</td>
<td>Deanna Duncan</td>
<td>Provides instruction in working with data in high school mathematics and science using the TI-84 Plus</td>
</tr>
<tr>
<td>Educational Renewal Zone</td>
<td>ADE</td>
<td>5000</td>
<td>June 2007</td>
<td>Mary Jo Barnett</td>
<td>Materials and supplies to install additional Smart Room technology in SOE</td>
</tr>
<tr>
<td>Education Renewal Zone</td>
<td>ADE</td>
<td>1500</td>
<td>June 2007</td>
<td>Mary Jo Barnett</td>
<td>Funds to purchase video for Smart Room</td>
</tr>
<tr>
<td>Math Specialist</td>
<td>ADE</td>
<td>74,850</td>
<td>June 30, 2007</td>
<td>Peggy Doss</td>
<td>Staff development for secondary math teachers</td>
</tr>
<tr>
<td>ERZ Teacher Recruitment</td>
<td>Educational Renewal Zone State Office ADE</td>
<td>1500</td>
<td>May 2007</td>
<td>Peggy Doss</td>
<td>Development of a power point to be used in civic/community settings to promote teacher recruitment and retention</td>
</tr>
<tr>
<td>ESL Teaching Methods</td>
<td>Arkansas Department of Higher Education</td>
<td>28,987</td>
<td>May 2007</td>
<td>Marla Ramirez</td>
<td></td>
</tr>
<tr>
<td>Educational Renewal Zone</td>
<td>ADE</td>
<td>110,000</td>
<td>Summer 2007</td>
<td>Mary Jo Barnett</td>
<td>Assists public schools in Southeast Arkansas to improve school performance and student academic achievement.</td>
</tr>
<tr>
<td>Dealing with Data in Mathematics and Science</td>
<td>Arkansas Department of Higher Education</td>
<td>33,835</td>
<td>May 2007</td>
<td>Sue Martin; Deanna Duncan</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>$2,569,867</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
UAM School of Education Technology

All initial and advanced candidates must demonstrate the necessary instructional technology skills prepare lessons that meet the needs of all students. Teacher candidates are expected to utilize a variety of technology appropriate to instructional activity.

The initial and advanced programs in the School of Education provide an environment for candidates to incorporate instructional technology at all levels of study. Candidates must have an understanding of key concepts and demonstrate them through various assignments and assessments. Undergraduate candidates are responsible for the development of an electronic portfolio. This process begins in Transition Point I and culminates with the submission of the portfolio to meet graduation requirements.

Candidates preparing for an initial teaching license or an additional licensure must participate in field experiences related directly to technology and its uses. Pre-service teachers also gain insight into the best practices for integrating educational technology by observing in public school classrooms.

The School of Education is equipped with a state-of-art educational technology laboratory with twenty (25) PC computers.

All SOE classrooms have Smart Room technology. The unit also has one CIV laboratory.

Other instructional technology and equipment available for faculty and candidate use include:
- Wii
- IPods
- Interwrite Boards
- Elmos
- Three (3) digital video cameras
- Three (3) digital still camera
- Four (4) LCD Projectors
- Apple Power Mac G4
- Two (2) DVD players
- VCR Television combo
- Three (3) scanners
- Eleven (11) Laptops
Special SOE Projects

**Education Renewal Zone**

**EXECUTIVE SUMMARY**

After a series of meetings with the University of Arkansas at Monticello (UAM), the Southeast Arkansas Education Service Cooperative (SEARK CO-OP), and the 14 partnering high schools, the Southeast Education Renewal Zone (Southeast-ERZ) was formed, a Director was hired, and the Strategic Plan was written with input from all partners. The Strategic Plan was collaboratively developed by all partners and includes a vision statement and focused goals related to the legislative purposes and the ERZ logic model. The plan is revised with all partners having the opportunity to address emerging needs. All partners have clear roles and responsibilities which include a decision-making process that allows decision-making authority across all partners. To aid the partnership, the Southeast ERZ formed a local advisory group, representing all partners, that meets quarterly for the purpose of playing an active role in the plans and strategies of the Southeast ERZ. There is a process in place to initiate additional Advisory Group meetings when necessary.

During the first year, many activities were expanded, and some new initiatives were started because of the Southeast ERZ. During the second year, one school was consolidated making the number of partnering high schools 13, and additional initiatives were implemented. During the third year, the Southeast ERZ expanded to include 45 schools, consisting of elementary, middle, and high schools. To assist with this expansion, an Assistant Director was hired. All legislative goals are addressed, but some initiatives have been emphasized because of high needs in the area. The following information provides a summary update of the Southeast ERZ initiatives and projects.

The Southeast ERZ currently has a higher education partner, UAM; SEARK CO-OP; and 45 partnering schools—Cleveland County – Kingsland Elementary School, Rison Elementary School, Rison High School; Crossett – Crossett Elementary School, Crossett Middle School, Crossett High School; Dermott – Dermott High School, Dermott Elementary School; Drew Central – Drew Central High School, Drew Central Elementary School, Drew Central Middle School; Dumas – Reed Elementary School, Central Elementary, Dumas Junior High School, Dumas High School; Hamburg - Allbritton Elementary School, Noble Elementary, Wilmot Elementary, Portland Elementary, Hamburg Junior High School, Hamburg High School; Hampton – Hampton Elementary School, Hampton High School; Hermitage - Hermitage Elementary School, Hermitage High School; Lakeside – Eudora Elementary School, Lakeside Lower Elementary School, Lakeside Upper Elementary School, Lakeside Middle School, Lakeside High School; McGehee – McGehee Elementary School, McGehee High School; Monticello – Monticello Elementary School, Monticello Intermediate School, Monticello Middle School, Monticello High School; Star City – Jimmy Brown Elementary School, Star City Middle School, Star City High School; Warren – Warren High School, Warren Middle School, Eastside Primary School, Thomas C. Brunson Elementary School; and Woodlawn—Woodlawn High School, and Woodlawn Elementary School.

Much effort has been made by the Southeast ERZ Director and Assistant Director to communicate and collaborate with all partners and to ensure that all receive information and have opportunities to be heard. An Advisory Group composed of representatives from all partnerships meets four times a year. Additional representatives were added this year to ensure representation of all groups. When necessary, additional Advisory Group Meetings can be initiated. Numerous focus meetings are held on a regular basis, and additional focus groups
were added the second year. Progress was made during the second year to expand participation on the University campus beyond the School of Education to include the School of Arts and Humanities. The third year, this expansion extended to the School of Math and Sciences. The High School Redesign Project, initiated the third year and continued through the fourth year has increased the participation in several areas across the UAM campus. All legislative purposes from Act 106 are addressed, and the Director and Assistant Director communicate regularly through e-mail, phone calls, and site visits. The UAM School of Education Dean communicates regularly with Superintendents at the SEARK CO-OP Board Meeting. School administrators and teachers are involved in planning through annual stakeholders’ meetings and by serving on several committees to provide input and suggestions on curriculum for pre-service teachers. They provide regular professional development on state initiatives that public schools have implemented as well as serving on interview committees for teacher preparation candidates.

Professional Development is a valuable part of the Southeast ERZ Strategic Plan. The SEARK CO-OP provides extensive professional development for the schools in all state initiatives, and the UAM School of Education professors take advantage of some of these opportunities, as well as offering professional development to the schools. A number of ways to meet the teachers’ and administrators’ needs have been identified, and surveys were a very important step in this process. Even though the SEARK CO-OP provides a full range of services, the Southeast ERZ Director identified ways in which the UAM faculty and the SEARK CO-OP could coordinate with the schools. This interaction expanded during the second year, but the participation has not continued as much the third and subsequent years. During the fourth year, a survey was conducted to determine professional development needs of the School of Education staff, and regular professional development has been provided to address these requests.

Even though the Arkansas Early College High School (AECHS) program had already been initiated, the added facilitation from the Southeast ERZ Director between UAM, SEARK CO-OP, and the schools has helped to expedite the implementation of this program. The support from the ERZ Director and Assistant Director statewide has been instrumental in the growth of AECHS. The AECHS has also enabled schools that were unable to hire highly qualified teachers in hard to fill positions to offer required classes. The UAM School of Education has two Compressed Interactive Video (CIV) labs that are utilized to provide courses via CIV.

Recruiting and retention of highly qualified teachers became an area of high concern during the 2006-07 year because of a serious teacher shortage in southeast Arkansas. As a result, a “Grow Your Own Committee” was formed with representatives from all schools invited to attend. Three schools in the Southeast-ERZ took advantage of the “Community-based Recruiting and Retention” opportunities offered through the Arkansas Department of Education. The Dean of the UAM School of Education, the ERZ Director, and the Assistant Director have taken several steps to increase the visibility of the teacher preparation program and have implemented additional strategies to improve recruitment. These strategies have included writing a recruitment plan and continued involvement with the ADE Office of Recruitment and the Community-based Recruiting and Retention committee.

Because retention is such a large part of the recruiting effort, mentoring of teachers is of high concern. The Southeast ERZ is seeking ways to increase mentoring efforts, and progress has been made as a result of the High School Redesign Project. Several mentoring projects took place during the fourth and fifth year, and additional projects are scheduled for the 2010-2011 year.
There is a great deal of interest in involving families and community members in the work of the school and parents in the academic work of the school, but more specific steps need to be identified to assess the current levels of family/community involvement or to explore ways to do so. One initiative that is being continued that involves the community/business/parents is the Community-based Recruitment/Retention Committee. The UAM SOE continues to make efforts to more fully involve the community and parents in its efforts to strengthen programs and meet NCATE standards. This area will continue to be developed more fully during the 2000-2010 year.

In May 2010, Arkansas Department of Education had budget cuts which affected the statewide ERZ system. Due to this reduction, ERZs statewide wrote for competitive grant process to remain funded for the 2010-2011 school year. Following the competitive grant process, Southeast ERZ was funded for $137,026.00 for the 2010-2011 school year. This funding does not allow the continued employment of the assistant ERZ director. The director, without the assistance of the assistant director, will be unable to provide the same level of services and support for these schools in need for the 2010-2011 school year. In an effort to continue the support to our partner schools, and the initiatives we are currently involved in, we will persevere with the funding reduction and lose of the assistant director position. With the support of the ADE ERZ and the UAM School of Education, the Southeast ERZ will continue all initiatives implemented in past years as well as expand and initiate new partnerships for the upcoming year.
## ERZ/UAM School of Education School Partnership Data

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<thead>
<tr>
<th>Year</th>
<th>Number of School Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>57</td>
</tr>
<tr>
<td>2006-2007</td>
<td>244</td>
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<tr>
<td>2007-2008</td>
<td>336</td>
</tr>
<tr>
<td>2008-2009</td>
<td>328</td>
</tr>
<tr>
<td>2009-2010</td>
<td>472</td>
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### ERZ Data July 2009 - June 2010

<table>
<thead>
<tr>
<th>Names</th>
<th>Site Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Tracie Jones – ERZ School Visits</td>
<td>97</td>
</tr>
<tr>
<td>Ms. Tracie Jones - UAM Visits</td>
<td>49</td>
</tr>
<tr>
<td>Ms. Pam Beard - Science Specialist</td>
<td>76</td>
</tr>
<tr>
<td>Dr. Sue Martin - SOE</td>
<td>36</td>
</tr>
<tr>
<td>Dr. Alayne Zimmerly - SOE</td>
<td>24</td>
</tr>
<tr>
<td>Dr. Jeff Longing - SOE</td>
<td>1</td>
</tr>
<tr>
<td>Dr. Morris Bramlett - Math &amp; Science, Dean</td>
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<tr>
<td>Dr. Vera Lang-Brown - SOE</td>
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<td>Dr. C. Morrell Jones - SOE</td>
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<td>Dr. Greg Borse - Arts &amp; Humanities</td>
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<td>Dr. John Hunt - Math &amp; Science</td>
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<td>Dr. Albert Snow - SOE</td>
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<tr>
<td>Ms. Lynn Fox – ERZ School Visits</td>
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<tr>
<td>Ms. Lynn Fox - UAM Visits</td>
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<td>Ms. Debbie Givhan - SOE</td>
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<td>Ms. Sarah Bloom - Arts &amp; Humanities</td>
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<td>Dr. Kay Walter - Arts &amp; Humanities</td>
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<tr>
<td>Deanna Duncan - Math Specialist</td>
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<td>Dr. Donna Hunnicutt - SOE</td>
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<td>Ms. Kim Level - SOE</td>
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<td>Dr. Peggy Doss – SOE, Dean</td>
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<td>Dr. Max Terrell - SOE</td>
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<td>Mr. Mark Spencer - Arts &amp; Humanities, Dean</td>
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<td>Dr. Juan Serna - Math &amp; Science</td>
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<td><strong>GRAND TOTAL</strong></td>
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School of Education STEM Center

The UAM STEM Center on the campus of the University of Arkansas at Monticello is located in the School of Education. The mission of the center is to improve Mathematics and Science Education in the Southeast Arkansas area through the implementation of programs which enhance the math and science knowledge of students and teachers. The Center supports the objectives of national, state and local math and science organizations which include: NCTM, NSTA, ACTM, ASTA, SEACTM, and SEASTA.

The center houses the mathematics specialist and the science specialist who are charged with providing extensive professional development and technical assistance for the public school teachers of southeast Arkansas. The specialists also collaborate with the teacher education faculty to enhance candidate’s knowledge of current strategies for math and science instruction.

The math and science center also houses an extensive materials and resource center on the first floor of Willard Hall. The center was threatened with the possibility of budget reductions/elimination of funding as a result of major budget reductions at the Arkansas Department of Education. STEM Center and SOE staff prepared a grant proposal for the 2010-2011 academic year and were successful in acquiring funding for next academic year. Continuation of funding will be performance based and competitive.

The last eight years the University of Arkansas at Monticello (UAM) Math and Science Specialists have become an important part of developing strong connections between K-12 public schools and higher education. The specialists work with public school faculty, students, and administrators to impact student learning. Additionally, the specialists work with university faculty within the School of Education and the School of Mathematics and Natural Sciences to provide services for public school teachers and for pre-service teachers.

During the past five years, the specialists have co-taught methods lessons with university faculty teaching pre-service teachers. The specialists have co-taught various lessons with Dr. C.M. Jones in the Math and Science for Young Children course each year. Additionally, they have co-taught lessons with Dr. Alayne Zimmerly in the Teaching and Learning in the Middle Grades. The methods courses are embedded in the pre-service teachers’ internship; this allows pre-service teachers to implement the research-based instructional strategies they have learned immediately with public school students. An average of 26 pre-service teachers are in the internship per year. The pre-service teachers work with an average of 20 public school students per year. By co-teaching lessons for the pre-service teachers in the methods courses the specialists have the potential to impact the achievement of 520 public school students per year. Over a five year timeframe, the achievement of approximately 2,600 public school students have potentially been impacted by the lessons co-taught by the specialist and the university faculty.

The specialists have worked jointly with Dr. Vera Brown in Needs of Diverse Learners course and with Dr. Jeff Longing in Instructional Technology course to provide pre-service teachers with the knowledge of how to integrate technology into the curriculum and into
their instruction. Additionally, they have demonstrated how to integrate math and science into the curriculum while working with both Dr. Brown and Dr. Longing.

Over the last year, the UAM Math and Science Specialists have been trained to work on Smart Accountability School Improvement Specialty Teams. The UAM Math and Science Specialists work with the district administrators and school staff, use data analysis to identify students within subgroups and students representing small numbers within subgroups to plan targeted interventions for all underachieving students that are identified in the Academic Improvement Plan for math and/or literacy and Intensive Reading Interventions. In cooperation with Ms. LaDonna Spain, the ADE School Improvement Specialist at the Southeast Arkansas Education Service Cooperative the UAM Math and Science Specialists currently serve on five Smart Accountability School Specialty Teams: Monticello High School, Drew Central High School, McGehee High School, Dermott High School, and Crossett High School. By serving on these teams the specialists have potentially impacted the achievement of 2,500 public school students this year.