

UNIVERSITY OF ARKANSAS AT MONTICELLO

SCHOOL OF EDUCATION

2012 -2013
ANNUAL REPORT



DR. PEGGY DOSS
DEAN, SCHOOL OF EDUCATION
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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, sometimes 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), Southeast Arkansas Education Service Cooperative, the UAM STEM Center, 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, “The Frameworks for Teaching” Danielson Model, InTASC, and NCATE/CAEP standards as well as discipline specific learned society standards (specialty program associations).

Strengths

- The School of Education seeks opportunities to expand program offerings to meet the needs of the region and to ensure that programs are readily accessible. This is evidenced by recent Higher Learning Commission and the Arkansas Department of Education approval for all School of Education graduate degrees to be 100% online. The unit continues to develop 2+2 memorandums of understanding with 2 year colleges to provide a mechanism for AAT graduates to seek the baccalaureate teaching degree.
- The School of Education significantly increased opportunities for students to take online undergraduate and graduate courses, to participate in other distance learning course offerings including evening and Saturday classes that will meet the needs of students.
- The School of Education has an outstanding assessment system for gathering, storing and analyzing data for program improvement. The unit uses an electronic assessment/data

system, Chalk and Wire, to ensure the security and validity of the assessment system and analysis of data.

- The School of Education, the ERZ and the STEM Center have a strong relationship with the School of Mathematics and Sciences and the School of Arts and Humanities which results in better prepared students in the content areas and significant gains in the recruitment of English, math and science teacher candidates.
- The School of Education has memorandums of understanding with area school district in which the district agrees to pay to cost of tuition for students who are in the Master of Arts in Teaching degree and will teach a high need content area in the district for 4 – 5 years. Five of fourteen districts have now committed to the agreement.
- The School of Education methods course faculty continue to successfully partner with area schools in the Monticello School District in an “immersion project” in which the P-4 and Middle Childhood methods courses are taught in authentic classroom settings in multiple disciplines and learning levels. The program was expanded in the 2012-13 academic year to include the Drew Central School District.
- 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.
- The Educational Renewal Zone and the UAM STEM Center continue to be major components of the School of Education structure and continue to enhance and support the SOE mission, goals, and objectives as well as the unit’s ability to collaborate with multiple stakeholders and other units.
- The Education Renewal Zone Project provides opportunities for the UAM School of Education, School of Arts/Humanities, and School of Science and Mathematics faculty members to co-teach with area public school faculty to enhance instructional skills, to have a better understanding of public school curriculum and to remain up-to-date in public school programs and instructional strategies.
- The School of Education continues to partner 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. The 2+2 Community College Partnership agreement prepares teacher candidates for the underserved and diverse areas of southwest Arkansas and the Mississippi Delta Region.
- The School of Education course enrollments and the number of undergraduate and graduate level education majors continue to increase due to the recruitment and retention efforts of the unit.
- STEM Center Specialists in the UAM School of Education provide math/science professional development opportunities for public school teachers, university faculty, and UAM SOE candidates.
- 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 maintains a relationship with the Arkansas Department of Education that exemplifies mutual respect and collaboration to ensure quality program development.
- The SOE actively uses unit assessment data to monitor/modify/revise programs of study to meet the needs of candidates.

- The SOE faculty continually advances their knowledge and skills in providing quality on-line instruction.
- The SOE funded wireless connectivity for Willard Hall to support the use of mobile electronic devices used in instruction and to support students' needs for connectivity.
- The unit increased the undergraduate and graduate enrollment in the 2012-13 year.

Weaknesses

- The extensive responsibilities of the School of Education faculty/staff continue to be a concern. In addition to their teaching responsibilities, each faculty member must assume additional duties including data assessment/analysis, NCATE/CAEP accreditation/program coordination, serving on unit accreditation committees, partnering with area public schools, recruitment, serving on degree development committees, and preparation of SPA reports.
- 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.
- Lack of resources to offer attractive salaries to recruit highly qualified faculty continues to hamper the hiring process.
- The absence of the option of the Arkansas Teacher Retirement system for new faculty from public schools continues to negatively influence faculty recruitment.
- The diversity of the unit faculty does not mirror the diversity of the student population it serves.

Opportunities for Improvements

- The university and the School of Education must continue to find innovative strategies to enhance the recruitment and retention of a diverse faculty.
- Continuing support must be given for academically at-risk pre-candidates to prepare for the Praxis I examination. Finding resources to provide intervention services when pre-candidates do not acquire the state passing score will be necessary.
- Although, the faculty are generally very student oriented and appropriately advise students, they must improve the use of advisement reports to reduce errors in advising as well as appropriate student progress toward graduation.
- Faculty must continue to improve online teaching strategies to student acquisition of content, instructor-student communication, faculty engagement in instruction, clarity of expectations, and enhance understanding of assignments.
- The SOE must continue the current efforts to work with the other units to increase the number of 7-12 secondary teachers with specific focus on English, mathematics and science educators.
- Although growth was evident in the Education Leadership graduate program during the 2012-13 year, the unit must continue to focus on greater recruitment efforts for new students.

- The unit must promote opportunities for partnerships with 4 year institutions to capitalize on the use of resources.

Threats to Effectiveness

- Ongoing threats posed by for-profit and anti-teacher preparation program national organizations (NCTQ)
- Perpetual and frequent changes in programs of study, degree programs, Praxis exam requirements and licensure structure required by the Arkansas Department of Education
- Increased state and national requirements for reports and standards without sufficient additional unit administration assistance/support
- Lack of increases in state funding for HIED
- Inability to recruit a diverse faculty with terminal degrees will jeopardize meeting all of the standards of NCATE/CAEP
- 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 responsibilities
- Ongoing revisions in teacher licensure levels by the Arkansas Department of Education that result in new program development and potentially additional faculty

Undergraduate Program Offerings

Undergraduate degrees and majors that lead to teacher licensure are:

- P-4 Early Childhood;
- Middle Level Childhood; (language arts, social studies, math, science emphasis areas)
- K-12 Physical Education, Health and Leisure

Degrees/majors that **do not** lead to licensure are:

- Bachelor of Science in Teaching and Learning;
- Physical Education Exercise Science Option;
- BA Physical Education, Health, and Leisure Non-licensure
- BS Physical Education, Health, and Leisure Non-licensure

Additional options for the preparation for teacher licensure for Middle Childhood Education and 7-12 content licenses are offered in the Master of Arts in Teaching (MAT) graduate degree program.

Online Graduate Program Offerings

Online graduate degrees offered in the School of Education that lead to an additional license are:

- Master of Education in Educational Leadership;
- Master of Education with a concentration in special education,
- Master of Arts in Teaching (nontraditional initial licensure degree);

The MAT degree is also the licensure route for candidate pursuing secondary content areas such as English, science, math, business, social studies, foreign language, speech, art, agriculture, etc. Individuals who meet pre-requisite requirements for the Middle Childhood MAT route, 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 a standard teaching licensure as well as a master's degree.

Online graduate degrees offered in the School of Education that **do not lead** to an additional license are:

- Master of Physical Education and Coaching
- Master of Education with concentrations in teacher leader or content areas.

Education Minors/Endorsements

- Music education
- Coaching

Teacher candidates interested in music education may pursue a music education degree or choose to major in music and complete an alternative route to teacher licensure in the Master of Arts in Teaching advanced degree program.

- Teaching and Learning
The 18 hour Teaching and Learning minor provides an opportunity for non-education majors to take select education courses which better prepares them for the Master of Arts in Teaching degree or to further explore an interest in teaching.
- Special Education graduate endorsement for additional licensure
- Algebra I endorsement for 8th grade

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 until all components of the programs have been completed, including successfully passing all parts of the Praxis I, Praxis II Specialty area examination(s), Praxis II Principles of Learning and Teaching, successful completion of all signature assessment, and meeting GPA requirements.

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, 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/CAEP unit standards and other criteria as required by the Arkansas Department of Education, the Arkansas Department of Higher Education, and the Higher Learning Commission.

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 areas. 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 programs as well as field and clinical experiences for candidates in initial and advanced licensure programs. Each of the fourteen primary partner districts provides opportunities for early field experiences as well as placements for the clinical interns in the P-4 Early Childhood, Middle Childhood, and Physical Education programs as well as 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 annual employer surveys and used to evaluate and improve programs of study as well as 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, 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 stakeholders' meetings, teacher education committee meetings, cooperating teacher orientations, monthly intern seminars, and program planning meetings. Cooperating teachers also complete a survey following the clinical internship as additional feedback for data collection and analysis. Candidates also evaluate assigned internship/field experiences in the post-internship survey. Candidates also have opportunities 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. 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 Educational leadership program and school-based partners. Candidates in advanced (M.Ed.) teacher education programs complete field experiences in their schools, and if not employed in P-12 school settings, placements are provided through the collaboration of faculty, the graduate coordinator and the public schools.

The UAM School of Education (SOE) has a strong collaborative relationship with other units at the university particularly the School of Mathematics and Sciences and the School of Arts and Humanities. The SOE collaborated with both units in the design of the Teaching and Learning

minor. The School of Mathematics and Sciences, the UAM STEM Center, area public schools and the Education Renewal Zone are significant partners in recruitment efforts for high need math and science teachers.

As required by NCATE/CAEP standards, the School of Education has a fully developed electronic evaluation/data analysis system (Chalk and Wire) and continuously searches for stronger methods in the collection and use of data. The unit faculty and staff makes changes in programs of study, course design, instructional strategies, field experiences and internships based on the data. It also systematically studies the effects of any changes to assure that programs are strengthened. The unit hosts teacher education and advisory council meetings twice each year to involve stakeholders (teacher candidates, UAM faculty, public school faculty/administrators, and SEARK Cooperative staff in the review of data and suggested outcomes.

NCATE/CAEP standards require robust data on each undergraduate teacher education candidate during each transition point throughout their program of study to measure the candidates' knowledge of content, knowledge of and ability to apply pedagogy, assessment techniques, instructional technology, and classroom management. Candidates are also assessed on professional dispositions as an educator including their ability to collaborate in a team setting.

The sources of the data for undergraduate teacher candidates are **Praxis I and II scores**, scores from the **Principles of Teaching and Learning Praxis exam**, scores on **signature assessments** imbedded in specific coursework, **field experience logs and reflections**, ratings on candidate **disposition rubrics** completed by university faculty and public school teachers at multiple points in the program, **GPA**, specific **grade requirements** in various courses, scores on **work sample portfolios** completed by candidates in the clinical internship semesters and ratings on the **Teacher Candidate Rating Instrument** complete by the cooperating teacher and the university supervisor 3 times by each for a total of 6 evaluations during the two semesters of the clinical internship. In addition, **clinical interns complete a post-internship survey** and **graduate and employer surveys** are conducted once per year.

Employer/Principal Survey Results		
How well are UAM graduates prepared to:	2011-2012 Rating Average out of 5.0 45% Rate of Return	2012-2013 Rating Average out of 5.0 52% Rate of Return
Monitor students' progress using strategies that are appropriate to learning outcomes.	3.71	3.80
Interpret data from standardized assessments.	3.52	3.58
Employ a cycle of planning, implementing and evaluating instruction.	3.57	3.60
Provide constructive feedback on students' individual work and behavior.	3.71	3.70
Analyze the effects of your teaching on the learning environment and student outcomes.	3.67	3.65
Engage in self- improvement and professional development activities.	3.90	4.00
Use a variety of strategies to engage students in critical thinking.	3.52	3.61
Engage students in learning activities and projects that require them to demonstrate problem-solving skills.	3.52	3.53
Analyze students' learning needs to accommodate linguistic and cultural differences.	3.33	3.41
Encourage the exploration of diverse points of view.	3.43	3.50
Follow the Code of Ethics and Principles of Professional Conduct for educators.	4.05	4.50
Modify instructional plans based on assessment of student outcomes.	3.67	3.67
Work collaboratively with parents and families to meet students' needs.	3.81	3.90
Work with other faculty and school administrators to improve the educational experiences of students.	4.00	3.98
Maintain an orderly and disciplined classroom conducive to student learning.	3.76	3.88
Use technology as a resource to enhance student learning.	4.10	4.50
Use technology for personal and teacher productivity.	4.00	4.10
Use technology to engage students in authentic, complex tasks.	3.76	3.88

Graduate/Completer Survey Results		
How well are UAM graduates prepared to:	2011-2012 Rating Average out of 5.0 33% Rate of Return	2012-2013 Rating Average out of 5.0 32% Rate of Return
Monitor students' progress using strategies that are appropriate to learning outcomes.	3.11	3.15
Interpret data from standardized assessments.	2.56	3.57
Employ a cycle of planning, implementing and evaluating instruction.	3.22	3.30
Provide constructive feedback on students' individual work and behavior.	3.56	3.75
Analyze the effects of your teaching on the learning environment and student outcomes.	3.10	3.20
Engage in self- improvement and professional development activities.	3.44	3.56
Use a variety of strategies to engage students in critical thinking.	3.10	3.35
Engage students in learning activities and projects that require them to demonstrate problem-solving skills.	2.80	3.00
Analyze students' learning needs to accommodate linguistic and cultural differences.	3.20	3.33
Encourage the exploration of diverse points of view.	3.50	3.75
Follow the Code of Ethics and Principles of Professional Conduct for educators.	3.33	3.60
Modify instructional plans based on assessment of student outcomes.	3.00	3.05
Work collaboratively with parents and families to meet students' needs.	3.00	2.90
Work with other faculty and school administrators to improve the educational experiences of students.	3.22	3.40
Maintain an orderly and disciplined classroom conducive to student learning.	3.30	3.25
Use technology as a resource to enhance student learning.	3.00	2.90
Use technology for personal and teacher productivity.	2.80	2.90
Use technology to engage students in authentic, complex tasks.	2.89	2.80

Clinical Intern Post-Internship Survey Results														
The Teacher Education Program has helped me develop the knowledge and skills to:	Strongly Disagree		Moderately Disagree		Disagree		Agree		Moderately Agree		Strongly Agree		Total # Responses	
	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013
Understand the central concepts and processes of inquiry of the subject matter I teach.	0	4	0	0	0	0	5	4	9	9	31	16	45	33
Create learning experiences that make subject matter meaningful to students.	0	3	0	1	0	0	6	4	6	7	33	18	45	33
Use alternative theoretical perspectives and research to guide instructional decision making and reflection on practice.	0	2	0	2	0	0	7	4	7	8	31	17	45	33
Use knowledge about individual differences to plan, deliver, and analyze instruction.	0	3	0	1	0	0	3	4	7	9	35	15	45	33
Plan meaningful learning experiences that promote student achievement and engagement in learning.	0	3	0	1	0	0	4	4	6	9	35	16	45	33
Use a variety of instructional strategies to promote student achievement and engagement in learning.	0	3	0	1	0	0	4	3	8	7	33	18	45	33
Use a variety of formal and informal assessments to evaluate classroom learning and teaching.	0	3	0	1	0	0	5	5	8	9	32	15	45	33
Create and maintain a safe and productive learning environment.	0	3	0	1	0	0	5	4	7	9	33	16	45	33
Use technology in planning, delivery, and analysis of learning and instruction.	0	3	0	1	0	0	7	5	9	7	29	17	45	33
Support and expand student literacy skills.	0	3	0	1	0	0	9	5	8	8	27	16	44	33
Model effective communication.	0	3	0	0	0	1	6	4	10	8	29	17	45	33
Foster relationships with the home, school, and community to support student learning and well-being.	0	3	0	1	0	0	5	4	6	8	33	16	45	33
Display beliefs, values, and behaviors that guide the ethical dimensions of	0	3	0	0	0	1	7	4	8	8	30	17	45	33

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professional practice.															
	0	39	0	11	0	2	73	54	99	106	411	214	584	429	
Indicate how much you agree with each statement	Strongly Disagree		Moderately Disagree		Disagree		Agree		Moderately Agree		Strongly Agree		Total		
	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	
I was involved in a variety of learning experiences in my classes.	0	3	0	1	0	0	5	5	12	10	28	14	45		
My field experiences helped me relate principles and theory to teaching practices.	0	3	0	1	0	0	7	4	8	7	30	18	45		
The Teacher Education Program at UAM helped me develop as a professional.	0	3	0	1	0	0	4	4	7	8	33	17	45		
If someone asked me whether he or she should enroll in the Teacher Education program at UAM, I would say yes.	0	3	0	1	0	0	7	5	11	8	27	16	45		
Issues of exceptionality and cultural diversity as they relate to teaching and learning were covered in my classes.	0	3	0	1	0	0	7	4	7	7	31	18	45		
My instructors in the Teacher Education Program encouraged me to think critically and self-reflect.	0	3	0	1	0	0	7	3	7	9	31	17	45		
As a result of the Teacher Education Program, I have developed confidence in my abilities as a teacher.	0	3	0	1	0	0	9	2	6	9	30	17	45		
	0	21	0	7	0	0	46	27	58	58	210	117	314		
Please rate the following aspects of the courses you completed as part of the Teacher Education Program.	Poor		Fair		Average		Above Average		Good		Excellent		Total # of Responses		
	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	
Quality of lectures and other presentations given by faculty (e.g., clarity, relevance, organization).	0	0	0	0	1	3	5	3	16	10	23	16	45	33	
Availability of your advisor.	0	2	0	2	3	5	3	3	10	6	30	16	45	33	
Quality of academic and personal advising.	0	2	0	2	3	4	2	5	10	5	29	17	45	33	
Quality of assessments of your work (e.g., fair, relevant, informative).	0	0	0	0	0	4	8	5	16	11	20	13	45	33	

Professional quality of faculty.	0	0	0	0	3	0	3	8	13	5	26	20	45	33
	0	4	0	4	10	16	21	24	65	37	128	82	225	165

Sources of data for graduate level students include **course embedded signature assessments scores, GPA requirements, capstone research projects, and the Praxis School Leaders Licensure Assessment (SLLA).**

The unit is currently collaborating with the Arkansas Department of Education to meet additional NCATE/CAEP data requirements that demonstrate the **teacher graduate’s impact on the public school student learning.** This data will possibly be available in the 2013-14 academic years.

Employer/Principal Survey	2011-2012 Rating Average out of 5.0 45% Rate of Return	2012-2013 Rating Average out of 5.0 52% Rate of Return
How well are UAM graduates prepared to:		
Monitoring students’ progress using strategies that are appropriate to learning outcomes.	3.71	3.80
Interpreting data from standardized assessments.	3.52	3.58
Employing a cycle of planning, implementing and evaluating instruction.	3.57	3.60
Providing constructive feedback on students’ individual work and behavior.	3.71	3.70
Analyzing the effects of your teaching on the learning environment and student outcomes.	3.67	3.65
Engaging in self- improvement and professional development activities.	3.90	4.00
Using a variety of strategies to engage students in critical thinking.	3.52	3.61
Engaging students in learning activities and projects that require them to demonstrate problem-solving skills.	3.52	3.53
Analyzing students’ learning needs to accommodate linguistic and cultural differences.	3.33	3.41
Encouraging the exploration of diverse points of view.	3.43	3.50
Following the Code of Ethics and Principles of Professional Conduct for educators.	4.05	4.50
Modifying instructional plans based on assessment of student outcomes.	3.67	3.67

Working collaboratively with parents and families to meet students' needs.	3.81	3.90
Working with other faculty and school administrators to improve the educational experiences of students.	4.00	3.98
Maintaining an orderly and disciplined classroom conducive to student learning.	3.76	3.88
Using technology as a resource to enhance student learning.	4.10	4.50
Using technology for personal and teacher productivity.	4.00	4.10
Using technology to engage students in authentic, complex tasks.	3.76	3.88

Graduate/Completer Survey	2011-2012 Rating Average out of 5.0 33% Rate of Return	2012-2013 Rating Average out of 5.0 32% Rate of Return
How well are UAM graduates prepared to:		
Monitoring students' progress using strategies that are appropriate to learning outcomes.	3.11	3.15
Interpreting data from standardized assessments.	2.56	3.57
Employing a cycle of planning, implementing and evaluating instruction.	3.22	3.30
Providing constructive feedback on students' individual work and behavior.	3.56	3.75
Analyzing the effects of your teaching on the learning environment and student outcomes.	3.10	3.20
Engaging in self- improvement and professional development activities.	3.44	3.56
Using a variety of strategies to engage students in critical thinking.	3.10	3.35
Engaging students in learning activities and projects that require them to demonstrate problem-solving skills.	2.80	3.00
Analyzing students' learning needs to accommodate linguistic and cultural differences.	3.20	3.33
Encouraging the exploration of diverse points of view.	3.50	3.75
Following the Code of Ethics and Principles of Professional Conduct for educators.	3.33	3.60
Modifying instructional plans based on assessment of student outcomes.	3.00	3.05

Working collaboratively with parents and families to meet students' needs.	3.00	2.90
Working with other faculty and school administrators to improve the educational experiences of students.	3.22	3.40
Maintaining an orderly and disciplined classroom conducive to student learning.	3.30	3.25
Using technology as a resource to enhance student learning.	3.00	2.90
Using technology for personal and teacher productivity.	2.80	2.90
Using technology to engage students in authentic, complex tasks.	2.89	2.80

Another major source of data for the teacher preparation program is the **Teacher Candidate Rating Instrument** which is used by public school cooperating teachers and the university supervisors to rate observed lessons by the clinical intern. It is a **mirror image of the Teacher Evaluation and Supervision System (TESS)** adopted in 2012 by the state of Arkansas to evaluate teachers. The School of Education has carefully aligned the five strands of the conceptual framework to state and national standards and the Danielson Frameworks for Teaching model for all initial and advanced programs to provide validity for its own program. Specific assessment identified as signature assessments have also been aligned with these standards to provide the School of Education with the data necessary to determine if candidates (students) are meeting the unit goals. There are seventeen major assessments that are considered undergraduate unit assessments for the School of Education. The seventeen assessments are completed by all undergraduate teacher education candidates (students) seeking a teaching licensure regardless of their program of study. Based on analysis of the data, the School of Education was able to determine degree areas that were performing significantly higher or lower than other degree programs. Based on the data below the School of Education was able to conduct an analysis of the overall performance in each of the undergraduate programs based on the same assessment and same standards.

School of Education Teacher Candidate Rating Instrument : Data Results for 2012-2013

The data below are based on an **unacceptable (1), acceptable (2), or target (3) scale**. Target level is more difficult to achieve and is primarily reached after extensive experience. Charlotte Danielson, nationally recognized consultant and author of the Danielson Model for Teacher Evaluation states in regard to reaching the target level, “Teachers may visit there, but not normally live there.”

Rubric	P-4 Early Childhood		Middle Childhood		PE Licensure		Overall Mean	SD	N
	mean	N	mean	N	mean	N			
128:1st Formative TCRI Cooperating Teacher Intern I	2.3	26	2.3	7	2.2--	6	2.3	0.5	42
130:2nd Formative TCRI Cooperating Teacher Intern I	2.5	26	2.7++	7	2.5	6	2.5	0.5	42
131:1st Formative TCRI University Supervisor Intern I	2.2 ++	26	2.0--	7	2.1	6	2.1	0.6	42
132:2nd Formative TCRI University Supervisor Intern I	2.3	26	2.5++	7	2.1	6	2.3	0.6	42
133:Summative University Supervisor Intern I	2.5	26	2.7++	7	2.5	6	2.5	0.6	42
134:Summative Cooperating Teacher Intern I	2.7	26	2.8++	7	2.6--	6	2.7	0.5	42
135:1st Formative TCRI Cooperating Teacher Intern II	2.7	27	3.0++	3	2.6--	3	2.7	0.4	33
136:2nd Formative TCRI Cooperating Teacher Intern II	2.8++	27	3.0++	3	2.5--	3	2.7	0.5	33
137:1st Formative TCRI University Supervisor Intern II	2.7	27	2.4--	3	2.8++	3	2.7	0.5	33
138:2nd Formative TCRI University Supervisor Intern II	2.8	27	2.5--	3	2.9++	3	2.8	0.4	33
139:Summative University Supervisor Intern II	2.9++	27	2.8	3	2.8	3	2.8	0.4	33
140:Summative Cooperating Teacher Intern II	2.8	27	3.0++	3	2.9++	3	2.8	0.4	33

Program improvement initiatives for the 2012-13 academic year

- Professional development workshops for SOE faculty to improve effectiveness of instructional strategies
- Revisions in signature assessments and content of coursework
- Improved use of instructional technology to support candidate learning
- Modeling of best instructional practices by SOE faculty
- Partnering with the STEM Center and ERZ specialist to support SOE classroom instruction through team-teaching and special classroom demonstrations of instructional strategies
- Expansion of public school immersion program during the internship I semester
- Development of parent involvement workshops presented to intern II candidates

Recruitment for High Need Content Licensure Areas

The School of Education has memorandums of understanding with area school districts in which the district agrees to pay to cost of tuition for students who are in the Master of Arts in Teaching degree and will teach a high need content area in the district for 4 – 5 years. Five of fourteen districts have committed to the agreement. The School of Mathematics and Sciences, the ERZ, the STEM Center, and area superintendents collaborate with the School of Education to meet with math and science majors to encourage teacher education as a minor.

The unit also utilizes UAM student netlist, local billboards, and radio advertisement for recruitment purposes. The unit annually hosts hot dog picnics for UAM and public school students and UAM faculty attend and have exhibits at local and state teacher recruitment events. The Education Leadership Coordinator makes personal contacts with area public school teachers to encourage them to pursue the Master of Education in Education Leadership online master's degree. The ERZ regularly sends e-blast to public schools in the region and state to share UAM course offerings and opportunities.

Matriculating through the Teacher Preparation Program

The School of Education revised its transition points during the 2012 year to provide more accessibility to education classes prior to admission to teacher education. The result has been improved student retention in teacher education programs. 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.

**Transition Points for School of Education Undergraduate
Teacher Licensure Degree Programs
(Revised September 2012)**

Transition Point I: Pre-Admission Requirements

- C or better in the following:
 - ENGL 1013
 - ENGL 1023
 - MATH 1003 or MATH 1043
 - COMM 1023, 2203, or 2283
- 1000- 2000 level major courses
- C or better in the following
 - 1000-2000 EDUC courses
 - EDUC 3563 Effective Instructional/Management Strategies
 - EDUC 3583 Assessment Techniques
- PRAXIS I: PPST (Passing scores for all three areas)
 - Reading
 - Writing
 - Math
- Criminal background check
- Cumulative GPA of 2.65 or better
- Two letters of recommendation for admission to teacher education
- **Teacher candidates who meet the above requirements will be admitted to the teacher education program and may then enroll in remainder of major courses (ECED, MLED, and PE)**

Transition Point II: Teacher Education Major Degree Program of Study

- Acquire cumulative GPA of 2.75 or better
- C or better in the following
 - EDUC 3203 Education Psychology: Developing Learners
 - EDUC 3573 Classroom Management
- Successful completion of the remainder of major degree program of study with the **exception of the clinical internship I and II and methods courses**
- Completion of pre-internship signature assessments and field experiences
- PRAXIS II: Subject Assessment(s) (Passing scores for the appropriate licensure area)
- Pre-Internship Survey
- State of Arkansas, F.B.I, and Child Maltreatment background check

Transition Point III: Clinical Internship

- Maintain cumulative GPA of 2.75 or Better
- C or better in major methods courses
- Successful completion of all signature assessments and field experiences
- Successful completion of formative and summative TCRI evaluations
- PRAXIS II: Principles of Learning and Teaching (Passing score for appropriate grade level)

Transition Point IV: Program Completion

- Cumulative GPA of 2.75 or better
- Post-Internship Survey
- Successful completion of the Teacher Work Sample Portfolio
- Successful completion of all degree requirements
- Degree conferral
- Recommendation for licensure
- Graduate Survey (1st year, 3rd year, 5th year)

Undergraduate Teacher Education Programs for Initial Licensure

- Middle Level Childhood
- Physical Education, Health and Leisure
- P-4 Early Childhood

Endorsements

- Algebra I
- Coaching

Undergraduate Non-Licensure Degree

- Bachelor of Science in Teaching and Learning
- Bachelor of Arts in Physical Education Non-Licensure
- Bachelor of Science in Physical Education Non-Licensure
- Bachelor of Science in Physical Education with Exercise Science Option

UAM School of Education Online 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): P-4 Early Childhood, Middle Childhood Education and 7-12 Secondary Content
- P-4 Instructional Specialist in Special Education program of study
- 4-12 Instructional Specialist in Special Education program of study
- Master of Physical Education and Coaching

Graduate Program Goals

The advanced programs in the School of Education are developed around standards that govern accomplished teaching, including the ELCC, NCATE/CAEP, 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)

Significant School of Education Data Section

Students Admitted to Teacher Education (Fall 2009-Spring 2013)

	Fall 09	Spr 10	YTD 09-10	Fall 10	Spring 11	YTD 10-11	Fall 11	Spring 12	YTD 11-12	Fall 12	Spring 13	YTD 12-13
*P-4 Early Childhood	20	5	25	26	3	29	23	4	27	2	25	27
*Middle Childhood	0	2	2	8	2	10	6	0	6	0	8	8
*Health/PE	2	2	4	2	3	5	0	2	2	5	8	13
*Music Education	1	0	1	0	2	2	0	0	0	2	5	7
Total Admitted to Teacher Education	24	15	39	36	10	46	29	6	35	9	46	55

Teacher Education Undergraduate Interns (Fall 2009 – Spring 2013)

	Fall 09	Spr 10	YTD 09-10	Fall 10	Spring 11	YTD 10-11	Fall 11	Spring 12	YTD 11-12	Fall 12	Spring 13	YTD 12-13
Intern I	18	4	22	20	13	33	40	4	44	28	13	51
Intern II	9	18	27	4	19	23	13	39	52	4	28	32

Program Completers/SOE Graduates by Licensure Areas (* duplicate in another licensure area)

Initial Licensure Areas	10-11	Praxis II Passing Rate of Program Completers	11-12	Praxis II Passing Rate of Program Completers	12-13	Praxis II Passing Rate of Program Completers
P-4 Early Childhood	15	100%	14	100%	25	100%
Middle Level Childhood	4	100%	2	100%	3	100%
PE Licensure	3	100%	1	100%	3	100%
Music Education	1	100%	1	100%	1	100%
Master of Arts in Teaching	10-11	Praxis II Passing Rate of Program Completers	11-12	Praxis II Passing Rate of Program Completers	12-13	Praxis II Passing Rate of Program Completers
MAT Life Science	1	100%	6	100%	5	100%
MAT Physical Science	0		0		1	100%
MAT Math	5	100%	6	100%	6	100%
MAT English	2	100%	6	100%	4	100%
MAT Social Studies	3	100%	2	100%	6	100%
MAT Foreign Language	0		1	100%	1	100%
MAT PE	2	100%	6	100%	1	100%
MAT Middle Childhood	19	100%	29	100%	7	100%
MAT Art	1	100%	2	100%	3	100%
MAT Music	0		0		1	100%
MAT Family and Consumer Science	1	100%	0		0	
MAT Agriculture	0		1	100%	0	
MAT Speech	0		1	100%	0	
MAT Business Technology	1	100%	2	100%	3	100%
Coaching 7-12	1*	100%	0		1	100%
Non-Licensure Degrees	10-11	Praxis II Passing Rate of Program Completers	11-12	Praxis II Passing Rate of Program Completers	12-13	Praxis II Passing Rate of Program Completers
PE Non-Licensure BA	15	NA				
PE Non-Licensure BS	9	NA				
PE/Exercise Science Option Non-Licensure	5	NA				
Initial Licensure Areas	09-10	Praxis II Passing Rate of Program Completers	10-11	Praxis II Passing Rate of Program Completers	11-12	Praxis II Passing Rate of Program Completers

P-4 Early Childhood	24	100%	15	100%	14	100%
Middle Level Childhood	7	100%	4	100%	2	100%
PE Licensure	4	100%	3	100%	1	100%
Music Education	4	100%	1	100%	1	100%
Master of Arts in Teaching	09-10		10-11			
MAT Life Science	4	100%	1	100%	6	100%
MAT Physical Science	1	100%	0		0	100%
MAT Math	2	100%	5	100%	6	100%
MAT English	5	100%	2	100%	6	100%
MAT Social Studies	1	100%	3	100%	2	100%
MAT Foreign Language	0		0		1	100%
MAT PE	5	100%	2	100%	6	100%
MAT Middle Childhood	10	100%	19	100%	29	100%
MAT Art	1	100%	1	100%	2	
MAT Music	0		0		0	
MAT Family and Consumer Science	1	100%	1	100%	0	
MAT Agriculture	2	100%	0	100%	1	
MAT Speech	1	100%	0	100%	1	
MAT Business Technology	0		1	100%	2	
Coaching 7-12	0		1*	100%	0	
Non-Licensure Degrees						
PE Non-Licensure BA		NA	15	NA		
PE Non-Licensure BS		NA	9	NA		
PE/Exercise Science Option Non-Licensure		NA	5	NA		

Advanced Licensure Areas Completers	10-11	11-12
Master of Ed. Educational Leadership	6	5
Endorsement/Post Baccalaureate /Additional Licensure	10-11	
• Special Education P-4	5	8
• Special Education 4-12	2	3
• Instructional Facilitator	0	0
• 5 – 6 Middle Level	4	
• Algebra I	0	0
• Coaching	0	
• PE/Wellness/Leisure P-8	1	
Master of Education in Teacher Leader (no additional licensure)	10	

Diversity of Teacher Candidates Admitted to Teacher Education

	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
White	Female 9	Female 31	Female 7	Female 23	Female 4	Female 6	Female 33
	Male 3	Male 4	Male 2	Male 3	Male 2	Male 3	Male 8
Black, African American	Female 3	Female 1	Female 1	Female 3	Female 0	Female 0	Female 3
	Male 0	Male 0	Male 0	Male 0	Male 0	Male 0	Male 2
Hispanic	0	0	0	0	0	0	0

Completers Graduate Diversity

Traditional Programs	08-09	09-10	10-11	11-12	12-13
White	Female 11	Female 24	Female 19	Female 14	Female 22
	Male 5	Male 5	Male 2	Male 1	Male 4
Black, African American	Female 5	Female 4	Female 2	Female 2	Female 4
	Male 0	Male 0	Male 0	Male 0	Male 1
Hispanic	Female 0	Female 0	Female 0	Female 0	Female 0
	Male 0	Male 0	Male 0	Male 0	Male 1
Master of Arts in Teaching Initial License Alternative Route	08-09	09-10			
White	Female 25	Female 12	Female 37	Female 34	Female 26
	Male 15	Male 7	Male 7	Male 10	Male 10
Black	Female 1	Female 1	Female 2	Female 3	Female 3
	Male 2	Male 1	Male 0	Male 3	Male 0

Hispanic	Female 0 Male 0	Female 0 Male 0	Female 0 Male 0	Female 0 Male 0	Female 0 Male 0
Asian	Female 0 Male 0	Female 0 Male 0	Female 1 Male 0	Female 1 Male 0	Female 0 Male 0
American Indian	Female 0 Male 0	Female 0 Male 0	Female 0 Male 0	Female 1 Male 0	Female 0 Male 0
Advanced Licensure Programs					
Educational Leadership					
White		Females 3 Males 1	Females 1 Males 1	Female 8 Male 1	Female 0 Male 2
Black		0	Females 1 Males 2	Female 2 Male 3	Female 0 Male 0
Hispanic		0	0	0	0
Instructional Specialist P-4/4-12					
White			Females 4 Males 1	Female 0 Male 0	Female 0 Male 0
Black			Females 0 Males 0	Female 0 Male 0	Female 0 Male 0
Hispanic			Females 0 Males 0	Female 0 Male 0	Female 0 Male 0
Non-Licensure Graduate Degree					
Master of Education					
White		Female 2 Male 0			Female 1 Male 0
Black		0			Female 2 Male 0
Hispanic		0	0		0

Traditional Programs	08-09	09-10	10-11	11-12
White	Female 11 Male 5	Female 24 Male 5	Female 19 Male 2	Female 14 Male 1
Black, African American	Female 5 Male 0	Female 4 Male 0	Female 2 Male 0	Female 2 Male 0
Hispanic	Female 0 Male 0	Female 0 Male 0	Female 0 Male 0	Female 0 Male 0
Master of Arts in Teaching Initial License Alternative Route				
	08-09	09-10		
White	Female 25 Male 15	Female 12 Male 7	Female 37 Male 7	Female 34 Male 10
Black	Female 1 Male 2	Female 1 Male 1	Female 2 Male 0	Female 3 Male 3
Hispanic	Female 0 Male 0	Female 0 Male 0	Female 0 Male 0	Female 0 Male 0
Asian	Female 0 Male 0	Female 0 Male 0	Female 1 Male 0	Female 1 Male 0
American Indian	Female 0 Male 0	Female 0 Male 0	Female 0 Male 0	Female 1 Male 0
Advanced Licensure Programs				
Educational Leadership				
White		Females 3 Males 1	Females 1 Males 1	Female 8 Male 1
Black		0	Females 1 Males 2	Female 2 Male 3

Hispanic		0	0	0
Instructional Specialist P-4/4-12				
White			Females 4 Males 1	Female 0 Male 0
Black			Females 0 Males 0	Female 0 Male 0
Hispanic			Females 0 Males 0	Female 0 Male 0
Non-Licensure Graduate Degree				
Master of Education				
White		Female 2 Male 0		
Black		0		
Hispanic		0	0	

School of Education Partnership Schools

The SOE has a formal partnership with fourteen (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 2012-13 academic years. The clinical internship is coordinated by the School of Education partnership coordinator. The coordinator is responsible for the placement of interns in area schools, gaining the input from teacher candidates and cooperating teachers in placement and for providing clinical experiences in diverse settings that meet the teacher candidates’ needs. The placement decision is made by a committee that includes stakeholders from the various school districts, SOE faculty and the clinical interns.

Fall 2012 Clinical Internship Placements in Partnership Schools

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Monticello Elementary 1037 Scoggin Drive Monticello, AR 71655 870-367-4010 Monticello Intermediate 280 Clyde Ross Dr Monticello, AR 71655 870-367-4030	Tish Thomas tthomas@monticello.k12.ar.us	Jeannene Evans P.O. Box 2313 Monticello, AR 71655 jeannenekelli@yahoo.com 870-500-4672	Intern II	Early Childhood	Paula Atwell	N/A	Paula Lane (W/F) 1 st Grade MES
		Ellen Chisom P.O. Box 1603 Monticello, AR 71655 EFC5625@uamont.edu 870.723.5911	Intern I	Early Childhood	Susan Sharpe	N/A	Melissa Ried (W/F) K
	Mary Donaldson mdonaldson@monticello.k12.ar.us	Carrie Hill 117 Daniel Road Monticello, AR 71655 Cch1104@uamont.edu 870.723.0260	Intern I	Early Childhood	Susan Sharpe	N/A	Angie Gooding (W/F) Gina Paul (W/F) 3 rd MIS Lee Deimer
		Ashley Tiner 467 Rebecca Circle Monticello, AR 71655 Aat6106@uamont.edu 870.723.7273	Intern I	Early Childhood	Susan Sharpe	N/A	Tina Harrison (W/F) Kelli Montgomery (W/F) 4 th Jackie Koone (W/F) Kindergarten
		Caleb Morgan 134 Morgan Road Dermott, AR 71638 Crm0020@uamont.edu 870.538.8861	Intern I	Physical Education	Barbie Johnson	N/A	Kenny Pace (W/M) Monticello Middle School Danny Chisom (W/M) Monticello Intermediate School
		Rae Ann Carman P.O. Box 2043 Monticello, AR 71655 Rsa6517@uamont.edu 501.691.6542	Intern I	Middle Level	Pam Beard	N/A	Cookie Crossett Jennifer Touchstone
Monticello Middle 280 Clyde Ross Dr Monticello, AR 71655 870-367-4040	Jerry Martens jmartens@monticello.k12.ar.us	Moriah Underhill 522 Rebecca Circle Monticello, AR 71655 Mdu3216@uamont.edu 479-264-9408	Intern II	Middle Level	Dr. Zimmerly	N/A	Cecilia O'Briant (W/F) 6 th MMS Literacy Monica Sims (W/F) Math MMS

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Drew Central Elem. 250 University Drive Monticello, AR 71665 870.367.6893	Trudy Jackson tjackson@drewcentral.org	Candice Cater 1441 S. 16 Section Monticello, AR 71655 Cnc04476@uamont.edu 870.723.2327	Intern I	Early Childhood	Susan Sharpe	N/A	Teri Caldwell (W/F) Kindergarten Cindy Flemester (W/F) 4 th
		Daniel Gallegos 362 Crestwood Drive Monticello, AR 71655 Dcg3426@uamont.edu 501.282.7456	Intern I	Early Childhood	Dr. Martin	N/A	Cindy Flemester (W/F) 4 th Terri Caldwell (W/F) Kindergarten
		Emily Murphy 6 Willow Monticello, AR 71655 Em1429@uamont.edu 870-818-7498	Intern I	Early Childhood	Dr. Jones	N/A	Jennifer Knowles (W/F) 1 st Kristina Meeks (W/F) 3rd
Star City High School 206 Cleveland Street Star City, AR 71667 870.628.4111 Star City Middle School 206 Cleveland Street Star City, AR 71667 870.628.5125	Mike Walker Mike.walker@scmail.k12.ar.us Susan White Susan.white@scmail.k12.ar.us	Julian Jones 112 Center Drive Monticello, AR 71655 Jrj3128@uamont.edu 870.370.2508	Intern I	Physical Education	Susan Sharpe	N/A	Blair Brown (W/M)

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Drew Central Middle 250 University Drive Monticello, AR 71665 870.367.5235	Joy Graham jgraham@drewcentral.org	Kimberly Smith 502 Robinhood Drive Monticello, AR 71655 Klw1131@uamont.edu 870.224.2216	Intern I	Middle Level	Dr. Zimmerly	N/A	Belinda King (W/F) Shelia Borse
		Jessica Maggard 118 Quail Run Monticello, AR 71655 Jnm6320@uamont.edu 870-723-9494	Intern II	Physical Education	Kathy King	N/A	Angel Mathews (W/F)
Drew Central Middle 250 University Drive Monticello, AR 71665 870.367.5235 Drew Central High 250 University Drive Monticello, AR 71655 870.367.6076	Joy Graham jgraham@drewcentral.org Melissa Vincent mvincent@drewcentral.org	Ryan Hadaway 891 Kelly Road Texarkana, AR 75501 Hadaway_ryan@yahoo.com 903.280.3303	Intern I	Music Ed	Dr. Wood		Truman Self (W/M) Drew Central High School
Eastside Elementary 408 North Bradley Warren, AR 71671 870-226-6761	Sara Weaver weavers@warren.k12.ar.us	Amy Evans P.O. Box 275 Warren, AR 71671 Ame05779@uamont.edu 870.820.2135	Intern I	Early Childhood	Debbie Morrison	N/A	Becki Quoss (W/F) 3 rd Jade Huitt 3 rd Rose Miller (W/F) 1 st
		Matthew Young 187 Bradley 147 Warren, AR 71671 May1104@uamont.edu 870.820.4684	Intern I	Early Childhood	Debbie Morrison	N/A	Jo Ellen Calloway (W/F) 1 st Becki Quoss (W/F) 3 rd Jade Huitt 3 rd

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Woodlawn Elementary 6760 Highway 63 Rison, AR 71665	Genele Davis gdavis@bears.k12.ar.us	Lauren Partridge 100 Friendship Lane Rison, AR 71665 Lcp3265@uamont.edu 870.250.9777	Intern I	Early Childhood	Debbie Morrison	N/A	Angela Gavin (W/F) 4 th Dana Gavin (W/F) 2 nd
McGehee Elementary 409 Oak Street McGehee, AR 71654 870-222-3670	Twilla Hardin twilla.hardin@msd.k12.ar.us	Julie Spraggins Day 1502 N. 4th McGehee, AR 71654 Jas0018@uamont.edu 870.820.0680	Intern I	Early Childhood	Paula Atwell	N/A	Kristi Hogue (W/F) 1 st Tracey Bates (W/F) 1 st
Noble Elementary School East Lincoln Street Hamburg, AR 71646 870.853.2836	Tracy Streeeter tstreeeter@hca.sesc.k12.ar.us	Julie Johnson P.O. Box 52 Kilbourne, LA 71253 Jmj0114@uamont.edu 318-372-1013	Intern II	Early Childhood	Paula Atwell	N/A	Willie Johnson (B/F) K Rebecca Bates (W/F) 2 nd
		Renee Rial 116 Barnes Street Crossett, AR 71635 Srr1506@uamont.edu 870.305.5416	Intern I	Early Childhood	Paula Atwell	N/A	Stacie Wesson/Kirby (W/F) 1 st Rhonda Mitchell (W/F) Pre-K
		Audra Tubbs 193 Ashley Rd. 76 Hamburg, AR 71646 Aet2514@uamont.edu 870.853.6501	Intern I	Early Childhood	Paula Atwell	N/A	Delores Nutter (W/F) Kindergarten Sharon Craig (W/F) 2 nd

2+2 School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Hugh Goodwin 201 East Fifth Street El Dorado, AR 71730 870-864-5071	Connie Reed creed@esd-15.org	Amy Fulco 122 Pacific Street El Dorado, AR 71730 Aaf06051@uamont.edu 870.310.1224	Intern I	Early Childhood	Debbie Morrison	N/A	Dawn Beasley (W/F) 1 st Grade Tobie Sprawls (W/F) 3 rd Kathy Sixbey
		Serena Rainwater 218 Dumas City Road El Dorado, AR 71730 Syr06774@uamont.edu 870.310.3829	Intern I	Early Childhood	Debbie Morrison	N/A	Angela Heid (W/F) 1 st Martha Cupp (W/F) 4 th
Marvell Primary Elementary School P.O. Box 1870 Marvell, AR 72366 870.829.2946	Sylvia Moore	Melaine Carr P.O. Box 2513 West Helena, AR 72390 Mbc05471@uamont.edu 870.995.6195	Intern I	Early Childhood	Krissi Wall	N/A	Linda Coates (W/F) 3 rd –Literacy Renee Bonner (W/F) Kindergarten
		Lakyisha Pope 320 Russ West Helena, AR 72390 lakyisha@yahoo.com 870.816.0983	Intern I	Early Childhood	Krissi Wall	N/A	Renee Bonner (W/F) Kindergarten Linda Coates (W/F) 3 rd – Literacy

2+2 School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Barton Elementary P.O. Box 97 Barton, AR 72312 870.572.3984	Bernie Winkel	Amanda Jaco 326 Phillips 210 Rd. Lexa, AR 72355 amandajaco@gmail.com 870.816.0431	Intern I	Early Childhood	Krissi Wall	N/A	Frances Palmer (W/F) 4 th Joyce Hogan (W/F) 1 st
		Travis Williams 475 PC 251 Road Lexa, AR 72355 asstfirechief@gmail.com 8870.995.6910	Intern I	Early Childhood	Krissi Wall	N/A	Joyce Hogan (W/F) 1st Frances Palmer (W/F) 4th
Dewitt Elementary 1718 South Grandview Dewitt, AR 72042 870-946-4651	Robert Franks	Leah Ligon P.O. Box 128 Marvell, AR 72366 leahligon@gmail.com 870.995.1233	Intern I	Early Childhood	Betty Evans	N/A	Mrs. Dana Horton (W/F) 3 rd Keta Turner (W/F) Kindergarten
		Kelsey Newton Jones 119 West 12 th street Dewitt, AR 72042 Kln04753@uamont.edu 318.201.4103	Intern I	Early Childhood	Betty Evans	N/A	Keta Turner (W/F) Kindergarten Mrs. Dana Horton (W/F) 3 rd

2+2 School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Park Avenue Elementary 1202 S. Park Avenue Stuttgart, AR 72160 870-673-3563	Pam Dean p.dean@sps.k12.ar.us	Angel Pullman P.O. Box 1406 Stuttgart, AR 72160 Alp01999@uamont.edu 870.659.6740	Intern I	Early Childhood	Betty Evans	N/A	Nansi Brown (W/F) Kindergarten Foy Castleman (W/F) 2 nd
		Lauren Coit Jacobs 854 South Yoder Stuttgart, AR 72160 Lac06163@uamont.edu 870.830.7878	Intern I	Early Childhood	Betty Evans	N/A	Janith McGee (W/F) 1 st Nikki Hawkins (B/F) 4 th
		Tina Turpin Lee 606 S. Buerkle Street Stuttgart, AR 72160 Tlt05921@uamont.edu 870.456.9640	Intern I	Early Childhood	Betty Evans	N/A	Lisa Henderson (W/F) Kindergarten Tanya Herring (W/F) 4 th

Spring 2013 Clinical Internship Placements in Partnership Schools

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Monticello Elementary 1037 Scoggin Drive Monticello, AR 71655 870-367-4010 Monticello Intermediate 280 Clyde Ross Dr Monticello, AR 71655 870-367-4030	Tish Thomas tthomas@monticello.k12.ar.us	Sarah Mann 808 Hwy 278 West Monticello, AR 71655 Sxm05314@uamont.edu 870.500.1759	Intern I	Early Childhood	Melissa Wilson	N/A	Elizabeth Nowlen (W/F) Kindergarten
		Ellen Chisom P.O. Box 1603 Monticello, AR 71655 FEC5625@uamont.edu 870.224.5044	Intern II	Early Childhood	Susan Sharpe	N/A	Melissa Ried (W/F) K
	Mary Donaldson mdonaldson@monticello.k12.ar.us	Carrie Hill 117 Daniel Road Monticello, AR 71655 Cch1104@uamont.edu 870.723.0260	Intern II	Early Childhood	Susan Sharpe	N/A	Angie Gooding (W/F) Gina Paul (W/F) 3 rd MIS
		Ashley Tiner 175 McKnight Monticello, AR 71655 Aat6106@uamont.edu 870.723.7273	Intern II	Early Childhood	Susan Sharpe	N/A	Tina Harrison (W/F) Kelli Montgomery (W/F) 4 th
		Caleb Morgan 134 Morgan Road Dermott, AR 71638 Crn0020@uamont.edu 870.538.8861	Intern II	Physical Education	Barbie Johnson	N/A	Danny Chisom (W/M) Monticello Intermediate School

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Monticello Middle 280 Clyde Ross Dr Monticello, AR 71655 870-367-4040	Jerry Martens jmartens@monticello.k12.ar.us	Rae Ann Carman P.O. Box 2043 Monticello, AR 71655 Rsa6517@uamont.edu 501.691.6542	Intern II	Middle Level	Melissa Wilson	N/A	Cookie Crossett (W/F) 6 th MMS
		Courtney Morrision 991 Collins-Lacey Road Monticello, AR 71655 Cwm0619@uamont.edu 870.222.8014	Intern I	Middle Level	Paula Atwell	N/A	Brenda Pennington (W/F) 7 th
		Amy Flemister 277 Green Hill New Hope Rd Wilmar, AR 71675 Abf1030@uamont.edu 870.723.7744	Intern I	Middle Level	Pam Beard	N/A	Gail Cockrell (W/F) 6 th
		Shawna Densmore 1952 Hwy 425 South Monticello, AR 71655 Swd1428@uamont.edu 870.460.5693	Intern I	Middle Level	Paula Atwell	N/A	Michelle Lay (W/F) 6 th
		Sandy Powell 1040 Harrelson Rd Warren, AR 71671 Slp6304@uamont.edu 870.820.5315	Intern I	Middle Level	Pam Beard	N/A	Stephanie Jarrett (W/F)
		Alicia McKinney 234 Grey Fox Rd Star City, AR 71667 Ahm05004@uamont.edu 501.269.0528	Intern I	Physical Education	Dr. Kathy King	N/A	Amanda Terry (W/F)

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Drew Central Elem. 250 University Drive Monticello, AR 71665 870.367.6893	Trudy Jackson tjackson@drewcentral.org	Candice Cater 1441 S. 16 Section Monticello, AR 71655 Cnc04476@uamont.edu 870.723.2327	Intern II	Early Childhood	Susan Sharpe	N/A	Teri Caldwell (W/F) Kindergarten
		Daniel Gallegos 362 Crestwood Drive Monticello, AR 71655 Dcg3426@uamont.edu 501.282.7456	Intern II	Early Childhood	Dr. Martin	N/A	Cindy Flemester (W/F) 4 th
		Emily Murphy 6 Willow Monticello, AR 71655 Fem1429@uamont.edu 870-818-7498	Intern II	Early Childhood	Dr. Jones	N/A	Jennifer Knowles (W/F) 1 st
Star City High 206 Cleveland Street Star City, AR 71667 870.628.4111	Mike Walker Mike.walker@scmail.k12.ar.us	Julian Jones 302 W. Victory Street Star City, AR 71667 Jrj3128@uamont.edu 870.370.2508	Intern II	Physical Education	Susan Sharpe	N/A	Blair Brown (W/M)
Star City Middle 206 Cleveland Street Star City, AR 71667 870.628.5125	Susan White Susan.white@scmail.k12.ar.us	Amanda DeJarnette 5431 Hwy 54 Star City, AR 71667 ALD02433@uamont.edu 870.489.5546	Intern I	Middle Childhood	Dr. Zimmerly	N/A	Lisa Spence 6 th Karon Parrish (W/F) 7 th – 8 th
Jimmy Brown Elementary 206 Cleveland Street Star City, AR 71667 870.628.5111	Hope Robinson Hope.robinson@scmail.k12.ar.us	Tabitha Moore 20383 Hwy 425 S Star City, AR 71667 Tmm2428@uamont.edu 870.628.5223	Intern I	Early Childhood	Debbie Givhan	N/A	Kari Newton (W/F) 1 st
	Paul Pickens Paul.pickens@scmail.k12.ar.us						April Guenther (W/F) 3 rd

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Drew Central Middle 250 University Drive Monticello, AR 71665 870.367.5235	Joy Graham jgraham@drewcentral.org	Kimberly Smith 502 Robinhood Drive Monticello, AR 71655 Klw1131@uamont.edu 870.224.2216	Intern II	Middle Level	Dr. Zimmerly	N/A	Belinda King (W/F) 6th
Drew Central Middle 250 University Drive Monticello, AR 71665 870.367.5235 Drew Central High 250 University Drive Monticello, AR 71655 870.367.6076	Joy Graham jgraham@drewcentral.org Melissa Vincent mvincent@drewcentral.org	Ryan Hadaway 891 Kelly Road Texarkana, AR 75501 Hadaway_ryan@yahoo.com 903.280.3303	Intern II	Music Ed	Dr. Martin	Mr. John Webb	Truman Self (W/M) Drew Central High School
Eastside Elementary 408 North Bradley Warren, AR 71671 870-226-6761	Sara Weaver weavers@warren.k12.ar.us	Amy Evans P.O. Box 275 Warren, AR 71671 Ame05779@uamont.edu 870.820.2135	Intern II	Early Childhood	Debbie Morrison	N/A	Becki Quoss (W/F) 3 rd Jade Huitt (W/F) 3 rd
		Matthew Young 187 Bradley 147 Warren, AR 71671 May1104@uamont.edu 870.820.4684	Intern II	Early Childhood	Debbie Morrison	N/A	Jo Ellen Calloway (W/F) 1 st
Warren High School P. O. Box 1210 Warren, AR 71671 870.226.6736	Gary Jackson Gary.jackson@warrensd.org	Cory Hiles P. O. Box 171 Ore City, TX 75683 Cwh2615@uamont.edu 903.315.9026	Intern I	Music	Krissi Wall	John Webb	Daniel Williams (W/M) Bobby Hagler (W/M)

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Woodlawn Elementary 6760 Highway 63 Rison, AR 71665 870.357.2211	Genele Davis gdavis@bears.k12.ar.us	Lauren Partridge 100 Friendship Lane Rison, AR 71665 Lcp03265@uamont.edu 870.250.9777	Intern II	Early Childhood	Debbie Morrison	N/A	Angela Gavin (W/F) 4 th Dana Gavin (W/F) 2 nd
Woodlawn High 6760 Highway 63 Rison, AR 71665 870.357.8171	Jeff Wylie jwylie@bears.k12.ar.us	Brittney Jackson 32242 US Hwy 11 S. Star City, AR 71667 Bnj0512@uamont.edu 870.370.1636	Intern I	Physical Education	Dr. Jeff Longing	N/A	Tommy Richardson (W/M)
McGehee Elementary 409 Oak Street McGehee, AR 71654 870-222-3670	Twilla Hardin twilla.hardin@msd.k12.ar.us	Julie Spraggins Day 1502 N. 4th McGehee, AR 71654 Jas0018@uamont.edu 870.820.0680	Intern II	Early Childhood	Paula Atwell	N/A	Kristi Hogue (W/F) 1 st
McGehee High P. O. Box 767 McGehee, AR 71654 870.222.5026	Darrell Thompson Derrell.thompson@msd.k12.ar.us	Clay Vance P. O. Box 15 McGehee, AR 71654 Jcv0208@uamont.edu 870.501.0290	Intern I	Physical Education	Barbie Johnson	N/A	Marcus Haddock (W/M)

2+2 School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Noble Albritton Elementary School East Lincoln Street Hamburg, AR 71646 870.853.2836	Tracy Streeter tstreeter@hstdlions.org	Renee Rial 116 Barnes Street Crossett, AR 71635 Srr1506@uamont.edu 870.305.5416	Intern II	Early Childhood	Paula Atwell	N/A	Stacie Wesson/Kirby (W/F) 1 st
		Audra Owens 193 Ashley Rd. 76 Hamburg, AR 71646 Aet2514@uamont.edu 870.853.6501	Intern II	Early Childhood	Paula Atwell	N/A	Delores Nutter (W/F) Kindergarten
Hamburg High School 1119 South Main St Hamburg, AR 71646	Donald Rosen drosen@hstdlions.org	Whitney Cotten 2455 Macon Front Road Oak Grove, LA 71263 Wbs1203@uamont.edu 870-997-0100	Intern I	Physical Education	Dr. Jeff Longing	N/A	Kayla Jackson 7 th /8 th Ed Tyree 9 th -12 th

2+2 School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Hugh Goodwin Elementary 201 East Fifth Street El Dorado, AR 71730 870-864-5071	Connie Reed creed@esd-15.org	Amy Fulco 122 Pacific Street El Dorado, AR 71730 Aaf06051@uamont.edu 870.310.1224	Intern II	Early Childhood	Debbie Morrison	N/A	Dawn Beasley (W/F) 1 st Grade
		Serena Rainwater 218 Dumas City Road El Dorado, AR 71730 Syr06774@uamont.edu 870.310.3829	Intern II	Early Childhood	Debbie Morrison	N/A	Angela Heid (W/F) 1 st
Northwest Elementary 1600 North College El Dorado, AR 71730 870.864.5078	Michelle Henry	Ashley King 162 Shady Drive El Dorado, AR 71730 Ank05719@uamont.edu 870.814.5257	Intern I	Early Childhood	Debbie Morrison	N/A	Nancy Bailey 3 rd
Marvell Primary Elementary School P.O. Box 1870 Marvell, AR 72366 870.829.2946	Sylvia Moore	Melaine Carr 808 Plaza Street West Helena, AR 72390 Mbc05471@uamont.edu 870.995.6195	Intern II	Early Childhood	Krissi Wall	N/A	Linda Coates (W/F) 3 rd –Literacy
		Lakyisha Pope 320 Russ West Helena, AR 72390 lakyisha@yahoo.com 870.816.0983	Intern II	Early Childhood	Krissi Wall	N/A	Renee Bonner (W/F) Kindergarten

2+2 School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Barton Elementary P.O. Box 97 Barton, AR 72312 870.572.3984	Bernie Winkel	Amanda Jaco 326 Phillips 210 Rd. Lexa, AR 72355 amandajaco@gmail.com 870.816.0431	Intern II	Early Childhood	Krissi Wall	N/A	Mrs. Kim Williams (W/F) 3 rd
		Travis Williams 475 PC 251 Road Lexa, AR 72355 asstfirechief@gmail.com 8870.995.6910	Intern II	Early Childhood	Krissi Wall	N/A	Joyce Hogan (W/F) 1st
Dewitt Elementary 1718 South Grandview Dewitt, AR 72042 870-946-4651	Robert Franks	Leah Ligon P.O. Box 128 Marvell, AR 72366 leahligon@gmail.com 870.995.1233	Intern II	Early Childhood	Betty Evans	N/A	Mrs. Dana Horton (W/F) 3 rd Keta Turner (W/F) Kindergarten
		Kelsey Newton Jones 119 West 12 th street Dewitt, AR 72042 Kln04753@uamont.edu 318.201.4103	Intern II	Early Childhood	Betty Evans	N/A	Mrs. Dana Horton(W/F) 3 rd

2+2 School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Park Avenue Elementary 1202 S. Park Avenue Stuttgart, AR 72160 870-673-3563	Sharon Konecny skonecny@sps.k12.ar.us	Angel Pullman P.O. Box 1406 Stuttgart, AR 72160 Alp01999@uamont.edu 870.659.6740	Intern II	Early Childhood	Betty Evans	N/A	Susan "Foy" Castleman (W/F) 2 nd
		Lauren Coit Jacobs 854 South Yoder Stuttgart, AR 72160 Lac06163@uamont.edu 870.830.7878	Intern II	Early Childhood	Betty Evans	N/A	Janith McGee (W/F) 1 st
		Tina Turpin Lee 606 S. Buerkle Street Stuttgart, AR 72160 Tlt05921@uamont.edu 870.456.9640	Intern II	Early Childhood	Betty Evans	N/A	Lisa Henderson (W/F) Kindergarten

School of Education Honor Graduates 2012-13

BS	Jacinto,Christina V	HPE Exercise Science (BS)	12/19/2012	Summa Cum Laude	BS
BS	Osborne,Luke C	HPE Exercise Science (BS)	5/10/2013	Magna Cum Laude	BS
BS	Sands,Maggie S	HPE Exercise Science (BS)	5/10/2013	Magna Cum Laude	BS
BS	West,Ryan A	HPE Exercise Science (BS)	5/10/2013	Cum Laude	BS
BS	Maggard,Jessica N	HPE Grades P-12 (BS)	12/19/2012	Cum Laude	BS
BS	Atwood,Stacy D	BS TEACHING & LEARNING	5/10/2013	Magna Cum Laude	BS
BS	Byars,Rebecca J	BS TEACHING & LEARNING	5/10/2013	Cum Laude	BS
BS	Norris,Betty K	BS TEACHING & LEARNING	5/10/2013	Cum Laude	BS
BA	Evans,Jeannene K	P-4 Early Childhood Educ (BA)	12/19/2012	Summa Cum Laude	BA
BA	Gallegos,Daniel C	P-4 Early Childhood Educ (BA)	5/10/2013	Magna Cum Laude	BA
BA	Lee,Tina L	P-4 Early Childhood Educ (BA)	5/10/2013	Cum Laude	BA
BA	Tubbs,Audra E	P-4 Early Childhood Educ (BA)	5/10/2013	Cum Laude	BA
BA	Evans,Jeannene K	P-4 Early Childhood Educ (BA)	12/19/2012	Summa Cum Laude	BA
BA	Carman,RaeAnn S	Middle Level Educ Major (BA)	5/10/2013	Summa Cum Laude	BA
BA	Underhill,Moriah D	Middle Level Educ Major (BA)	12/19/2012	Magna Cum Laude	BA
BA	Carman,RaeAnn S	Middle Level Educ Maj (BA)	5/10/2013	Summa Cum Laude	BA

School of Education Majors: Fall 2009 – Fall 2012

	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Early Childhood (P-4)				
Freshman	57	66	68	70
Sophomore	45	37	34	24
Junior	27	35	31	25
Senior	50	38	52	39
Pre-Freshman	1	0	0	0
Special (non-degree seeking)	1	0	0	0
Post Bachelor	1	1	1	1
Total	182	177	186	159
Middle-Level Education (4-8)	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Freshman	15	23	24	11
Sophomore	9	9	13	9
Junior	3	9	5	10
Senior	11	8	14	8
Pre-Freshman	1	0	0	0
Special (non-degree seeking)	0	0	0	0
Post Bachelor	0	0	0	1
Total	39	49	56	39
Teacher Licensure	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Freshman	0	0	0	0
Sophomore	0	0	0	0
Junior	0	0	0	0
Senior	0	0	0	0
Pre-Freshman	0	0	0	0
Special (non-degree seeking)	0	4	1	0
Post Bachelor	10	0	2	2
Total	10	4	3	2
Health & PE- Licensure	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Freshman	46	48	39	23
Sophomore	31	19	28	13
Junior	16	25	18	9
Senior	28	17	16	11
Pre-Freshman	2	0	0	0
Special (non-degree seeking)	0	0	0	0

Post Bachelor	1	0	1	0
Total	124	109	102	56
			Fall 2011 New Program	Fall 2012
Teaching and Learning (BS)				
Freshman			2	0
Sophomore			6	4
Junior			6	10
Senior			8	20
Pre-Freshman				0
Special				0
Post Bachelor			2	1
Total			24	35
Health & PE - Non-Licensure (BA/BS)	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Freshman	13	21	29	40
Sophomore	12	6	17	13
Junior	16	11	12	21
Senior	40	32	12	17
Pre-Freshman	0	0	0	0
Special (non-degree seeking)	0	0	0	0
Post Bachelor	2	0	1	0
Total	83	70	71	91
Health & PE - Exercise Science	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Freshman	4	17	25	32
Sophomore	6	5	8	7
Junior	11	11	9	19
Senior	19	13	17	11
Pre-Freshman	0	0	0	0
Special (non-degree seeking)	0	0	0	0
Post Bachelor	0	0	0	0
Total	40	46	59	69
Grad Ed - Secondary Emphasis (M.Ed.)				
Total	0	0	0	0
Grad Ed - M.Ed. (Teacher Leader and SPED Emphasis)		25	27	18
Total	30	25	27	18
Grad Ed - Ed. Leadership (M.Ed.)	17	12	8	11
Total	17	12	8	11

Grad Ed - Master of Arts-Teaching (M.A.T.)				46
Total	41	72	43	46
Grad Ed – Master of Physical Education and Coaching			New program 12	14
Total			12	14
Grad Endorsement/ Cert. SPED		2	8	10
Total		2	8	10
Unit Total for School of Education	566	566	599	550
Secondary Education Program (Arts/Humanities & SOE)				
Music Education				
Freshman	11	10	26	25
Sophomore	5	6	7	10
Junior	5	4	4	5
Senior	8	7	10	14
Pre-Freshman	1	0	0	0
Post Bachelor	1	0	0	0
Total	31	27	47	54

**SOE Graduates By Major
2012 -2013**

Undergraduate							Graduate			
P-4 Early Childhood	Middle Level Ed	Health P.E. Licensure	Non-Licensure P.E.	Health P.E. Exer. Scien.	Music Ed.	Teaching and Learning	M.Ed.	Ed. Leadership	M.A.T.	M.P.E.C
24	3	4	10	9	1	6	4	3	44	9
Total Undergraduate 57							Total Graduate 60			

**SOE Graduates By Major
2011 -2012**

Undergraduate							Graduate			
P-4 Early Childhood	Middle Level Ed	Health P.E. Licensure	Non-Licensure P.E.	Health P.E. Exer. Scien.	Music Ed.	Teaching and Learning	M.Ed.	Ed. Leadership	M.A.T.	
38	8	3	10	9	1	1	5	3	34	
Total Undergraduate 70							Total Graduate 42			

**SOE Graduates By Major
2010 -2011**

Undergraduate							Graduate			
P-4 Early Childhood	Middle Level Ed	Health P.E.	Non-Licensure P.E.	Health P.E. Exer. Scien.	Music Ed.		M.Ed.	Ed. Leadership	M.A.T.	
15	4	3	26	5	1		10	6	46	
Total Undergraduate 54							Total Graduate 62			

**SOE Graduates By Major
2009-2010**

Undergraduate							Graduate			
P-4 Early Childhood	Middle Level Ed	Health P.E.	Non-Licensure P.E.	Health P.E. Exer. Scien.	Music Ed.		M.Ed.	Ed. Leadership	M.A.T.	
14	1	1	6	2	4		14	2	34	
Total Undergraduate 28							Total Graduate 50			

School of Education Minors: Fall 2012

Education	Fall 2010	Fall 2011	Fall 2012
Coaching	6	16	20
Health/PE	0	0	2
Teaching and Learning	0	0	3

School of Education Faculty Information

All faculty members 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 members are TESS 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.

School of Education Student Semester Credit Hour Data

Faculty Member	SSCH Summer II 2012	SSCH Fall 2012	SSCH Spring 2013	SSCH Summer I 2013	Total SSCH
Bayes, Devin (part-time)	0	0	16	0	16
Beard, Pam	0	234	165	135	534
Breeze', Scott (part-time)	30	0	0	0	30
Byrd, Shellye	0	99	87	0	186
Church, Kathleen (adjunct)	0	0	0	24	24
Cruz, Peter (part-time)	0	0	42	0	42
Doss, Peggy	0	0	6	0	6
Early, Alvy	0	48	0	0	48
Ford, Jeremy (part-time)	0	13	0	0	13
Frazer, Memory	69	337	399	114	919
Gentry, Julie (overload)	0	102	99	0	201
Givhan, Debbie	42	261	198	18	519
Harvey, John	16	66	0	0	82
Hill, Marcus	0	0	48	0	48
Hunnicut, Donna	114	201	153	0	468
Jackson, Trudy (Adjunct)	0	18	126	0	144
Jackson, William	0	1	70	0	71
Jeheraeel, Mario (part-time)	0	0	0	14	14
Johnson, Barbie	42	333	351	0	726
Jones, CM	0	348	105	75	528
Jones, Tracie (overload)	72	165	63	0	300
King, Kathy	69	291	294	0	654
Level, Kim	0	363	435	0	798
Longing, Jeff	72	273	234	212	791
Martin, Sue	18	222	162	0	402
Massey, CD	75	321	330	51	777
Middleton, Matt	0	0	78	0	78
Newton, Rebecca	63	90	72	0	225
Owen, Shelley (adjunct)	0	18	15	0	33
Ratcliff, Andrea (adjunct)	0	33	0	0	33
Ratcliff, Chris (overload)	51	0	0	0	51

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Ray, Tanya	0	34	0	0	34
Scott, Keith	0	0	17	0	17
Sharpe, G.A.	0	66	0	0	66
Sharpe, Susan (adjunct)	0	96	78	0	174
Snow, Albert (adjunct)	0	12	0	0	12
Smith, Billy (GA)	0	162	150	0	312
Snider, Gail (adjunct)	0	123	0	0	123
West, Deborah (adjunct)	0	36	12	0	48
White, Emily (adjunct)	0	99	123	0	222
Wilson, Melissa	0	0	204	99	303
Wilson, Whitney	0	96	105	54	255
Woodruff, Nick (part-time)	0	7	0	0	7
Zimmerly, Alayne	0	207	273	0	480
Total SSCH 12-13	652	4856	4510	796	10,814
Total SSCH 11-12	659	4647	4695	663	10,664
Total SSCH 10-11	828	4440	4411	830	10,509
Three Year Totals 2010 - 2012	2330	13,943	13,717	2518	31,987
Total SSCH 09-10	843	4192	4611	1025	10,671
Total SSCH 08-09	694	3652	3895	864	9,105

Faculty Qualification Summary

The School of Education has fourteen full-time faculty. Eight faculty have doctorate degrees, one has an educational specialist degree, and five have Master of Education Degrees. Of the five M.Ed. faculty, two are reading specialists and one is a science specialist. The UAM STEM Center staff members have Master of Education degrees and additional endorsements in their area of expertise. The ERS director holds a Master of Education degree.

Faculty Member Name	Highest Degree, Field, & University	Faculty Rank	Tenure Track	Assignment
Pam Beard	Master of Elementary Education-University of Arkansas at Monticello	Instructor/STEM Center Director	Non-Tenure Track	Faculty/STEM Director
Peggy Doss	Ed.D. Higher Education-University of Arkansas at Little Rock	Professor/Dean	Tenured	Dean, Faculty
Memory Frazer	Master of Science Exercise Science-University of Southern Mississippi	Instructor	Non-Tenure Track	Faculty
Deborah Givhan	Ed.S. Special Education-University of Alabama	Instructor	Non-Tenure Track	Faculty
Donna R. Hunnicutt	Ed.D. Higher Education- University of Arkansas at Little Rock	Associate Professor/CAEP and Graduate Coordinator	Tenured	Coordinator for Graduate Programs/NCATE Coordinator/Faculty
Barbie G. Johnson	Masters of Education Physical Education-Northeast Louisiana University	Instructor	Non-Tenure Track	Faculty
C. Morrell Jones	Ph.D. Curriculum & Instruction, George Peabody College	Professor	Tenured	Faculty
Kathy B. King	Ed.D. Recreation Administration-University of Georgia	Associate Professor	Tenured	Health and Physical Education Coordinator/Faculty
Kim Level	Masters in Elementary Education-University of Arkansas at Monticello	Instructor/Partnership Coordinator	Non-Tenure Track	Partnership Coordinator/Faculty
Jeff Longing	Ed.D. Curriculum & Instruction, University of Louisiana Monroe	Assistant Professor/EDLD Coordinator	Tenure Track	Director of Educational Leadership/Faculty
Sue S. Martin	Ed.D Educational Leadership and Administration- University of Arkansas at Little Rock	Associate Professor/Teacher Center Coordinator	Tenured	P-4 Early Childhood Coordinator/Faculty
Dewayne Massey	Ed.D. Human Performance-University of Southern Mississippi	Associate Professor	Tenured	Faculty
Melissa Wilson	Master of Science in Reading; University of Central Arkansas	Instructor	Non-Tenure Track	Faculty
Alayne Zimmerly	Ph.D Curriculum & Instruction- University of Arkansas at Fayetteville	Associate Professor	Tenured	Faculty
Other Staff				
Teri Smith	Master of Science in Education	Science Specialist	N/A	STEM Center

Gail Snider	Master of Education	Math Specialist	N/A	STEM Center
Tracie Jones	Master of Science in Education in Integrating Technology	Director	N/A	Education Renewal Zone

Grant Awards and Projects in the School of Education

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

Grant Title	Source of Funding	Amount	Grant Date	Principal Investigator(s)	Comments
**Education Renewal Zone	ADE	\$134,000	June 2013	Tracie Jones: ERZ Director	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.
**STEM Grant for Math Specialist	ADE	\$86,500	June 30, 2013	Pam Beard, Director; Gail Snider Math Specialist	Staff development or secondary math teachers
**STEM Grant for Science Specialist	ADE	\$86,500	June 30, 2013	Pam Beard, Director; Gina Richard Science Specialist	Staff development for secondary science teachers
		Total \$307,000			

Grants Awarded in the School of Education Since 2009

Grant Title	Source of Funding	Amount	Grant Ending Date	Principal Investigator(s)	Comments
** Supplemental Education Services Contract with ADE	ADE	Income for 2011-2012 \$194,675	Spring 2012	Kim Level: SOE Partnership Coordinator	Interns, UAM faculty, and other qualified tutors provide supplemental instruction for public school districts in southeast Arkansas in after school settings
** Supplemental Education Services Contract with ADE	ADE	Income for 2010-2011 \$103,200	Spring 2011	Kim Level: SOE Partnership Coordinator	Interns, UAM faculty, and other qualified tutors provide supplemental instruction for public school districts in southeast Arkansas in after school settings
Program and Faculty Development	ADE	\$2,500		Peggy Doss: SOE Dean	Provides professional development to prepare quality programs
UAM Autism Project	ADE	\$7990	12-28-09	Debbie Givhan	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
Fostering Algebraic Thinking	Arkansas Department of Higher Education: (ADHE)	\$63,170	3-21-11	Donna Hunnicutt/ Pam Beard	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
School of Education Program Support	ADE	\$10,000		Peggy Doss: SOE Dean	Provides professional development to prepare quality programs to meet new standards
Program and Faculty Development	ADE	\$5,071		Peggy Doss	Provides professional development to prepare quality programs
**Fostering Algebraic Thinking	Arkansas Department of Higher Education: (ADHE)	\$58,621	5-11-10	Donna Hunnicutt	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
**Praxis I Support	Wal-Mart	\$500	4-29-10	Sue Martin	Financial support for students to take the Praxis I test
**STEM Grant for Math Specialist	ADE	\$86,500	June 30, 2010	Peggy Doss; SOE Dean Deanna Duncan: Math Specialist	Staff development or secondary math teachers
**STEM Grant for Science Specialist	ADE	\$86,500	June 30, 2010	Pam Beard: Gina Richard Science Specialist	Staff development for secondary science teachers
**Supplemental Education Services	ADE	\$36,200	Spring 2009	Kim Level: SOE Partnership Coordinator	Interns, UAM faculty, and other qualified tutors provide supplemental instruction for public school districts in southeast Arkansas in after school settings
Arkansas Science & Technology Authority	ADHE	5,000	May 2010	Deanna Duncan	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.
Spanish For Teachers	ADHE	50,963	May 2009	Marla Ramirez: SOE Isabel Bacon: Arts and Humanities	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.
AR Adm. Licensure	Walton Fd.	392	NA	Vera Lang Brown:	Assistance for minority candidates to take state test
Minority Recruitment	Walton Foundation	31,695	No ending date	Vera Lang Brown	
Recruitment	ADHE	367	May 2008	Vera Lang Brown:	Recruits students, particularly minorities and women, into math and science teaching

Transition to Teaching	U.S. Department of Education	Original Funding: \$1,450,000 Over 5 years (\$290,000)	September 2009	D. Hunnicutt: SOE Graduate Coordinator/ NCATE Coordinator	Provides 180 teachers over a five year period to teach in the delta
Educational Renewal Zone	ADE	\$142,747	June 2009	Mary Jo Barnett: ERZ Director	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.
Math Specialist	ADE	\$85,500	June 30, 2009	Peggy Doss: SOE Dean/ Deanna Duncan: Math Specialist	Staff development for secondary math teachers
Science Specialist	ADE	\$85,500	June 30, 2009	Peggy Doss: SOE Dean/ Pam Beard: Science Specialist	Staff development for secondary science teachers
TOTAL	\$2,507,100				

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. Candidates are responsible for the development of an electronic portfolio.

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.

Twenty-five older PCs in the School of Education educational technology laboratory were replaced with a new portable computer laboratory with 30 laptop computers.

The School of Education initiated the installation of wireless access for Willard Hall.

All SOE classrooms have Smart Room technology. Two rooms have interactive white boards. The unit also has one CIV laboratory.

Other instructional technology and equipment available for faculty and candidate use include:
Wii

iPods
 16 iPads
 3 Interactive White Boards
 Six (6) document cameras
 Three (3) digital video cameras
 Three (3) digital still camera
 Six (6) LCD Projectors
 Five (5) DVD/VCR players
 Two (2) portable DVD players
 Three (3) scanners
 Thirty (30) lap tops in a portable lab unit
 Three (3) GPS units

SOE Special Projects

Education Renewal Zone **EXECUTIVE SUMMARY**

The Southeast/UAM Education Renewal Zone has been a vital component in southeast Arkansas since the inception of the ERZ in 2005. It began with a partnership between the University of Arkansas at Monticello, Southeast Arkansas Education Service Cooperative, and thirteen public high schools in southeast Arkansas. Since that time the partnership has grown to include forty-eight public schools, Southeast Arkansas Education Service Cooperative, and the University of Arkansas at Monticello. As of the 2012-2013 school year, the Southeast/UAM ERZ services forty-eight public schools of which two are identified as Needs Improvement – Priority; ten are identified as Needs Improvement – Focus; twenty-two are identified as Needs Improvement, and the remaining fourteen are Achieving schools. In 2011, funding for the Education Renewal Zone became a competitive grant process. Southeast/UAM ERZ has successfully written grants and has been one of five ERZs in Arkansas approved for funding each year. For the 2013-2014 school year, Southeast/UAM ERZ will receive an award of \$134,000.00.

It is the vision of the Southeast/UAM Education Renewal Zone along with the partners, University of Arkansas Monticello, the Southeast Arkansas Education Service Cooperative, and area schools, to be the vehicle for communication and collaboration, to provide technical assistance, and to facilitate the acquisition of professional development in the schools in southeast Arkansas. This vision is to provide alignment of teaching in the classrooms with the demands of the workforce in the real-world in order to prepare public school students with College and Career Readiness Skills. It is the vision of the Southeast/UAM ERZ to help create a culture and learning environment in the schools that will promote high achievement through a real-world curriculum that is both rigorous and relevant to the needs of the students. This vision also includes the preparation of highly-qualified teachers who will ensure that all students reach their highest educational potential.

Using the Legislative Purposes, ERZ Conceptual Framework, and the Common Core State Standards, the Southeast/UAM ERZ wrote a detailed strategic plan for assisting schools in building instructional and organizational capacity through services, technical assistance, and support. The ERZ Conceptual Framework encompasses all of the legislative purposes outlined in ACT 106. Building instructional capacity incorporates professional development, curriculum, distance learning technology, and mentoring for students, teachers, and pre-service teacher candidates which all impact both high student achievement and teacher effectiveness in the public schools. Building organization capacity incorporates parental and

community involvement, enhancing leadership, and staffing (recruitment/retention) in the workforce. Collaboration and evaluation are embedded in both instructional and organization capacity components of the ERZ. The Southeast/UAM ERZ Director strives to assist all partners with building both instructional and organizational capacity within the partner schools. The partnership provides collaboration of the smaller districts to partner to meet some of the advantages of economies of scale in providing education and related technical assistance. The Southeast/UAM ERZ is committed to providing support for the schools identified as Focus, Priority, and Needs Improvement. Through the strategies/actions of the strategic plan, it is the goal of the Southeast/UAM ERZ to provide the needed support to the partners to positively impact education in southeast Arkansas.

The Southeast/UAM ERZ is a true P-16 collaboration project between UAM, Southeast Arkansas Education Service Cooperative, and the public schools in southeast Arkansas. The ERZ is influential in providing opportunities and strengthening education among the partners to positively impact teaching and learning P-16. A focus of the Southeast/UAM ERZ partnership is to collaborate among the partnership to provide schools with the necessary resources and professional development to improve teaching and learning. In order for this to happen, a consistent plan of communication for discussing, organizing, and implementing the 2011-2014 Southeast/UAM ERZ Strategic Plan has been developed and utilized. All partners are kept informed and given an equal opportunity for participation and evaluation. A variety of methods of communication has been established by the Southeast/UAM ERZ to accomplish this goal. Another focus of the Southeast/UAM ERZ is expanding efforts to assist partner schools with staffing needs. Recruiting and retaining highly qualified teachers is often difficult in southeast Arkansas where salaries can be lower, the poverty rate higher, and the schools are small, requiring multiple preparations and responsibilities for each teacher. The UAM School of Education Dean, UAM School of Mathematics and Natural Sciences Dean, and the ERZ Director collaborate to expand recruitment efforts in the identified high needs areas. In 2011-2012 a new partnership began with area schools. Some school districts provide financial support to pay for the UAM Masters of Arts in Teaching degree when the teacher commits to spending four or more years in the district providing classroom instruction. The UAM School of Education Dean and the ERZ Director work closely together to have conversations with district administrators about joining/continuing this partnership. As a result of these and other collaborative efforts between the university staff and the public school staff, curricular modifications are regularly made when needed to add more rigor and relevance to assist candidates with teaching in the public schools and supporting the implementation of Common Core State Standards, College and Career Readiness Skills, and the Teacher Excellence Support System.

The Director has committed and will continue to commit to spending 50% of her time in the schools to identify student achievement needs, collect requests and needs assessments for curriculum and instruction, and responds to professional development needs. The Director is working among the units and offices at the University of Arkansas at Monticello as well as the education cooperative to provide needed support to all partners. Over the last seven and a half years, the expansion of resources has grown to include the UAM School of Education, School of Mathematics and Natural Sciences, School of Arts and Humanities, School of Nursing, School of Agriculture, School of Forestry, Admissions, Library, Student Affairs, and Academic Affairs. The Southeast/UAM Web site has been established and is maintained to provide online help and access to a variety of resources. The Southeast/UAM ERZ Advisory Council, composed of representatives from partner schools, district administrators, university professors and administrators, the education cooperative, parents, and community members, meet regularly. These meetings provide opportunities for reporting information, exchanging ideas, and making decisions for future goals, projects, and events.

The Director keeps the Chancellor, the Provost, the School of Education Dean, the School of Education faculty, the School of Arts and Humanities Dean, and the School of Mathematics and Natural Sciences Dean informed of projects and involves them in planning and decision making through regular meetings,

e-mails, and telephone conversations. The School of Education Dean, the Provost, and the Chancellor are usually present to welcome participants to ERZ meetings and events. The Deans take an active part in planning and participating in events.

The Southeast/UAM ERZ administrator needs assessments, collect data, and coordinates requests for professional development and instructional support. Needs assessments are an ongoing process in order to collect data from the UAM School of Education, public school administrators, UAM faculty, and the public school teachers. These assessments are administered during site visits, advisory meetings, and through technology resources. They are tailored to extract needs of pre-service and in-service teachers in pedagogical practice, content knowledge, and competent use of technology. An analysis of the needs assessments are utilized to determine professional development requests as well as to assist the UAM School of Education in determining course needs of schools and in syllabi changes in curriculum to better prepare pre-service and in-service teachers. This process provides opportunities to initiate, build, and expand collaborative relationships among higher education, public schools, education service cooperatives, and business and community entities. Southeast/UAM ERZ, through implementation of the strategic plan, will continue to develop and strengthen the partnerships to improve overall school performance, student achievement, and pre-service programs.

GOAL/STANDARD 1 – Each Education Renewal Zone (ERZ) partner school has a comprehensive professional development program aligned to the growth needs of staff and the learning goals of students that is redesigned as Common Core State Standards and College and Career Readiness Skills are implemented in the curriculum.

The Southeast ERZ Director will focus on:

- Assist ERZ school partners (e.g., discussions, phone calls, meetings) in developing/implementing short- and long-term professional development goals to support the implementation of Common Core State Standards.
- Work collaboratively with ADE personnel to ensure ACSIPs for ERZ partners included targeted professional development aligned to Common Core State Standards, College and Career Readiness Skills, and Teacher Excellence Support System.
- Plan/share professional development, using economies of scale, to meet the needs of individual ERZ partners by assisting in networking among ERZ school partners.
- Work with the Southeast Arkansas Education Service Cooperative to assist partner schools in aligning professional development growth needs of staff and learning goals of students.
- Assist building administrators by providing professional development resources to build leadership capacity that impact teacher effectiveness and student achievement during the transition to Common Core State Standards, College and Career Readiness Skills, and Teacher Excellence Support System.
- Facilitate ongoing, job-embedded professional development for the UAM faculty about Common Core State Standards, College and Career Readiness Skills, and Teacher Excellence Support System in order to integrate the standards and practices into UAM pre-service programs.
- Assist ERZ partner schools with the implementation of the Literacy Design Collaborative to support Common Core State Standards, College and Career Readiness Skills, and Teacher Excellence Support System.

GOAL/STANDARD 1A-Changes to pre-service education are made at the Institution of Higher Education to prepare candidates for implementing Common Core State Standards and College and Career Readiness Skills in the public school classrooms.

- Dr. Diann Gathright came on March 29, 2013 and presented a workshop on the Teacher Excellence Support System for the UAM School of Education faculty. This workshop was coordinated by the Southeast/UAM ERZ with the faculty and the UAM STEM Center Specialists attending. Dr. Gathright assisted the participants attending with the evaluation system and how it will be implemented in Arkansas. The information about Teacher Excellence Support System is continuing to be incorporated into UAM coursework and also into the Teacher Candidate Rating Instrument (TCRI), which UAM utilizes to evaluate lesson plans and classroom observations for interns.
- On March 27, 2013 a seminar workshop was presented to the UAM School of Education Interns on “Locating Resources to Support Common Core State Standards Implementation.” The Southeast/UAM ERZ Director presented this workshop in a hands-on manner with technology. The Arkansas Common Core State Standards Web sites, Teaching Channel Web site, and other sites were shared with the intern candidates. The candidates stated they were very thankful for the useful resources as they begin their teaching careers in the public schools.
- The School of Education methods faculty continue to successfully partner with three area schools in the Monticello and Drew Central School Districts in an “immersion project” in which the P-4 and Middle Childhood methods courses are taught in authentic classroom settings in multiple disciplines and learning levels. The project had six school visits each semester during 2012-2013. This provides opportunities for the professors to gain first-hand understanding of the needs of the ERZ partner schools as they transition to Common Core State Standards.
- The Southeast/UAM ERZ hosted a four day seminar designed specifically for district and school leaders who are committed to engaging in conversations that lead to transformational changes in May and June 2013. The workshop was conducted by Results Coaching, Global. Thirty participants from public school and UAM School of Education faculty attended the seminar. The UAM Dean of Education has been involved with this transformative coaching seminar for several years. This seminar focused on assisting district and building leadership with enhancing and strengthening their leadership skills to impact teaching and learning. The seminar provided support for building a collaborative culture focused on high performance and expectations. The Essential components of this highly successful seminar include:
 - Principles of effective leadership coaching
 - Coaching language that produces reflective practice and increased performance
 - Effective coaching behaviors of committed listening, paraphrasing, and presuming positive intent
 - Feedback that empowers, encourages, and effectively communicates

GOAL/STANDARD 2- Students in Education Renewal Zone partner schools have access to a rigorous, intentionally aligned P-16 curriculum which incorporates Common Core State Standards and College and Career Readiness Skills in the public school classroom.

The Southeast ERZ Outcomes:

- Assist ERZ partners with the implementation of Common Core State Standards, College and Career Readiness Skills, and TESS into the curriculum.
- Partner with the UAM STEM Center Math and Science Specialists along with the Southeast Arkansas Education Service Cooperative Literacy, Math, and Science Specialists to provide curriculum support to ERZ partners.
- Provide technical assistance (e.g., workshops, online resources) to partners to develop a comprehensive curriculum aligned to Common Core State Standards, College and Career Readiness Skills, and TESS.
- Disseminate information to all partners regarding upcoming professional development, updates, etc. regarding Common Core State Standards, College and Career Readiness Skills, and TESS.
- Provide support to partner schools for the implementation of the Southern Regional Education Board's (SREB) Literacy Design Collaborative (LDC) and Mathematics Design Collaborative (MDC).

GOAL/STANDARD 3 – Students and teachers in Educational Renewal Zone partner schools have an appropriate mentoring program to support the implementation of Common Core State Standards and College and Career Readiness Skills. Teacher candidates have an appropriate mentoring support system.

The Southeast ERZ Outcomes:

- Review current research and facilitate discussions to assist ERZ partners to develop understanding of mentoring programs for public school students, teachers, administrators, and teacher candidates.
- Identify and assist those ERZ partners wanting to develop a formal student mentoring program.
- Assist partners in developing an understanding of a need to implement a formal teacher mentoring program.
- Collaborate with the UAM School of Math and Natural Sciences to provide mentoring support to ERZ Math and Science public school teachers through content experts, classroom visits, and instruction content support.
- Collaborate with the UAM School of Arts and Humanities to provide mentoring support to ERZ literacy public school teachers through content experts, classroom visits, and instruction content support.
- Support (e.g., locating resources and experts in the content, classroom instructional resources, technology integration) the UAM School of Education year-long internship with mentoring assistance to both professors and teacher candidates when necessary to effectively teach the concepts and practices needed to implement Common Core State Standards, College and Career Readiness Skills, and Teacher Excellence Support System.
- Provide support and assistance (e.g., information, locating workshops) for ERZ partner schools and UAM as the Arkansas Induction Mentoring Model (AIMM) is implemented.

GOAL/STANDARD 4 – Education Renewal Zone partner schools have a plan in place to recruit and retain highly qualified teachers to support the implementation of Common Core State Standards and College and Career Readiness Skills. The Institution of Higher Education has a plan for sharing Institution of Higher Education faculty with partner schools in core subject areas.

The Southeast/UAM ERZ Outcomes:

- Identify and assist those ERZ partners wanting to developing 3-5 year (long-range) recruitment and retention plans.
- Provide recruitment support to ERZ partner schools through recruitment of college graduates, UAM Masters of Arts in Teaching candidates, and researching of the electronic delivery option of instructors for the classroom.
- Identify and assist those ERZ partners wanting to develop a systematic process to monitor the emerging needs for distance learning instruction as requested.
- Network with ERZ partners to explore how the Institution of Higher Education faculty could be shared with ERZ partner school in core subject areas

GOAL/STANDARD 5 - Each Education Renewal Zone partner school has a parent and community involvement plan that will be redesigned to support the implementation of Common Core State Standards and College and Career Readiness Skills

Southeast/UAM ERZ Outcomes:

- Assist partners with incorporating Scholastic Audit Parent Involvement recommendations into school practice and written into the ACSIP.
- Assist school and community partners to continue to heighten awareness of expectations and timelines for the full implementation of Common Core State Standards, College and Career Readiness Skills, and Teacher Excellence Support System.
- Facilitate the development of a Parent Involvement Workshop to assist with incorporating parents and teachers actively supporting Common Core State Standards and College and Career Readiness Skills.
- Work collaboratively with ADE personnel to ensure that ACSIPs for ERZ partners include targeted parental involvement actions to support Common Core State Standards implementation.
- Identify and assist those ERZ partners wanting to develop a three to five year (long-range) parent and community involvement plans.

GOAL/STANDARD 6 – There is collaboration among the Institution of Higher Education partners, education service centers, partner schools, and communities to accomplish the mission of the Education Renewal Zone. Activities of the Education Renewal Zone address the needs of partners and are designed to strengthen the partnerships. There is sufficient networking among partners to support processes for building leadership capacity and integrating the Common Core State Standards.

Southeast ERZ steps to fulfill goal:

- Network with ERZ partners during ERZ Advisory Meetings and other avenues to support processes for building leadership capacity, integrating the Common Core State Standards, disseminating information such as upcoming professional development on ways to instruct students using real-world connections, technology for learning, and a rigorous curriculum.

- Collaborate with UAM School of Math and Natural Sciences to provide classroom instructional support for ERZ partner Math and Science teachers along with their students.
- Collaborate with UAM Arts and Humanities to provide classroom instructional support for ERZ partner Literacy teachers along with their students.
- Support instructional leadership by assisting building leadership with understanding how to implement the change process to impact student achievement and teacher effectiveness as Common Core State Standards, College and Career Readiness Skills, and Teacher Excellence Support System are implemented.
- Disseminate information to ERZ partners concerning upcoming Common Core State Standards and other professional development opportunities available through the education service cooperatives, ADE, UAM STEM Center, and through online resources.
- Facilitate partnering the UAM STEM Center Math and Science Specialists with ERZ partner schools to provide support as Common Core State Standards are implemented.
- Organize, attend, and make contributions to ERZ statewide vents and meetings to ensure support of the mission, vision, and goals of the ERZ.
- Submit all reports to ADE in a timely manner.
- Work with UAM, Southeast Arkansas Education Service Cooperative, and other partners to address special needs designed to strengthen the partnerships.
- Attend all State Directors Meetings and contribute to the planning process.
- Maintain a balanced ERZ budget.
- Seek out and attend ongoing professional development aligned to the needs of the ERZ as determined by local and state data.
- Work collaboratively with ERZ Administrative Specialist to ensure that the ERZ Office runs effectively and submits appropriate reports while attending to the needs of the ERZ partners.
- Assist and support ERZ partner schools that are implementing the Southern Regional Education Board Literacy Design Collaborative to support Common Core State Standards, College and Career Readiness Skills, and Teacher Excellence Support System.

UAM 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 UAM STEM Center and the University of Arkansas at Monticello School of Education have a strong relationship working together over the past fourteen years. The math and science specialists have become an important part of developing strong connections between kindergarten through twelfth grade schools and higher education. The specialists work with public school students, faculty, and administrators to impact student learning. Additionally, the specialists work with university faculty within the School of Education to provide services for public school and pre-service teachers. Over the past year, the math and

science specialist worked with 42 MAT students demonstrating and modeling math and science integration in the classroom. The focus of instruction was on creating inquiry based and problem solving lessons that focused on the CCSSM Eight Mathematical Practices. The specialists also shared information on writing pacing guides, behavioral objectives and lessons plans matched to the Arkansas Frameworks. In partnership with Mrs. Pam Beard's middle level science class, the science specialist assisted 6 interns in preparing several inquiry based lessons. These interns were presented lessons in the local middle school under the supervision of Mrs. Beard and the interns utilized resources from the STEM Center.

The Science Specialist, Terri Smith, along with STEM Director, Pam Beard, and 4 interns from the UAM Department of Education facilitated at the Middle School Conference in Conway a Prezi Presentation on the Eight Mathematical Practices with Formative Assessment. They also presented again at the AAMLE Conference in Little Rock and are scheduled to present at the ACC Conference at the end of October 2013.

Gail Snider, Math Specialist provided training on the CCSS to 41 Pre-Service teachers in Dr. C.M. Jones in the Math and Science for Young Children course. Terri Smith, the Science Specialist, also provided common core training in Dr. Jones class with cross cutting concepts of experiments with literacy and writing to students interning in the public schools. Specialists continued working with interns in Dr. C.M. Jones in the Math and Science for Young Children course, Mrs. Pam Beard's Assessment for Elementary Teachers. During the past eight years, the UAM STEM Center specialists have co-taught methods lessons with university faculty teaching pre-service teachers. The methods courses are embedded in the pre-service teacher internship; this allows pre-service teachers to implement the research based instructional strategies they have learned immediately with public school students. There are currently 41 pre-service teachers in the internship program. 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 860 public school students per year. Over a seven year time frame, the achievement of approximately 6020 students has potentially been impacted by lessons co-taught by the specialists and the university faculty.

The 2012-13 school years focused on the implementation of the Common Core Standards in Math and Literacy. Awareness of the changes that will be necessary to produce qualified teachers has required the STEM Center to provide information and training to the School of Education and Math and Science faculty. The STEM Center Math Specialist has provided an overview of common core and a deconstructing math standards training for the School of Education Professors and Instructors. Training was provided to the math faculty in the UAM Math and Science department to share the Mathematical Practices and Common Core Standards that they will be preparing future teachers to teach in the public schools. On-going support and model lessons are scheduled to occur throughout the remainder of the semester. There were 16 faculty members present for the School of Education trainings. A total of 16 college level instructors will share with an average of 60 students per semester with 120 per year. That will teach an average of 1920 students per year when employed in the public schools. The STEM Center science specialist has provided an overview of the common core literacy standards to several of the teacher education classrooms and will provide on-going support to the classrooms throughout the remainder of the semester.

The STEM Center science specialist has also served as another bridge between the public schools and the UAM School of Mathematics and Natural Sciences. The science specialist facilitated an electrophoresis investigations and alternative energy presentation with the UAM School of Sciences, Dr. Stewart and Dr. Serna, to provide 10 middle school teachers with materials and information to use in their classrooms. Additionally, the science specialist worked in partnership with Dr. Marta Gwyn Collier, Education Outreach Director and Arkansas Science & Technology Authority and to provide real world simulations to middle school teachers. The specialists have worked over the past seven years to provide opportunities for professional development in science, math, technology, Common Core, family math and science night, and parental involvement. The collaborative efforts between the UAM STEM Center for

Math and Science and the School of Mathematics and Natural Sciences in hosting workshops to the public school teachers can impact the achievement of 2,000 public school students per year.

In partnership with the School of Mathematics and Natural Sciences and the School of Education, the UAM STEM Center director and math specialist wrote and received the No Child Left Behind Geometry grant during the summer of 2013 and will be implementing it in the 2013-14 school years. The math and science specialist will facilitate, present, and support the Geometry teachers during the ten days of training with follow-up during the school year. The math and science specialist will be on site to debrief each module of training and discuss where the eight mathematical practices from the Common Core Standards for Math were demonstrated in each lesson. The grant allows 15 Geometry teachers to participate in the two week training in the summer followed by two follow up days in the fall. The 15 teachers will teach an average of 120 public school students per year. The development of the grants and training that resulted from the partnership between the School of Education, the School of Mathematics and Natural Sciences, and the UAM STEM Center math and science specialists has the potential to impact the achievement of 1,800 public school students per year. The UAM STEM Center science specialist wrote and received two “Arkansas Commitment to Excellence in Science, Technology, Engineering and Mathematics (STEM)” Grants for a total of \$6000 each. Each of these grants was divided between two elementary schools. Equipment and resources were ordered that incorporated a systematic approach to integrating science, technology, engineering and mathematics involving multiple grade levels. The content specialist and teacher teamed to together to learn how to use the equipment and how to deliver inquiry based lessons. This was done through on-site visits and professional development. Fifteen teachers with approximately 50 students can impact 750 students per year.

The UAM math and science specialists have worked collaboratively with the Southeast Arkansas Educational Cooperative Specialists and ERZ, Tracie Jones, in providing training and implementing the Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC). This year, the specialists formed a Professional Learning Community from 5 volunteer public Tier I schools, which met once a month for Professional Development. The SEARK Co-op, ERZ, and specialist met to align work to meet the needs of teachers, instructional facilitators and administrators as they impacted student achievement. School visits were done monthly to provide support and add additional teachers to the program. There were 42 teachers, instruction facilitators, principals, and superintendents that participated. The 36 teachers averaged 100 students per year allowing 3600 public school students per year.

The STEM Center science specialist has co-presented the NGSS workshop at UAM with the Southeast Arkansas Service Cooperative, which was attended by 32 participants. These participants were teachers, instructional facilitators, principals, assistant superintendents, and UAM science teachers and UAM administrative staff in 10 school districts. The information provided is a foundation for our work throughout the southeast AR area in regards to the changes in the state standards for the state of Arkansas as it relates to the science frameworks and the cross cutting concepts to be implemented in the public school.

Through a strong partnership with the Education Renewal Zone, the specialists assist in making connections between the University of Arkansas at Monticello and the public schools in the Southeast Arkansas region. The math and science specialists provide monthly reports to the ERZ Director indicating the schools to which support and assistance have been provided. The promotional resources provided by the ERZ are distributed by the STEM Center to teachers and staff within the schools. This provides the opportunity to support the work of the ERZ and STEM Center as well as the School of Education and UAM. The math and science specialists at the UAM STEM Center consider it a high priority to support our schools. This includes the 22 schools currently in school improvement as well as the 14 schools that are achieving. In 2012-13 the Southeast Arkansas Region celebrated 10 schools making progress toward being achieving schools. Highlighted below are some of the types of support provided to each of the fourteen districts in our area, as well as additional districts that have sought out our assistance over the past year.

Cleveland County School was impacted by the work of the math specialist during the past year. Gail Snyder provided a model lessons and support in the deconstructing of the CCSS in the math at Rison High School.

Crossett Elementary, Middle School, and High School were impacted by the work of the math specialist during the past year. Middle School support was provided on site by math specialist to teachers and instructional facilitators with model lessons, observations, resources, and professional development. Science teacher attend professional development of the upcoming changes in the NGSS.

Dermott High School was impacted by the work of the math and science specialist. Both specialist attend on-site Instructional Strategies meetings and followed up with visits into classroom to help implement the CCSS instructional strategies and content. The science specialist also worked in the Elementary School with 5th and 6th grade science teachers and lower elementary science teacher in designing lessons and incorporating literacy and writing into science. Science fair support and resources have been provided to the high school.

Dewitt High School was impacted by the work of the math and science specialist. MDC and LDC were implemented into the curriculum with PLC meetings, on-site visits, and phone calls throughout the 2012-13 year. Model lessons in math and science were presented and debriefed in high school classrooms. The Science Specialist co-presented with ERZ and SEARK Co-op Professional Development on Common Core Standards and Literacy Design Collaborative.

Drew Central Elementary, Middle School, and High School have been impacted by the work of the specialists in their buildings throughout the past year. The Commitment to Excellence in STEM Grant was written for the Elementary teachers with specialist providing support through PD and collaboration. The STEM Science Specialist modeled science lessons in the elementary classroom with pre and post conferences. Terri Smith supported middle school teachers through PLC participation with other middle school science teachers in the region to build capacity with the content and focus on the science component within the Common Core for science teachers.

Dumas Elementary and High School were impacted by the work of the specialists in their buildings throughout the past year. . Gail Snider, Math Specialist, trained and is currently supporting Deconstructing the Common Core Standards at the elementary school.

Hamburg Elementary, Middle School and High School were impacted by the work of the math and science specialists in their buildings throughout the year. The math and science specialist work with the instructional facilitator and elementary principal to model, observe, support and provide resources to the math and science teachers. The math specialist provided professional development in fraction islands to the 3-5 staff to model strategies with the eight mathematical practices in Common Core. The focus at Noble and Albritton Elementary schools has been on the implementation of Common Core in grades K-2 and the awareness and preparation to implement in 3-5. Elementary and middle school classes have been trained and are currently being supported in the deconstruction of the Common Core Standards in Math and the changes that will be occurring in science with the adoption of the new state standards. For the 2012-13 school years, the high school has been utilizing professional development hours to bring awareness to their science, social studies, and technical subject's staff of the Common Core standards within the Literacy Component and increasing student performance with open response performance. The science specialist provided continuous support to this school with professional development session catered around these needs to bring the awareness to the document to the implementation phase within the classroom. MDC and LDC were implemented into the curriculum with PLC meetings, on-site visits, and phone calls throughout the 2012-13 year.

Hermitage Elementary and High School were impacted by the work of the specialists in their buildings throughout the year. MDC and LDC were implemented into the curriculum with PLC meetings, on-site visits, and phone calls throughout the 2012-13 year.

Lakeside Elementary and High school were impacted by the work of the math and science specialist throughout the year.

McGehee Elementary and High school were impacted by the work of the math and science specialist throughout the year. Professional development was provided by the math and science

specialists to the building level team members. The science specialist supported the high school science teacher at McGehee High School through the Chemistry PLC. MDC and LDC were implemented into the curriculum with PLC meetings, on-site visits, and phone calls throughout the 2012-13 year at the high school and junior high level. Science fair support and resources have been provided to the high school. Monticello Intermediate, Middle and High Schools were impacted by the work of the math and science specialist throughout the year. The math and science specialist provided training, resources, support, model lessons, observations, and guidance in supporting the Common Core in the classrooms. The math specialist attends weekly science PLC meetings through the year at the Intermediate School. The science specialist has provided resources, and professional development in science focused on implementation of the CCSS. The science specialist has continuous support to the middle school this school year in to prepare the teachers for the implementation of CCSS. Additionally, onsite visits for classroom observations with pre and post conferences, model lessons, co-teaching, participating in PLC's to strengthen student learning were and continue to be provided. The Commitment to Excellence in STEM Grant was written for the Intermediate teachers with specialist providing support through PD and collaboration.

Star City Elementary, Middle School and High School were impacted by the work of the math and science specialist throughout the year. The math specialist has provided professional development and on-going support for Fraction Islands in grades 3-5 and Deconstructing the Common Core Standards in grades K-5 at the elementary school. Support and on-going collaboration is occurring with the math teacher to prepare for professional development in data modeling for grades 6-7 to help teachers with content in the CCSS for math. Professional support was provided by the STEM Center in support of a family math and science night. Science fair support and resources have been provided to the high school. Warren Elementary, Middle School and High School were impacted by the work of the math and science specialist throughout the year. The science specialist has been ongoing support for the elementary and middle school science teachers through modeling and observation of effective strategies in the Science classroom. The science specialist also supports the science faculty by attending PLC's on site at Warren School District. The Commitment to Excellence in STEM Grant was written for the Elementary teachers with specialist providing support through PD and collaboration. Science fair support and resources have been provided to the junior and senior high schools.

Woodlawn Elementary School was impacted by the work of the math and science specialist throughout the year. The Commitment to Excellence in STEM Grant was written for the Elementary teachers with specialist providing support through PD and collaboration. MDC and LDC were implemented into the curriculum with PLC meetings, on-site visits, and phone calls throughout the 2012-13 year at the high school and junior high level.

To continue the promotion of STEM education, the UAM STEM Center analyzed the degree and program offerings at the main university at the Monticello location and the two satellite campuses in McGehee and Crossett and determined the STEM related degrees. The UAM STEM Center developed the catchphrase "Choose STEM at UAM" in order to promote STEM within the high school environments. This phrase is being publicized to bring awareness to the STEM degrees at UAM and this information is shared with high school students as the math and science specialists provide services to the schools.

The Arkansas STEM Coalition also awarded the UAM STEM Center with two science equipment grant for \$6000 each with a total of \$12,000 made available through the Arkansas Committed to Education Foundation. These funds have been allocated and are targeted to purchase science equipment within the grade K-6 classroom setting. Drew Central Elementary, Brunson Elementary School, and Monticello Intermediate School, and Woodlawn Elementary School were selected to receive up to \$3,000 of equipment and will be receiving professional development on STEM focused equipment and resources to increase student learning. The science specialist at the STEM center will be providing supportive services in the form of professional development and on-site visits to these three schools to aid in the delivery of inquiry based lessons with a STEM focus in mind.