

UNIVERSITY OF ARKANSAS AT MONTICELLO

SCHOOL OF EDUCATION

2006-2007

ANNUAL REPORT

SUBMITTED BY
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The University of Arkansas at Monticello School of Education is accredited by the National Council of Teacher Education (NCATE). Accreditation by NCATE ensures that the UAM School of Education (SOE) produces competent, caring, and qualified teachers and other professional school personnel who can help all students learn and that 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 Specialty Program Associations. Program assessments provide data which is aggregated and used for continuous program evaluation and improvement. The SOE seeks the collaboration of its many stakeholders in planning, evaluating and implementing 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 higher education and school faculty, diverse candidates, and diverse students in P-12 schools. SOE faculty members are qualified and model best professional practices in scholarship, service, and teaching. They collaborate with their colleagues in the disciplines and the public schools.

The School of Education has established a shared vision and mission for the unit's efforts in preparing educators to work in P-12 schools. The following mission statement and abbreviated description of the unit's conceptual framework provides the direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability.

The unit's conceptual framework is knowledge-based, articulated, shared, and is consistent with the unit mission. It provides the bases for the unit's intellectual philosophy, which distinguishes graduates of this institution from those of others.

Mission Statement

The University of Arkansas at Monticello School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and is committed to the development of highly qualified teacher candidates. The School of Education embraces the responsibility to prepare teacher candidates to live and work in a rapidly changing and diverse society. Teacher education candidates are challenged to achieve the highest level of competencies defined by NCATE, Specialty Program Association (SPA), and state standards and as identified in the UAM School of Education's Conceptual Framework and modeled by the UAM School of Education Faculty. The Conceptual Framework is comprised of five strands: knowledge, pedagogy, professionalism, diversity, and technology. The teacher candidates' understanding of the Conceptual Framework is progressively developed as they advance through the teacher education programs. The UAM School of Education is dedicated to developing highly qualified teachers 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 Arkansas' high-need geographical area.

School of Education Conceptual Framework

The Conceptual Framework of the School of Education is organized around five (5) strands that promote: the acquisition of a knowledge base; development of pedagogical skills; promotion of diversity and social justice; the demonstration of professionalism, and instructional technology skills. The core belief through all strands is that the diverse population of Arkansas' P-12 students can learn and succeed. This philosophy is shared by faculty and candidates in initial and advanced programs alike and is infused throughout the curriculum and practice of faculty. The indicators of competence within each strand define the performance of initial and advanced candidates in the School of Education programs. These indicators represent the knowledge, skills, and dispositions for all initial and advanced candidates and serve as a foundation to scaffold specific experiences, assessments, and learning opportunities.

The acquisition of knowledge, skills, and dispositions is developmental and cumulative to becoming a highly qualified educator. The School of Education faculty identified four (4) transition points through which initial licensure candidates must progress and data are collected on candidate progression: 1) pre-admission to teacher education; 2) admission to teacher education; 3) admission to clinical internship; and 4) program completion/graduation.

**2006 – 2007 STRATEGIC PLAN Annual Report
SCHOOL OF EDUCATION
UNIVERSITY OF ARKANSAS AT MONTICELLO
June 2007**

Recruitment

Support goals from Enhancement of Resources focus:

Recruit, develop, and retain a quality faculty and staff

Build partnerships through networking and collaboration

Enhance the University's image, visibility, and influence

Improve internal and external communications

Improve employment opportunities

Develop internal and external resources

Recruit, retain, and graduate students

Short-Range Objectives

- To provide quality staff development opportunities for faculty and staff

The faculty attended workshops at the SEARK Educational Cooperative and in school of education trainings. Several faculty members participated in Arkansas Department of Education trainings as well as state and national conferences. All faculty members engaged in Pathwise training. Progress was made in this academic year but the objective will be ongoing.

- To collaborate with other universities to recruit faculty from doctoral education programs.

Not accomplished but will be ongoing

- To host meetings with public school officials, SEARK Cooperative staff, and the Arkansas Department of Education to identify specific strategies to address issues and concerns in education

Representatives of the School of Education have participated in meetings to discuss recruitment with public school faculty and administrators at the SEARK Educational

Cooperative. The Educational Renewal Zone project hosted recruitment meetings to inform community stakeholders and to solicit their assistance in recruitment to teacher education. The dean spoke at civic clubs in the region to alert the communities of the teacher shortage crisis. The dean frequently met with ADE staff and hosted conference calls with ADE staff to discuss programming concerns and needs. Progress has been made but this objective will be ongoing

- To increase attendance of UAM SOE faculty and staff at SEARK Cooperative meetings and professional development workshops.

SOE faculty participated in SEARK Cooperative workshops and meetings. Participation was greatly increased but this will be an ongoing objective to include all faculty members.

- To increase the visibility of the SOE faculty and staff in the area public schools

Faculty participated in Professors Partnering with Professionals which is an ERZ project to create more collaboration with the public schools. Regular contacts were made with the schools via personal visit, e-mail or telephone calls. The objective was accomplished in collaboration with the ERZ project and will continue in the following year.

- To provide graduate assistantships to attract potential graduate assistant faculty members.

Not accomplished but will continue as an objective

- To expand the Educational Renewal Zone (ERZ) Project for continuing collaboration with educational cooperatives, public schools, and other universities

The SOE and ERZ partnered with the Arkansas Department of Education, the SEARK Educational Cooperative and the public schools to address teacher recruitment and to plan programs. The ERZ coordinated opportunities for SOE faculty to participate in educational cooperative professional development. Progress was made but the objective will be ongoing.

- To recruit new teacher education students by visiting area high schools and increasing the visibility of the School of Education

The SOE and ERZ partnered with the cooperatives and public schools to address teacher recruitment and to plan programs. The SOE dean made civic club presentations in the region to discuss the teacher shortage crisis and to ask for community support to recruit teachers. One teacher recruitment fair was hosted by ADE on the UAM campus in November. Much was accomplished but the effort will continue.

- To attend community college career days to increase enrollment in the 2+2 program.

Some effort has been made to accomplish this objective but progress is not satisfactory. This objective will be addressed again in the next academic year.

- To develop news releases, billboards, and other media tools to share accomplishments and to promote teaching as a profession.

A new SOE brochure was developed and will be ready for use in the next academic year. A SOE newsletter was created and distributed to area schools. Numerous news releases highlighted SOE accomplishments. Large signs were placed in strategic locations of various communities in the region to advertise SOE programs and degrees. Efforts have been made to accomplish this objective but the objective will be ongoing.

- To increase the recruitment efforts for the Master of Arts in Teaching graduate program

Additional focus has been given to recruitment by placing signage in key locations to advertise the MAT program. The number of applications for the program is greater this year than in the past year. Efforts will continue to advertise in newspapers and by “running” radio ads.

- To assign mentors for new UAM School of Education faculty and staff

Mentors were assigned to new faculty but more effort is needed in this area for understanding of mentor roles and coordination in regard to the number of contacts needed. This will be an ongoing objective.

Intermediate-range Objectives

- To recognize faculty and staff for exemplary service and teaching through awards/publicity.

The Drew County Chamber of Commerce Teacher of the Year award was initiated. Dr. Max Terrell was honored as the UAM Teacher of the Year. More effort will be made to develop additional means to meet this objective.

- To acquire grants to fund programs and to provide additional faculty compensation.

NCLB Grants were acquired for materials and programs but ongoing efforts are needed to fully fund faculty positions.

- To expand ERZ activities to include more communities, agencies, and groups.

This objective was accomplished through the career fair and the newly established advisory council. This will be an ongoing effort.

- To continue to advertise and promote the 2+2 program and the partnership with community colleges

Some contact was made with community colleges to initiate new partnerships. This is an area to pursue in the next academic year. Little progress has been made at this time.

- To enhance advising of teacher candidates to improve academic focus and candidate's retention

Program planning sheets were developed for use by candidates and faculty for better advising. Faculty discussed advising concerns during faculty meetings. Tutorial courses and software have been added to assist candidates who need assistance to be successful on Praxis I tests. More effort is needed to accomplish this objective.

- To develop seminars to prepare students for the Praxis I, Praxis II, and the PLT

Special topics one-hour courses were developed for each area of the Praxis I and were taught each semester by School of Education faculty. A computer laboratory was also equipped with software for candidate tutoring. This objective will be revised for the next academic year to remove Praxis II and the PLT since candidate data has not indicated that this is a need area.

- To develop school superintendents' advisory committee.

The dean meets regularly with the superintendents at the SEARK Education Cooperative. This objective has been accomplished but will continue.

Long-Range Objectives

- To advocate salary increases through committee service

Not accomplished but will continue to include as an objective

- To reward faculty and staff for exemplary teaching and service through recognition and monetary rewards

Not accomplished but will be an ongoing objective

- To develop professional learning communities inclusive of school of education faculty, public school faculty/administration, community agencies, legislators, educational cooperatives, etc.

Efforts have been made to accomplish this objective through SEARK Educational Cooperative and the Educational Renewal Zone Project. Some members of the UAM SOE faculty have met with public school administrators in job-alike meetings BUT must be ongoing to fully accomplish.

Improve academic quality standards

Support goals from Enhancement of Academic focus:

Share academic opportunities across units.

Increase opportunities for faculty/student research and creative activities and increase experimental and service learning opportunities.

Improve internal and external communications.

Provide the latest technology for our students and faculty

Accommodate the diverse needs of students

Enhance UAM's image

Short-Range Objectives

- To acquire approval for School of Education programs of study from Arkansas Department of Education and specialty program accreditation organizations

The P-4 Early Childhood program, the Middle Childhood program, and the Educational Leadership program received state approval. The PE, Health, and Leisure program will be submitted to ADE for approval in May. Program Coordinators worked on program SPA reports and will submit them for approval in December 2007. Accomplished and ongoing objective

- To develop a School of Education data base for collection of assessment data

A unit and program data base was developed and is currently in use. Accomplished

- To assess program quality using specific evaluation tools and assessments

Assessments and scoring rubrics have been created to measure the knowledge, skills, and dispositions of teacher candidates in each program. Although the objective has been met, constant review and revision will be required as programs change and national and state policies are revised. Accomplished and ongoing

- To use aggregated and disaggregated data for program analysis and improvements

Program data is now being collected and is aggregated and summarized to determine unit and program strengths and areas for improvements. The results are reviewed by faculty and stakeholders. Accomplished but ongoing.

- To acquire a CIV laboratory for the School of Education

A CIV laboratory was installed in Willard Hall as a result of the Willard Hall renovation.

- To upgrade computers in the School of Education computer laboratory

Upgraded computers were acquired for the laboratory but new equipment has been requested in the 2007 budget. This is an ongoing objective.

- To implement Smart Room Technology into everyday instruction

Three Smart Rooms have been installed in Willard Hall. Faculty members use the new technology in everyday instruction and have requested additional Smart Room capabilities. Accomplished and ongoing

- To imbed the use of the latest instructional software in SOE courses.

Much attention has been focused on the use of instructional technology in all SOE courses. Faculty members have made progress toward this goal but more attention is needed to ensure its uniform implementation. Accomplished and ongoing

- To improve content knowledge of secondary education teacher candidates

Candidates for 7-12 licensure receive pedagogy in the Master of Arts in Teaching degree. Admission to this degree program requires each candidate to hold a Bachelor's degree in a content area which has improved the reliability of having knowledge of the content they will teach.

Intermediate-Range Objectives

- To implement TaskStream instructional system/software for portfolio management into the School of Education curriculum

Not accomplished but will begin in the summer II 2007 term in the EDUC 2233 Instructional Technology course.

- To acquire grants to fund faculty and student professional development

Two grants were acquired from the Arkansas Department of Education to promote professional development opportunities for faculty members. This is an ongoing objective.

- To host/attend workshops to increase awareness of latest technology and educational trends

Some workshops and in-service has been provided but this is definitely an ongoing objective.

- To integrate special education instructional strategies into in arts and sciences content courses that prepare teachers

Not accomplished but will be ongoing effort

- To develop and receive ADE approval for a graduate level special education add-on licensure curriculum

This objective was accomplished for the P-4 Early Childhood Instructional Specialist as well as the 4-12 Instructional Specialist in Special Education.

- To develop and offer ESL education courses

Accomplished.

- To revise the Master of Education program of study for quality assurance

The UAM Graduate Council approved the SOE proposal for the revised Master of Education degree in the 2006-07 academic year. Accomplished

- To create partnerships with Arkansas Rehabilitation Services, local physicians, and other entities to expand opportunities for the exercise science interns.

Faculty member Memory Frazer collaborated with these agencies to establish partnerships in Bradley County and will expand this service to Drew County in the 2007-08 academic year.

- To identify public school faculty with exemplary teaching and instructional skills to serve as intern I mentor teachers

Cooperating teachers must be trained in the state adopted Pathwise Instructional Planning model. Accomplished and ongoing

Long-Range Objectives

- To align the Associate of Art in Teaching curriculum with the UAM School of Education curriculum through discussions with the community colleges.

Accomplished

- To develop a Masters of Education in Reading degree

Not accomplished and will be deleted from future planning due to lack of resources for implementation

- To develop a Masters of Education in Gifted/Talented Education

Not accomplished and will be deleted from future planning due to lack of resources for implementation and lack of demand for the degree.

- To expand the 2+2 program by collaborating with additional community colleges

Not Accomplished but ongoing

- To create an Exercise Science and Wellness Laboratory Center

Not accomplished but ongoing

- To develop and provide professional development opportunities for the university faculty at-large to enhance student learning

Accomplished and ongoing

Support goals from Enhancement of Quality of Life focus:

Accommodate the diverse needs of students/candidates

Develop and implement a comprehensive student retention plan

Promote healthy lifestyles for students, employees, and communities

Short-Range Objectives

- To create a School of Education tutoring center to meet the specific learning needs of Teacher Education candidates

Additional courses have been added to assist the special needs of candidates and tutorial software is available in the computer labs. Progress has been made but the objective is ongoing.

- To acquire additional grants to pay the Praxis I, Praxis II, and PLT test fees for teacher education students who have financial need

Not accomplished but ongoing

- To reinstate the Minority Opportunities Resource Education Center

Accomplished

Intermediate-Range Objectives

- To survey the School of Education students to determine diversity of needs

This goal has not been accomplished but will be ongoing. The objective should be more clearly stated for better understanding of how to accomplish it.

- To establish a peer mentoring program for students

Not accomplished; Some isolated efforts was made in some courses.

Long-Range Objectives

- To develop a campus healthy lifestyles program through the UAM School of Education Exercise Science/Wellness program

Not fully accomplished but will be ongoing

- To increase participation in the UAM Health and Wellness Fair

Efforts were made to accomplish this objective but lack of interest in collaboration in other campus units prevented success. This will not be an ongoing objective.

- To create an Exercise Science and Wellness Laboratory Center

Planning has begun but not accomplished. Discussions with the administration will be ongoing to discuss the importance of this objective.

- To create a School of Education student retention plan

Discussions have occurred and are ongoing to accomplish this objective

**STRATEGIC PLAN FOR SCHOOL OF EDUCATION
UNIVERSITY OF ARKANSAS AT MONTICELLO
2007 - 2008**

Recruitment

Support goals from Enhancement of Resources focus:

Recruit, develop, and retain a quality and diverse faculty and staff.

Build partnerships through networking and collaboration.

Enhance the University's image, visibility, and influence.

Improve internal and external communications.

Improve employment opportunities.

Develop internal and external resources.

Recruit, retain, and graduate candidates from diverse cultural backgrounds

Short-Range Objectives

- To continue to provide quality staff development opportunities for faculty and staff.
- To develop collaborate with other universities to recruit diverse faculty from doctoral education programs.
- To further nurture the partnership with public school officials, SEARK Cooperative staff, and the Arkansas Department of Education to identify specific strategies to address issues and concerns in education
- To continue to focus on the need for UAM SOE faculty and staff to attend at SEARK Cooperative meetings and professional development workshops.
- To further promote the visibility and contributions of the SOE faculty and staff in the area public schools
- To continue the efforts of the Educational Renewal Zone (ERZ) Project to assist the SOE to collaborate with educational cooperatives, public schools, and other universities
- To increase the activities and projects to recruit new teacher education candidates from diverse backgrounds in area schools
- To continue to attend community college career days to increase enrollment in the 2+2 program and to increase diversity of candidates in programs
- To continue to develop news releases and to find partners to share accomplishments and to promote teaching as a profession in the community
- To continue to increase the recruitment efforts for the Master of Arts in Teaching graduate program
- To continue to assign mentors for new UAM School of Education faculty and staff
- To use the electronic calendar for better coordination of events

Intermediate-Range Objectives

- To continue to recognize faculty and staff for exemplary service and teaching through awards/publicity.
- To continue to seek grants to fund programs and to provide additional faculty compensation.
- To continue to expand ERZ activities to include more communities agencies and groups.
- To continue to advertise and promote the 2+2 program and the partnership with Community colleges
- To further enhance advising of teacher candidates to improve academic focus and candidate retention
- To refine and enhance seminar courses that prepare students for the Praxis I, Praxis II, and the PLT
- To create better defined roles for the school superintendents' advisory committee
- To recruit teacher candidates through the academic education honorary fraternity Kappa Delta Pi

Long-Range Objectives

- To advocate salary increases through committee service
- To reward faculty and staff for exemplary teaching and service through recognition and monetary rewards
- To develop professional learning communities inclusive of school of education faculty, public school faculty/administration, community agencies, legislators, educational cooperatives, etc.

Support goals from Enhancement of Academic focus:

Improve academic quality standards

Share academic opportunities across units.

Increase opportunities for faculty/student research and creative activities and increase experimental and service learning opportunities.

Improve internal and external communications.

Provide the latest technology for our students and faculty.

Accommodate the diverse needs of students.

Enhance UAM's image.

Short-Range Objectives

- To enhance and improve School of Education programs of study that meet national, state, and specialty program accreditation organizations standards and the needs of the candidates.
- To refine and use the School of Education data base for collection and aggregation of unit

and program assessment data

- To continue to assess unit and program quality by using specific evaluation tools and assessments
- To continue to use aggregated and summarized data for unit and program analysis to make program improvements
- To develop a SOE technology plan
- To continue to upgrade computers in the School of Education computer laboratory
- To continue to use Smart Room Technology into everyday instruction
- To continue to imbed the use of the latest instructional software in SOE courses
- To require candidates to use modern instructional technology in everyday instruction
- To increase collaboration with arts, sciences, and other academic units
- To increase participation in the Teacher Education Committee
- To increase faculty participation in and understanding of Sharepoint system
- To increase faculty professional development in understanding student diversity
- To implement TaskStream instructional system/software for portfolio management into the School of Education curriculum

Intermediate-Range Objectives

- To continue to seek grants to fund faculty and student professional development
- To continue to host/attend workshops to increase awareness of latest technology and educational trends
- To integrate special education instructional strategies into in arts and sciences content courses to prepare teachers
- To develop and receive ADE approval for a graduate level 4-12 special education add-on licensure curriculum
- To continue creating partnerships with Arkansas Rehabilitation Services, physicians and other entities to expand opportunities for the exercise science interns.
- To continue to identify school faculty with exemplary instructional skills to serve as clinical internship mentor teachers

Long-Range Objectives

- To expand the 2+2 program by collaborating with additional community colleges
- To create an Exercise Science and Wellness Laboratory Center

Support goals from Enhancement of Quality of Life focus:

Accommodate the diverse needs of students/candidates

Develop and implement a comprehensive student retention plan

Promote healthy lifestyles for students, employees, and communities

Short-Range Objectives

- To enhance the School of Education tutoring center to meet the specific learning needs of Teacher Education candidates
- To seek additional grants to pay the Praxis I, Praxis II, and PLT test fees for teacher education students who have financial need
- To further develop the SOE diversity plan
- To survey the School of Education students to determine diversity of needs
- To enhance the School of Education student retention plan

Intermediate-Range Objectives

- To establish a peer mentoring program for students
- To continue to emphasize the importance of health and wellness and to increase participation in the UAM Health and Wellness Fair

Long-Range Objectives

- To promote a campus healthy lifestyles program through the UAM School of Education Exercise Science/Wellness program
- To continue to promote the need for a SOE Exercise Science and Wellness Laboratory Center

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 developed around and aligned with discipline specific learned society standards.

Strengths

- School of Education faculty and teacher education candidates serve communities through active participation in academic studies and diverse field experiences that address the five strands of the SOE conceptual framework: content knowledge, pedagogy, professionalism, diversity, and dispositions.
- School of Education faculty members are dedicated to the highest level of teacher preparation at the initial and advanced levels.
- The School of Education has successful partnerships with thirteen area school districts and articulation agreements with two community colleges.
- The Educational Renewal Zone project funded by Act 106 has further advanced the School of Education's collaboration with the area public schools and the Southeast

Arkansas Educational Cooperative for professional development and sharing of professional knowledge.

- The School of Education has the UAM Math and Science Center in which professional development opportunities are provided for public school teachers and UAM SOE candidates by highly qualified math and science specialist.
- The Educational Renewal Zone mission enhances and supports the SOE mission, goals, and objectives and enhances the SOE's ability to collaborate with stakeholders.
- The School of Education faculty continues to pursue and be awarded various public and private grants to support the SOE goals and objectives.
- The School of Education continues to actively recruit and retain a diverse candidate population at both the undergraduate and graduate levels
- The Educational Renewal Zone Project assists in recruitment projects to assist in the recruitment of candidates from diverse backgrounds.
- The School of Education actively recruits a diverse faculty.
- Willard Hall which houses the UAM School of Education has been completely renovated and now has a CIV laboratory and three smart rooms equipped with current instructional technology.
- The UAM School of Education collaborates with the Arkansas Department of Education to ensure quality program development.
- The 2+2 Community College Partnership agreement continues to be a vehicle to prepare teacher candidates for the underserved and diverse areas of southwest Arkansas and the Mississippi Delta Region.
- The SOE continues to use assessment data to monitor/modify/revise programs of study to meet the needs of candidates.
- The revised Master of Arts in Teaching degree provides exemplary instructional and management strategies for the teacher candidate with a degree in a secondary content area. The alternative licensure program meets the needs of the partner schools by providing an additional route of teacher preparation and, therefore, addresses the teacher shortage problem that exists.
- The Middle Childhood Level major was modified to provide a better blend of coursework. As a result, the program is expected to better prepare teacher candidates with appropriate knowledge, skills, and dispositions but to also be a more attractive program for candidate recruitment.
- The Educational Leadership Program is fully functioning and has attracted many new candidates from diverse backgrounds.
- The School of Education was approved by the Arkansas Department of Education (ADE) for new programs of study in P-4 and 4-12 Special Education Instructional Specialist licensures, English As Second Language endorsement, and Middle Level Childhood endorsement.
- The SOE offers one credit hour courses in preparation for the Praxis I writing, reading, and math test. A computer laboratory utilizing Plato software is now available for the pre-candidate to use as an additional tool to prepare for success on the Praxis I.

Weaknesses

- The Math and Science Center does not have a full-time director. The director's responsibilities are presently being shared by the Dean and the Teacher Education Coordinator. A part-time or full-time director is needed to adequately administer and coordinate the program.
- The School of Education faculty/staff have many responsibilities including those related to data assessment, graduate program coordination and recruitment and program coordination.
- Some School of Education faculty need additional professional development to effectively use instructional technology in the classroom.
- 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.

Opportunities for Improvements

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

Threats to Effectiveness

- The difficulties of a small, rural, delta university to attract and retain a diverse faculty and staff, especially those in high need specialty areas continues to be of concern.
- Lack of increase in funding in the second year of the biennium could negatively impact the delivery of programs and recruitment of a diverse and critical university faculty.
- Salary adjustments to retain current faculty and staff and to recruit new and diverse faculty are needed.
- Reductions in the number of faculty positions in the School of Education.
- Administrative assistance is needed for the Math/Science Center.

Undergraduate Program Offerings

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

Undergraduate Programs Leading to Initial Teacher Licensure

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

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

Graduation Requirements for Teacher Education Candidates

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

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

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

Teacher Education Field Experiences and Clinical Internships

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

Matriculating through the Teacher Preparation Program

The teacher preparation program is comprised four transition points.

The teacher preparation program at UAM is subject to Arkansas Department of Education, NCATE, and SPA standards and policies. Revisions to programs of study are periodically made

as a result of new and/or revised standards or as a result of findings from unit and program analysis of aggregated data.

Teacher Education Program Requirements

Transition Point I: Pre-admission

Pre-candidates must complete the following courses with a grade of “C” or better in each course:
 EDUC 1143 Education for Schools and Society

ENGL 1013 Composition I

ENGL 1023 Composition II

One of the following:

MATH 1003 Survey of Mathematics *or*

MATH 1043 College Algebra

One of the following:

SPCH 1023 Public Speaking *or*

SPCH 2283 Business and Professional Speaking *or*

SPCH 2203 Interpersonal Communication

Pre-candidates must complete the following courses with a grade of “B” or better in each course:

EDUC 2233 Instructional Technology (Prerequisite: EDUC 1143)

EDUC 2253 Needs of Diverse Learners in Inclusive Settings (Prerequisite: EDUC 1143)

Supportive requirements:

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

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

Transition Point II: Teacher Education Program

To be admitted to Transition Point II, Teacher Education Program, the Pre-Candidate must:

1. Complete all requirements listed in Transition Point I, pre-admission; and
2. Complete a successful interview with the Teacher Education Committee.

Candidates must complete the following courses with a grade of “B” or better:

EDUC 3203 Educational Psychology: Developing Learners

(Prerequisite: Admission to Teacher Education Program)

EDUC 3563 Effective Instructional and Management Strategies

(Prerequisite: Admission to Teacher Education Program)

Supportive requirements:

1. Acquire and maintain a cumulative GPA of 2.75 or better;
2. Submit to a State of Arkansas and FBI background check;
3. Achieve a passing score(s) on the PRAXIS II: Subject Assessment(s) for each area of licensure;

4. Completion of Portfolio Competencies for Transition Point II;
 5. Completion of Application for Admission to Clinical Internship I.
- To be admitted to Transition Point III, Clinical Internship, candidates must complete all requirements listed in Transition Point II, Teacher Education Program.

Transition Point III: Clinical Internship

Clinical Internship I:

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

Clinical Internship II:

1. Candidate must have a cumulative GPA of 2.75 or better;
2. Completion of Portfolio Competencies for Transition Point III.

Note: These admission requirements are subject to change as required by the Arkansas Department of Education or as approved by the UAM Teacher Education Committee.

Transition Point IV: Graduation

1. Completion of all degree requirements
2. 2.75 GPA or better
3. Degree conferral.

Undergraduate Teacher Education Programs for Initial Licensure

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

Middle Level Endorsement

EDUC 2253 Needs of Diverse Learners
MLED 2113 Physical Development of Early Adolescents
MLED 4513 Teaching and Learning in Middle School

UAM School of Education Graduate Programs

Master of Education degree

Master of Education in Educational Leadership (building level administrator licensure)

Master of Arts in Teaching (alternative licensure degree)

Graduate Program Goals

The advanced programs in the School of Education are developed around standards that govern accomplished teaching, including the ELCC, NCATE, and National Board for Professional Teaching Standards.

Candidates in the advanced programs in the School of Education are expected to:

- Develop an in-depth understanding of advanced principles and theories of teaching and learning;
- Acquire an attitude of inquiry and curiosity for learning that permeates instruction;
- Conduct action-based research to demonstrate that students are learning and achieving;
- Collaborate with other professional educators and leaders to address issues and concerns in education;
- Demonstrate the ability to become educational leaders who have the potential to make a difference in their individual educational setting.

Data on Undergraduate Teacher Education Candidates (Fall 2002-Spring 2007)

	Fall 02	Spr 03	YTD 02-03	Fall 03	Spr 04	YTD 03-04	Fall 04	Spr 05	YTD 04-05	Fall 05	Spr 06	YTD 05-06	Fall 06	Spr 07	YTD 06-07
Admitted to Teacher Education	12	12	24	13	24	37	7	21	28	20	13	33	28	12	40
Average GPA	3.32	3.30	3.31	3.31	3.30	3.31	3.20	3.40	3.30	3.43	3.04	3.24	3.37	3.89	3.63
Intern I	19	7	26	25	12	37	32	5	37	21	3	24	17	10	27
Intern II	6	19	25	7	25	32	12	32	44	5	21	26	3	17	20
Program Completers			26			15*			24*			22			23
Program Completer Praxis Passing Rate			100%			100%			100%			100%			100%

***During the years of 2003 – 2005, the School of Education programs were revised and modified as a result of assessment data that indicated that candidates were not receiving the appropriate special education content knowledge. The P-4 Early Childhood/Special Education Blended Program major was deleted. Admitted candidates were given a grace period to complete the degree. A new P-4 Early Childhood program was implemented.**

Number of Candidates Admitted to Teacher Education Program by Racial Composition

	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
White	12	11	13	16	3	17	15	13	Female	Female
									24	7
Black, African American	0	1	0	8	4	4	5	0	Male	Male
									1	3
Hispanic	0	0	0	0	0	0	0	0	Female	Female
									2	0

Number of Undergraduate Program Completers by Ethnicity

	02-03	03-04	04-05	05-06	06-07
White	22	14	17	21	21
Black, African American	4	1	7	1	1
Hispanic	0	0	0	0	0

Data on Master of Arts in Teaching Graduate Completers (Fall 2002-Spring 2007)

	2002-2003 cohort	2003-2004 cohort	2004-2005 cohort	2005-2006 cohort	2006-2007 Cohort
Total	30	54	83	32	20
Ethnicity	White female 22	White female 44	White female 74	White female 23	White female 14
	White male 7	White male 7	White male 8	White male 8	White male 5
	Black female 1	Black female 3	Black female 1	Black female 0	Black female 0
	Black male 0	Black male 0	Black male 0	Black male 0	Black male 0
	Hispanic female 0	Hispanic female 0	Hispanic Female 0	Hispanic Female 1	Hispanic Female 0
	Hispanic male 0	Hispanic male 0	Hispanic male 0	Hispanic male 0	Hispanic male 1
	Asian Pacific female 0	Asian Pacific female 0	Asian Pacific female 0	Asian Pacific female 0	Asian Pacific female 1

UAM School of Education Partnership Schools

The SOE has a formal partnership with thirteen (13) 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 2006-07 academic years. Placement in clinical area schools, input from teacher candidates and in consideration of providing experiences in diverse settings and to meet the teacher candidates’ needs. The placement decision is made by a committee that includes stakeholders from the various school districts.

Fall 2006 Clinical Internship

School	Candidate	Ethnicity/ Gender	Position	Major	UAM Supervisor	Mentor Teacher	Ethnicity/ Gender
Monticello Elementary 1037 Scogin Drive Monticello, AR 71655 870-367-4010	Emily White 140 Pine Lake Dr Rison, AR 71665 870-866-2367	White Female	Intern I	Early Childhood	Jones	Linda Tyler (K)	White Female
	Lauren Truelove 854 N. Gabbert Monticello, AR 71701 870.367.8874	White Female	Intern I	Early Childhood	Martin	Jackie Koone (K)	White Female
	Ebony Grant 201 S. Trotter Dermott, AR 71638 870-538-9460	Black Female	Intern II	Early Childhood	Martin	Donna Forrest (1 st)	White Female
	Sara Newton 132 Midway Rt. Lot 7 Monticello, AR 71655 870-723-1833	White Female	Intern II	Early Childhood/ Special Education	Givhan	Sarah Hilton (2 nd)	White Female
	Julie Worthen PO Box 2063 Monticello, AR 71656	White Female	Intern II	Early Childhood	Givhan	Krissi Wall (2 nd)	White Female
Monticello Intermediate 280 Clyde Ross Dr Monticello, AR 71655 870-367-4030	Jessica Bone 134 W. Railroad Monticello, AR 71655 870.723.1359	White Female	Intern I	Early Childhood	Givhan	Vicki Morgan (4 th)	White Female
	Derek Rogers 1702 Parkway DR Crossett, AR 71635 870-510-5833	White Male	Intern I	Physical Education	King	Tiner 3 rd , 4 th , 5 th	White Male
Monticello Middle School 180 Clyde Ross Dr Monticello, AR 71655 870.367.4040	Stephanie Witherspoon 632 Hwy 278 East Monticello, AR 71655 870.367.6506	Black Female	Intern I	MLED (English / Social Studies)	Ramirez Content: Payne/ Collins	Barnett (8 th) Hudgens (8 th)	White Female
Drew Central Jr Sr High 440 Hwy 83 S Monticello, AR 71655 870.367.6076	Lori Thomas 1673 Hwy 425 South Monticello, AR 71655 870.367.2209	White Female	Intern I	English	Carpenter Content: Payne	Lara Cooper (8 TH)	White Female
North Crossett Primary 211 School Street Crossett, AR 71635 870.364.5101	Stephanie Dean 16000 Hwy 54 Pine Bluff, AR 71603 870.370.1217	White Female	Intern I	Early Childhood	Lang	Rachel Sowerheaver (K)	White Female

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Cleveland County SD Kingsland Elementary 16650 Hwy 79 Kingsland, AR 71652 870.348.5335	Ashley Smith 5069 Ashley 703 Crossett, AR 71635 870.364.9839	White Female	Intern I	Early Childhood	Givhan	Sanday McDill (1 st)	White Female
	Lori Ottley PO Box 571 Bearden, AR 71720 870.687.3904	White Female	Intern I	Early Childhood	Givhan	Rhonda Herring (K)	White Female
School	Candidate	Ethnicity/ Gender	Position	Major	UAM Supervisor	Mentor Teacher	Ethnicity/ Gender
Park Avenue Elementary 1202 S. Park Avenue Stuttgart, AR 72160 870-673-3563	Sara Corley 201 W. 19 th Street Stuttgart, AR 72160 870.673.2566	White Female	Intern I	Early Childhood	Chambless	Nancy Brown (K)	White Female
DeWitt Elementary 601 S. Union St DeWitt, AR 72042 870-946-4651	Krystal Isom 101 S Van Buren DeWitt, AR 72042 870.946.1161	White Female	Intern I	Early Childhood	Chambless	Lisa Henderson (K)	White Female
Barton Elementary PO Box 97 Barton, AR 72312 870-572-3984	Jessica Logan 420 W Quertermous DeWitt, AR 72042 870.946.2443	White Female	Intern I	Early Childhood	Chambless	Tracy Davis (1 st)	White Female
	Carol Clawson 110 South Columbia St Almyra, AR 72003 870.992.8000	White Female	Intern I	Early Childhood	Chambless	Amy Rosegrant (2 nd)	White Female
Smackover Elementary 701 Magnolia Smackover, AR 71762 870.725.3601	Aimee Pankey-Jackson 1301 Jacksons Acre Holly Grove, AR 72069 870.816.5936	White Female	Intern I	Early Childhood	Williams	Joyce Hogan (K)	White Female
	Elizabeth Johnson 108 St. Michael Drive Helena, AR 72342 870.338.7112	White Female	Intern I	Early Childhood	Williams	Ruby Williams (3 rd)	Black Female
	Shannon Conway PO Box 345 Calion, AR 71724 870.814.2145	White Female	Intern I	Early Childhood	Cook	Clarice Long (3 rd)	White Female
Northwest Elementary 1600 N. College Ave, El Dorado, AR 71730 870-864-5078	Debbie Ponder 1801 West Main El Dorado, AR 71730 870.863.8884	White Female	Intern I	Early Childhood	Cook	Debbie Smith (K)	White Female

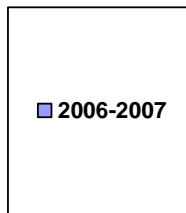
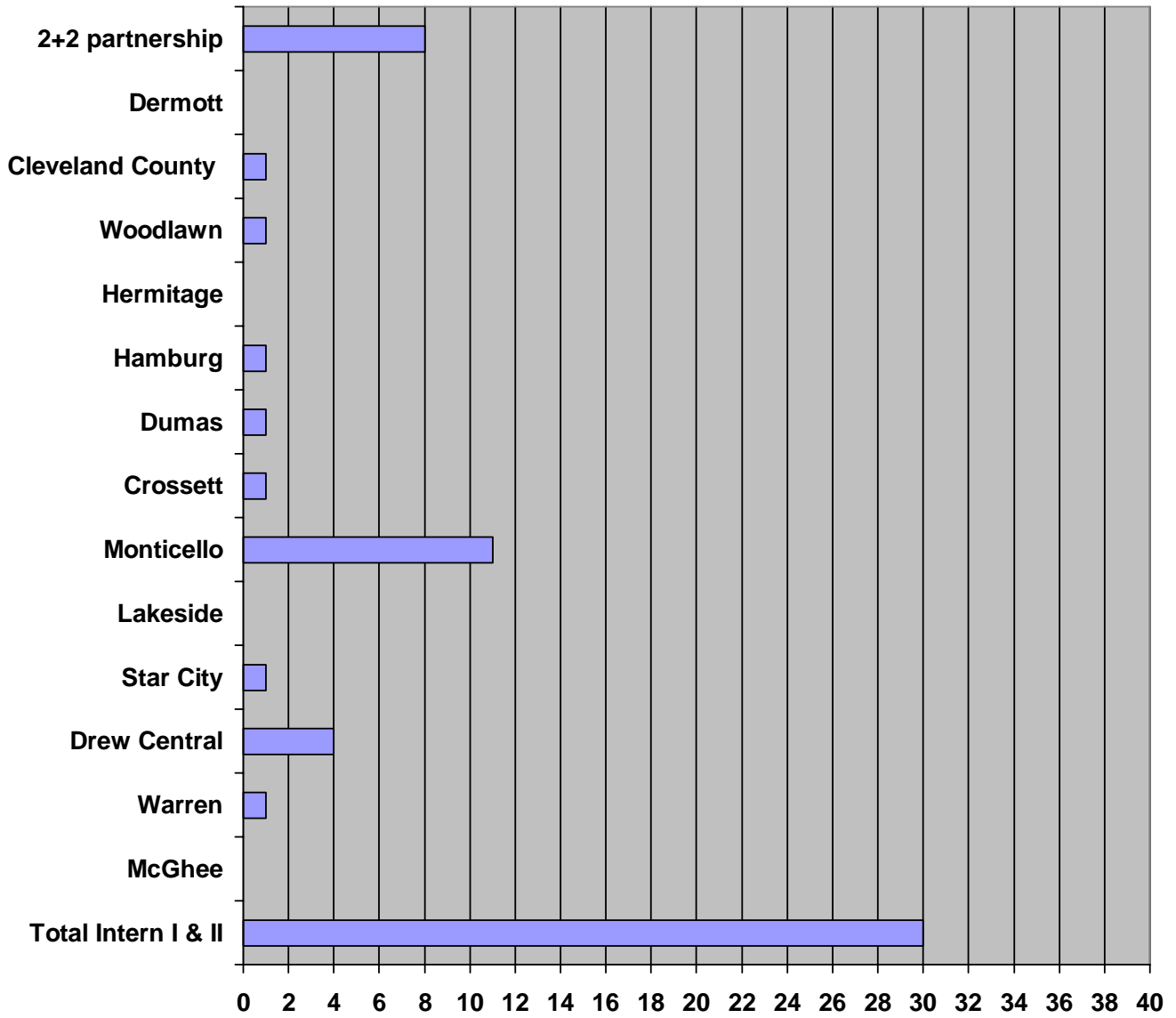
Spring 2007 Clinical Internship

School	Candidate	Ethnicity/ Gender	Positi on	Major	UAM Supervisor	Mentor Teacher	Ethnicity/G ender
Monticello Elementary 1037 Scoggin Drive Monticello, AR 71655 870-367-4010	Emily White 140 Pine Lake Dr Rison, AR 71665 870-866-2367	White Female	Intern II	Early Childhood	Jones	Linda Tyler (K)	White Female
	Lauren Truelove 854 N. Gabbert Street Monticello, AR 71701 870.367.8874	White Female	Intern II	Early Childhood	Martin	Jackie Koone (K)	White Female
	Karla Booth 137 Chadwick Ln Fountain Hill, AR 71642 870.367.6919	White Female	Intern I	Early Childhood	Givhan	Sarah Hilton (2 nd)	White Female
	LaTish Edwards 839 S. Gabbert Apt. 6 Monticello, AR 71655 870.460.9059	Black Female	Intern I	Early Childhood	Zimmerly	Sheri Scriber (2 nd)	White Female
Monticello Intermediate 280 Clyde Ross Dr Monticello, AR 71655 870-367-4030	Jessica Bone 134 W. Railroad Monticello, AR 71655 870.723.1359	White Female	Intern II	Early Childhood	Givhan	Vicki Morgan (4 th)	White Female
	Megan Hebert #10 Willow Monticello, AR 71655 870.312.0926	White Female	Intern I	Early Childhood	Zimmerly	Funderburg (4 th)	White Female
Monticello Middle 280 Clyde Ross Dr Monticello, AR 71655 870-367-4040	Derek Rogers 1702 Parkway Drive Crossett, AR 71635 870.510.5833	White Male	Intern II	Physical Education	King	Fleming (6 th , 7 th , 8 th)	White Male
	Stephanie Witherspoon 632 Hwy 278 East Monticello, AR 71655 870.367.6506	Black Female	Intern II	MLED (English / Social Studies)	Ramirez	Barnett (8 th) Hudgens (8 th)	White Female
Drew Central Jr Sr High 440 Hwy 83 S Monticello, AR 71655 870.367.6076	Lori Thomas 1673 Hwy 425 South Monticello, AR 71655 870.367.2209	White Female	Intern II	English	Carpenter	Lara Cooper (8 th)	White Female
Drew Central Elem. 440 Hwy. 83 S. Monticello, AR 71665 870.367.6893	Jennifer Brixie 125 Winders Ln. Monticello, AR 71655 870.460.0662	White Female	Intern I	Early Childhood	Givhan	Jerrilynn Mapp (1 st)	Black Female
	Angela Lewis 219 W. Jackson Ave. Apt. F4 Monticello, AR 71655 870.329.3010	Black Female	Intern I	Early Childhood	Ramirez	Nola Gober (3 rd)	White Female
	Vanessa Waite 121 Shoemaker Circle Conway, AR 72032 501.428.0135	White Female	Intern I	Early Childhood	Jones	Susan Cossey (K)	White Female
Jimmy Brown Elementary 206 Cleveland St Star City, AR 71667 870-628-5111	Stephanie Dean 16000 Hwy 54 Pine Bluff, AR 71603 870.370.1217	White Female	Intern II	Early Childhood	Lang	Rachel Sowerheaver (K)	White Female

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North Crossett Primary 211 School Street Crossett, AR 71635 870.364.5101	Ashley Smith 5069 Ashley 703 Crossett, AR 71635 870.364.9839	White Female	Intern II	Early Childhood	Givhan	Sanday McDill (1 st)	White Female
Allbritton Upper Elem 521 E. Lincoln Street Hamburg, AR 71646 870.853.2820	Milissa Pennington 505 Ashley 249 Crossett, AR 71635 870.304.2283	White Female	Intern I	Early Childhood	Givhan	Bianca Frisbee (4 th)	White Female
Woodlawn Elementary 6760 Hwy. 63 Rison, AR 71665 870.357.2211	Amanda Heird 12242 Sulphur Springs Rd Pine Bluff, AR 71603 870.692.4833	White Female	Intern I	Early Childhood	Givhan	Amy Tisdale (3 rd)	White Female
Central Elementary Caller #8880 Dumas, AR 71639 870.382.4954	Jan Hill 1779 Hwy. 165 Dumas, AR 71639 870.830.9404	White Female	Intern I	Early Childhood	Givhan	Melissa Miller (1 st)	White Female
Cleveland County SD Bearden Elementary P. O. Box 195 Bearden, AR 71720 870.687.2237	Lori Ottley PO Box 571 Bearden, AR 71720 870.687.3904	White Female	Intern II	Early Childhood	Givhan	Wanda Williams (3 rd)	White Female
School 2+2 Partnership	Student		Position	Major	UAM Supervisor	Mentor Teacher	
Park Avenue Elementary 1202 S. Park Avenue Stuttgart, AR 72160 870-673-3563	Sara Corley 201 W. 19 th Street Stuttgart, AR 72160 870.673.2566	White Female	Intern II	Early Childhood	Chambless	Nancy Brown (K)	White Female
	Krystal Isom 101 S Van Buren DeWitt, AR 72042 870.946.1161	White Female	Intern II	Early Childhood	Chambless	Lisa Henderson (K)	White Female
DeWitt Elementary 601 S. Union St DeWitt, AR 72042 870-946-4651	Jessica Logan 420 W Quertermous DeWitt, AR 72042 870.946.2443	White Female	Intern II	Early Childhood	Chambless	Tracy Davis (1 st)	White Female
	Carol Clawson 110 South Columbia St Almyra, AR 72003 870.992.8000	White Female	Intern II	Early Childhood	Chambless	Amy Rosegrant (2 nd)	White Female
Barton Elementary PO Box 97 Barton, AR 72312 870-572-3984	Aimee Pankey-Jackson 1301 Jacksons Acre Holly Grove, AR 72069 870.816.5936	White Female	Intern II	Early Childhood	Williams	Joyce Hogan (K)	White Female
	Elizabeth Johnson 108 St. Michael Drive Helena, AR 72342 870.338.7112	White Female	Intern II	Early Childhood	Williams	Ruby Williams (3 rd)	Black Female
Smackover Elementary 701 Magnolia Smackover, AR 71762 870.725.3601	Shannon Conway PO Box 345 Calion, AR 71724 870.814.2145	White Female	Intern II	Early Childhood	Cook	Clarice Long (3 rd)	White Female

Warren High School 803 N. Walnut Warren, AR 71671 870-226-6736	John Burford PO Box 21 Fordyce, AR 71742 870-250-1710	Black Male	Intern I	Math (Secondary)	Terrell Content: Lynde	Whittemore Panacola	White Female
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School of Education Majors: Fall 2006

	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Elementary Education							
Freshman	45	13	0	0	0	0	0
Sophomore	34	22	0	0	0	0	0
Junior	23	10	0	0	0	0	0
Senior	45	35	2	0	0	0	0
Pre-Freshman	1	0	0	0	0	0	0
Special (non-degree seeking)	5	0	0	0	0	0	0
Post Bachelor	2	0	0	0	0	0	0
Total	155	80	2	0	0	0	0
Early Childhood (P-4)							
Freshman	0	50	59	52	52	53	55
Sophomore	0	14	45	38	38	37	31
Junior	0	8	39	47	41	46	37
Senior	0	9	24	46	58	53	51
Pre-Freshman	0	0	0	0	0	0	3
Special (non-degree seeking)	0	0	3	2	1	0	2
Post Bachelor	0	3	2	2	3	2	6
Total	0	84	172	187	193	191	185
Middle-Level Education (4-8)							
Freshman	0	6	5	12	12	9	8
Sophomore	0	4	6	3	6	6	7
Junior	0	4	5	9	4	5	5
Senior	0	0	1	5	4	5	2
Pre-Freshman	0	0	0	0	0	0	0
Special (non-degree seeking)	0	0	0	1	0	0	0
Post Bachelor	0	0	0	0	3	0	5
Total	0	14	17	30	29	25	27
Teacher Licensure							
Freshman	0	0	0	0	0	0	0
Sophomore	0	0	1	0	0	0	1
Junior	0	0	0	0	0	0	0
Senior	0	0	0	0	0	0	0
Pre-Freshman	0	0	0	0	0	0	0
Special (non-degree seeking)	0	0	0	0	1	1	0
Post Bachelor	5	6	10	6	9	3	13
Total	5	6	11	6	10	4	14
Health & PE							
Freshman	35	30	39	45	39	26	25
Sophomore	40	35	16	19	29	21	25
Junior	31	36	21	19	20	31	24
Senior	30	34	32	30	20	12	9
Pre-Freshman	0	0	0	0	0	0	2
Special (non-degree seeking)	0	0	0	0	0	0	0
Post Bachelor	0	0	0	1	1	0	0
Total	136	135	108	114	109	90	85

Health & PE - Non-Licensure (BA/BS)							
Freshman	0	3	7	2	1	0	4
Sophomore	0	2	5	9	5	2	3
Junior	0	2	8	5	5	6	7
Senior	0	2	12	19	15	13	20
Pre-Freshman	0	0	0	0	0	0	0
Special (non-degree seeking)	0	0	0	0	0	0	0
Post Bachelor	0	0	0	0	0	0	0
Total	0	9	32	35	26	21	34
Health & PE - Exercise Science							
Freshman	0	0	0	0	0	2	8
Sophomore	0	0	0	0	0	3	4
Junior	0	0	0	0	0	1	3
Senior	0	0	0	0	0	7	11
Pre-Freshman	0	0	0	0	0	0	0
Special (non-degree seeking)	0	0	0	0	0	0	0
Post Bachelor	0	0	0	0	0	0	0
Total	0	0	0	0	0	13	26
Special Education							
Freshman	3	4	0	0	0	0	0
Sophomore	5	1	0	0	0	0	0
Junior	6	0	0	0	0	0	0
Senior	5	11	0	0	0	0	0
Pre-Freshman	0	0	0	0	0	0	0
Special (non-degree seeking)	0	0	0	0	0	0	0
Post Bachelor	0	0	0	0	0	0	0
Total	19	16	0	0	0	0	0
Grad Ed - Elementary (M.Ed.)							
Total	78	25	6	2	0	0	0
Grad Ed - Secondary (M.Ed.)							
Total	76	32	14	3	3	2	1
Grad Ed - M.Ed.							
Total	0	103	65	54	70	73	49
Grad Ed - Ed. Leadership (M.Ed.)							
Total	0	17	17	17	10	13	11
Grad Ed - Master of Arts-Teaching (M.A.T.)							
Total	0	17	35	65	88	30	24
Grad Cert – Technology							
Total	0	0	1	1	0	0	0
Grad Cert - Ed Leadership							
Total	0	0	0	3	2	0	0
Grad Cert - Special Education							
Total	0	0	0	3	2	0	0

Grad Cert - Physical Education							
Total	0	0	0	0	1	0	0
Grad Cert - Middle School							
Total	0	0	0	0	1	0	0
Grad Cert - Early Childhood							
Total	0	0	0	4	1	0	0
Unit Totals	469	538	480	520	544	462	456

Minors: Fall 2006

EDUCATION

FRESHMAN	1
SOPHOMORE	4
JUNIOR	2
SENIOR	2
POST BACH	1

	10

COACHING

FRESHMAN	1
JUNIOR	6
SENIOR	10

	17

HEALTH & PE

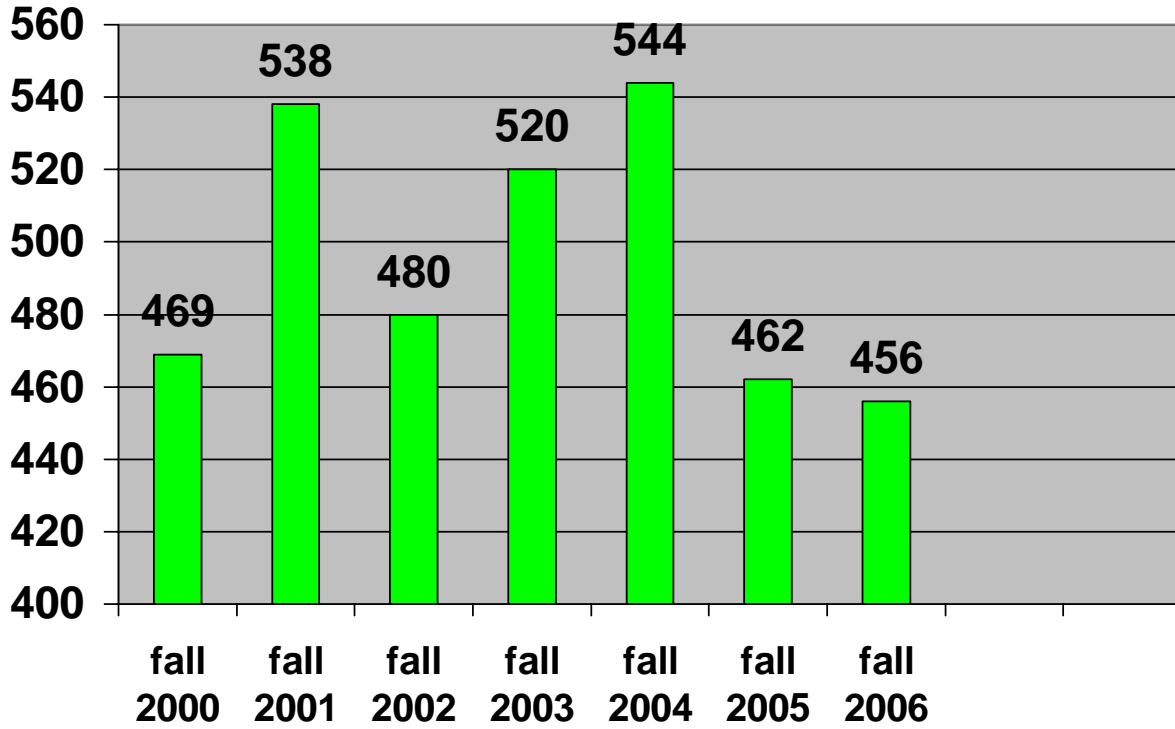
FRESHMAN	1
SOPHOMORE	1
JUNIOR	1
SENIOR	4

	7

MIDDLE LEVEL EDUCATION

SENIOR	1
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**Longitudinal Enrollment in the School of Education
Fall 2000 through Fall 2006
(Data Source: CIP Code)**



School of Education Faculty Statistics 2006-07

Instructors	% ADMIN	Sum II 06 credit hours & SSCH	Fall 06 credit hours & SSCH	Spring 07 credit hours & SSCH	Sum I 07 credit hours & SSCH	Total credit hours & SSCH 06-07
Instructors						
Givhan			9 credit hours 108 SSCH	6 credit hours 33 SSCH	6 credit hours 60 SSCH	21 credit hours 201 SSCH
Hunnicutt	0.75%		3 credit hours 63 SSCH	3 credit hours 60 SSCH	6 credit hours 276 SSCH	15 credit hours 336 SSCH
Longing		6 credit hours 162 SSCH	15 credit hours 207 SSCH	15 credit hours 219 SSCH	6 credit hours 42 SSCH	42 credit hours 630 SSCH
Frazer			18 credit hours 180 SSCH	22 credit hours 288 SSCH	12 credit hours 108 SSCH	52 credit hours 576 SSCH
Level (internship coordinator: all intern hours are listed for this faculty member)	0.75%		42 credit hours (interns) 141 SSCH	79 credit hours (interns) 429 SSCH		121 credit hours 570 SSCH
Assistant Professors						
Burkett		3 credit hours 24 SSCH	13 credit hours 192 SSCH	16 credit hours 278 SSCH		32 credit hours 494 SSCH
Zimmerly			15 credit hours 210 SSCH	9 credit hours 114 SSCH		24 credit hours 324 SSCH
Martin	0.50%	3 credit hours 51 SSCH	6 credit hours 111 SSCH	7 credit hours 92 SSCH		16 credit hours 254 SSCH
Ramirez	0.25%		12 credit hours 126 SSCH	6 credit hours 45 SSCH	3 credit hours 42 SSCH	21 Credit hours 213 SSCH
Massey			15 credit hours 321 SSCH	9 credit hours 234 SSCH	6 credit hours 144 SSCH	30 credit hours 699 SSCH
Carpenter			15 credit hours 171 SSCH	12 credit hours 156 SSCH	3 credit hours 33 SSCH	30 Credit hours 360 SSCH

Associate Professor						
Lang	0.25%		9 credit hours	9 credit hours		18 credit hours
			60 SSCH	186 SSCH		246 SSCH
King	100% grant	3 credit hours	9 credit hours	9 credit hours		21 credit hours
		33 SSCH	147 SSCH	147 SSCH		327 SSCH
Doss	100%			3 credit hours		3 Credit hours
				27 SSCH		27 SSCH
Professors						
O'Connor		6 credit hours				6 credit hours
		90 SSCH				90 SSCH
Jones		3 credit hours	21 credit hours	16 credit hours	3 credit hours	43 credit hours
		27 SSCH	267 SSCH	119 SSCH	45 SSCH	458 SSCH
Terrell			12 credit hours	9 credit hours	3 credit hours	24 credit hours
			153 SSCH	93 SSCH	21 SSCH	267 SSCH
Adjuncts						
Newton		3 credit hours	3 credit hours	9 credit hours	3 credit hours	18 credit hours
		66 SSCH	72 SSCH	288 SSCH	27 SSCH	453 SSCH
C. Martin		3 credit hours				3 credit hours
		21 SSCH				21 SSCH
Gragg		3 credit hours				3 credit hours
		39 SSCH				39 SSCH
Duncan		3 credit hours				3 credit hours
		9 SSCH				9 SSCH
Bolding			6 credit hours	6 credit hours	7 credit hours	19 credit hours
			114 SSCH	114 SSCH	65 SSCH	293 SSCH

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Johnson			6 credit hours 168 SSCH	3 credit hours 90 SSCH		9 credit hours 258 SSCH
Brossett			1 credit hour 6 SSCH	1 credit hour 8 SSCH		2 Credit hours 14 SSCH
Chambless			3 credit hours 45 SSCH	3 Credit Hours 54 SSCH		6 credit hours 99 SSCH
Hoppe		3 credit hours 63 SSCH				3 credit hours 63 SSCH
Shaw (nursing faculty)			3 credit hours 66 SSCH			3 credit hours 66 SSCH
Shea (History faculty)					3 credit hours 66 SSCH	3 credit hours 66 SSCH
Brackin				3 credit hours 33 SSCH		3 credit hours 33 SSCH
Coaches 25% SOE						
Dykes	0.25%		3 credit hours 108 SSCH	3 credit hours 69 SSCH		6 credit hours 177 SSCH
Hill			3 Credit hours 63 SSCH			3 Credit hours 63 SSCH
Byrd	0.25%		3 credit hours 108 SSCH	6 credit hours 99 SSCH		9 credit hours 207 SSCH
Bentley	0.25%		1 credit hour 21 SSCH	3 credit hours 78 SSCH		4 credit hours 99 SSCH
Mathews	0.25%		1 credit hour 13 SSCH	1 credit hour 18 SSCH		2 credit hours 31 SSCH
Early				3 credit hours 3 SSCH	1 credit hour 1 SSCH	4 credit hours 4 SSCH

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Newell	0.25%		3 credit hours 93 SSCH			3 credit hours 93 SSCH
Greg				1 credit hour 9 SSCH		1 credit hour 9 SSCH
Peterson	0.25%	3 credit hours 63 SSCH	1 credit hour 18 SSCH			4 credit hours 81 SSCH
Ratcliff				3 credit hours 105 SSCH		3 credit hours 105 SSCH
Williams	0.25%		1 credit hour 16 SSCH			1 credit hour 16 SSCH
Smith				3 credit hours 51 SSCH		3 credit hours 51 SSCH
Total						8, 422 SSCH

School of Education Graduates

Number of SOE Graduates: 2006 – 2007 by Major/Concentration

Undergraduate					Graduate		
P-4 Early Childhood;	Middle Level Education	Health P.E.	Non-Licensure P.E.	Health P.E Exer. Scien.	M.Ed.	Ed. Leadership	M.A.T.
20	1	1	6	8	26	3	50
Total 36					Total 79		

**UAM School of Education Honor Graduates
2006-2007
SOE Major/Concentration**

P-4 EARLY CHILDHOOD EDUCATION

Clawson Carol J	Summa Cum Laude
Conway Shannon K	Magna Cum Laude
Corley Sara J	Cum Laude
Green Sharon E	Cum Laude
Isom Krystal R	Cum Laude
Jackson Aimee R	Cum Laude
Johnson Elizabeth A	Summa Cum Laude
Logan Jessica A	Summa Cum Laude
Ponder Deborah J	Summa Cum Laude
Snyder Sandra K	Cum Laude
White Emily K	Cum Laude

Active Grants Awarded in the School of Education

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

Grant Title	Source of Funding	Amount	Grant Ending Date	Principal Investigator(s)	Comments
Transition to Teaching	U.S. Department of Education	\$1,450,000 Over 5 years (\$290,000 for 2006)	September 2007	K.King;	Provides 180 teachers over a five year period to teach in the delta
Professional Development	Arkansas Department of Education	\$10,000 initial funding (\$8000 balance)	No ending date	Peggy Doss	Provides professional development to prepare quality programs to meet new standards
Professional Development	Arkansas Department of Education	\$2,500	No ending date	Peggy Doss	
NCLB Teacher Leader Cadre'	Arkansas Department of Higher Education	\$ 33,835	September 2007	Deanna Duncan	Provides instruction in working with data in high school mathematics and science using the TI-84 Plus
Supplemental Services Provider Grant	Arkansas Department of Education	Funds are determined by the number of public school students tutored each year	June 2008	Marla Ramirez	Interns, UAM faculty, and other qualified tutors provide supplemental instruction for public school districts in southeast Arkansas in after school settings
Educational Renewal Zone	Arkansas Department of Education	\$129,629	June 2009	Mary Jo Barnett	Assists public schools in Southeast Arkansas to improve school performance, student academic achievement, and support teacher recruitment.
Educational Renewal Zone	Arkansas Department of Education	\$5000	June 2007	Mary Jo Barnett	Materials and supplies to install additional Smart Room technology in SOE
Educational Renewal Zone	Arkansas Department of Education	\$1500	June 2007	Mary Jo Barnett	Funds to purchase video for Smart Room
NCLB Teaching ESL Content Methods	Arkansas Department of Higher Education	\$ 46,859	September 2008	Marla Ramirez	Provides books, meals, and stipends for public school teachers to take courses for ESL endorsement
NCLB ESL Teaching Methods	Arkansas Department of Higher Education	\$ 28, 987	September 2007	Marla Ramirez	Provides professional development in English As Second Language teaching strategies and methods
Math Specialist	Arkansas Department of Education	\$85,500	June 30, 2008	Peggy Doss	Staff development for secondary math teachers

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Science Specialist	Arkansas Department of Education	\$85,500	June 30, 2008	Peggy Doss	Staff development for secondary science teachers
K-12 Math/Science Teacher Recruitment	Arkansas Department of Higher Education	\$367 (balance of original grant)	May 2008	V. Lang	Recruits students, particularly minorities and women, into math and science teaching
Minority Teacher Scholars Program	Arkansas Department of Higher Education	\$515 (Balance of original grant)	May 2008	V. Lang	Supports minorities entering the teaching profession
TOTAL		\$1,020,691			

Grants Awarded in the School of Education Since 2002

Grant Title	Source of Funding	Amount	Grant Ending Date	Principal Investigator(s)	Comments
PATHWISE Mentoring	Arkansas Department of Education	\$10,000	May 2002	R. Richards	Supports the Leadership through Mentoring class
PT3-CATALISE: Preparing Tomorrow's Teachers to Use Technology	U.S. Department of Education	\$270,000 (approximately \$90,000 for three years)	July 2003	R. Richards R. O'Connor	Funds Educational Technology Specialist for CATALISE and SOE
Bridge Writing: Improving P-16 Writing Skills	Arkansas Department of Higher Education	\$7,000	December 2002	R. Richards D. Ray	Improves writing skills of high school seniors and college freshmen
National Resource Clearinghouse for Teachers	NEC Foundation	\$25,000	December 2002	R. Richards R. O'Connor	Develops a electronic resource clearinghouse for teachers and teacher educators
National Board Certification Support Project	Arkansas Department of Education	\$5,000	July 2002	V.C. Smith	Supports teachers in region who are seeking NBC
K-12 Math/Science Teacher Recruitment	Arkansas Department of Higher Education	\$5,700	December 2002	V. Lang V.C. Smith	Recruits students, particularly minorities and women, into math and science teaching
Freshman and Sophomore Minority Grant	Arkansas Department of Education	\$24,000	December 2002	V. Lang	Support for college freshmen and sophomores who are pursuing education
Minority Teacher Scholars Program	Arkansas Department of Higher Education	\$15,000	July 2002	V. Lang	Supports minorities entering the teaching profession
Technology Support for Faculty	CABE Foundation	\$2,700	July 2002	R. Richards	Provides digital video camera for faculty use
Infusing National Board into Graduate Programs	Walton Foundation	\$40,000	December 2002	R. Richards	Infuses NBC core propositions in graduate level coursework
Educator in Residence/Director: CORE KNOWLEDGE	Walton Foundation	\$53,000	July 2002	R. Richards ; Susan Smith	Provides part time instructor for SOE who is recent practitioner
Walton Delta Scholars Program	Walton Foundation	\$47,480	December 2002	V. Lang	Provides support for minority teachers in the Delta
Educational Leadership SLLA Support	Arkansas Department of Education	\$4,360	December 2002	R. Richards	Provides support to educational leadership candidates who need assistance with the PRAXIS II leadership examination

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After-School Learning Center Research	U.S. Department of Education via Hamburg School District	\$5,000	October 2002	R. Richards; H. Bragg	Research conducted on Hamburg's after-school program funded through the US Dept of Ed Learning Community Centers
Non-Traditional Teacher Preparation for Arkansas	Arkansas Department of Education	\$114,000	NA	R. Richards; K. King	UAM will prepare non-traditional teachers for licensure in AR
Math Instructional Specialist	Arkansas Department of Education	\$64,800	June, 2003	R. Richards	UAM will host a math instructional specialist who will work with area schools in grades 7-12 to improve mathematics skills.
Arkansas Supplemental Services	Arkansas Department of Education	\$23,450	May 2003	R. Richards	Will provide individualized tutoring services to students in Fountain Hill School District
Learning and Teaching Linear Functions	Arkansas Department of Higher Education	\$29,092	September, 2005	D. Duncan, L. Lynde	Provides practicing mathematics teachers additional instruction in Linear Functions
UAM National Board Pre-Candidacy Writing Institute	Winthrop Rockefeller Foundation	\$320,580	Summer, 2006	D. Brackin	Prepares teachers for the National Board for Professional Teaching Standards Process
Minority Teacher Scholars Program	Arkansas Department of Higher Education	\$5,000	Summer, 2006	V. Lang	Supports minorities entering the teaching profession.
Educational Renewal Zone	Arkansas Department of Education	\$110,000	Summer, 2006	Rosato; Mary Jo Barnett	Assists public schools in Southeast Arkansas to improve school performance and student academic achievement.
Science Specialist	Arkansas Department of Higher Education	\$67,826	September 30, 2006	Peggy Doss	Staff development for secondary science teachers
Math Specialist	Arkansas Department of Education	\$74,850	June 30, 2007	Peggy Doss	Staff development for secondary math teachers
ERZ Teacher Recruitment	Educational Renewal Zone State Office ADE	\$1500	May 2007	Peggy Doss	Development of a power point to be used in civic/community settings to promote teacher recruitment and retention

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Educational Renewal Zone	Arkansas Department of Education	\$110,000	Summer 2007	Mary Jo Barnett	Assists public schools in Southeast Arkansas to improve school performance and student academic achievement.
ESL Teaching Methods	Arkansas Department of Higher Education	\$28,987	May 2007	Marla Ramirez	
Dealing with Data in Mathematics and Science	Arkansas Department of Higher Education	\$33,835	May 2007	Sue Martin; Deanna Duncan	
Transition to Teaching	U.S. Department of Education	\$1,450,000 Over 5 years (\$ 1,160,000 spent for 4 years)	September 2007	K.King;	Provides 180 teachers over a five year period to teach in the delta
TOTAL		\$2,658,160			

EDUCATION RENEWAL ZONE PROJECT

The UAM School of Education is the host site for the Southeast Arkansas Educational Renewal Zone project and is a full partner in the collaboration established by the project. The ERZ is a partnership between and among the University of Arkansas at Monticello, the Southeast Arkansas Education Service Cooperative, and 13 high schools that strives to seamlessly connect educational entities from pre-kindergarten through the college level to develop and implement long-term strategies designed to improve student achievement.

Zone 1

- Crossett High School
- Dermott High School
- Drew Central High School
- Dumas High School
- Hermitage High School
- Hamburg High School

Zone 2

- Lakeside High School
- McGehee High School
- Monticello High School
- Rison High School
- Star City High School
- Warren High School
- Woodlawn High School

SUMMARY

The Southeast Education Renewal Zone (Southeast-ERZ) has a higher education partner, the University of Arkansas at Monticello (UAM); the Southeast Arkansas Education Service Cooperative (SEARK CO-Op); and 13 partnering high schools-- Crossett High School, Lakeside High School, Dermott High School, McGehee High School, Drew Central High School, Monticello High School, Dumas High School, Rison High School, Star City High School, Hamburg High School, Warren High School, Hermitage High School, and Woodlawn High School.

To aid the partnership in the work of school improvement, the Southeast-ERZ has formed a local advisory group representing all partners that meets quarterly for the purpose of playing an active role in the plans and strategies of the Southeast-ERZ. The strategic plan was collaboratively developed by all partners and includes a vision statement and focused goals related to the legislative purposes and the logic model. All partners have clear roles and responsibilities.

After a series of meetings with the University of Arkansas at Monticello, the Southeast Arkansas Education Service Cooperative, and the 14 partnering schools, the Southeast Education Renewal Zone was formed, a director was hired, and the Strategic Plan was written with input from all partners. During the first year, many activities were expanded, and some new initiatives were started because of the Southeast-ERZ. During the second year, one school was consolidated making the number of partnering schools 13, and additional initiatives were implemented. All legislative goals are addressed, but some initiatives have been emphasized because of high needs in the area. The following information provides a summary update of the Southeast -ERZ initiatives and activities.

Much effort has been made on the part of the Southeast-ERZ Director to communicate with all partners and to ensure that all receive information and have opportunities to be heard. An Advisory Group composed of representatives from all partnerships meets four times a year. When necessary, additional Advisory Group Meetings can be initiated. Numerous focus meetings are held on a regular basis, and additional focus groups were added the second year. Progress was made during the second year to expand participation on the University campus beyond the college of education to include the arts and sciences. All legislative purposes from Act 106 are addressed, and the Director communicates regularly through e-mail, phone calls, and site visits.

Professional Development is a valuable part of the Southeast-ERZ Strategic Plan. The SEARK CO-OP provides extensive professional development for the schools in all state initiatives, and the UAM School of Education professors take advantage of these opportunities, as well as offering professional development to the schools. A number of ways to meet the teachers' and administrators' needs have been identified, and surveys were a very important step in this process. Even though the SEARK CO-OP provides a full range of services, the Southeast-ERZ director has identified ways in which the UAM faculty and the SEARK CO-OP can coordinate with the schools. This interaction has expanded during the second year, and efforts will be made to continue the extension.

Even though the Arkansas Early College High School (AECHS) program had already been initiated, the added facilitation from the Southeast-ERZ director between UAM, SEARK CO-OP, and the schools has helped to expedite the implementation of this program. The AECHS has also enabled schools that were unable to hire highly qualified teachers in hard to fill positions. The UAM School of Education has a Compressed Interactive Video (CIV) lab that is utilized to provide courses via CIV. The distance learning technology has been a higher priority for professional development for teachers this past year, and plans are in place to increase the professional development opportunities via (CIV) even more for the 2007-2008 year.

Recruiting and retention of highly qualified teachers became of high concern during the 2006-07 year because of a serious teacher shortage in southeast Arkansas. As a result, a "Grow Your Own Committee" was formed with representatives from all schools invited to attend. Three schools in the Southeast-ERZ took advantage of the "Community-based Recruiting and Retention" opportunities offered through the Arkansas Department of Education. The Dean of the UAM School of Education has taken several steps to increase the visibility of the teacher preparation program and has plans to implement additional strategies to improve recruitment. Because retention is such a large part of the recruiting effort, mentoring is of high concern, and the Southeast-ERZ is seeking ways to increase mentoring efforts.

There is a great deal of interest in involving families and community members, but more specific steps need to be identified to assess the current levels of family/community involvement or to explore ways to do so. One new initiative that involves the community/business/parents is the Community-based Recruitment/Retention Committee. This area will continue to be developed more fully during the 2007-2008 year.

Ongoing, continuous communication among the southeast partners will be essential in making the strategic plan a living document that will change according to the needs and the goals of the partnership as the legislative requirements are implemented.

BACKGROUND

December 9, 2004, at the Jacksonville Community Center, Jacksonville, Arkansas

- Dr. Doris Terry Williams, University of North Carolina, presented information concerning Arkansas Act 106 (HB 1056) of the 84th General Assembly.
- This Act established the Division of Education Renewal Zones within the Arkansas Department of Education
- Authorized public schools, education service cooperatives, and higher education to collaborate to improve public school performance and academic achievement
- A companion Act, Act 97, appropriated funding to implement the ERZ initiative
- This information was presented to higher education institutions, cooperatives, and qualifying schools.
- Representing the Southeast Arkansas partnership at this initial meeting were Bruce Terry, Director of the Southeast Arkansas Education Service Cooperative (SEARK CO-OP); Mary Jo Barnett, School Improvement Supervisor with the Arkansas Department of Education (ADE); and school personnel from schools within the SEARK CO-OP area. This group formed a team at the meeting, discussed the presented information, the various steps of forming an ERZ, goals of the partnership, and the implementation process
- Meetings followed, partnership formed, director hired, August 1, 2005, 13 high schools

The goals of the partnership are to address the following legislative purposes for the ERZ initiative:

- To identify and implement educational and management strategies designed specifically to improve public school performance and student academic achievement.
- To provide for collaboration among the smaller schools and districts in order to achieve some of the economic advantages realized by larger systems.
- Maximize benefits by concentrating and coordinating the resources of the higher education institute, the expertise of the educational service cooperative, and the technical assistance of other service providers to improve public school performance and student academic achievement; and
- Enable small, rural, and low-wealth schools to make the best use of the latest cost-effective distance learning technology to enhance professional development, and curricula, through two-way interactive learning environments

Legislative requirements and the 2006 -2007 initiatives to address each requirement follows:

LEGISLATIVE REQUIREMENT #1: Develop meaningful collaboration between and among the higher education institution partners, education service cooperatives, schools, and communities participating in the education renewal zone, including academic departments within the higher education institution partners

1. Professors Partnering with Professionals
2. E-mail, phone calls, newsletters, websites, site visits to schools
3. Focus groups
 - a. Curriculum Coordinators' Job Alike
 - b. Principals' Job Alike
 - c. Dean meets with ESC board
 - d. Advisory committee composed of school personnel and ESC staff that meets with UAM SOE
 - e. School personnel interview candidates for admission to teacher education and Ed Leadership program, and serve as guest lecturers in classes
 - f. Dean made 5 site visits to communities to speak with business/community groups
 - g. Advisory committee meets regularly to share progress of ERZ

LEGISLATIVE REQUIREMENT #2: Develop a comprehensive program of professional development (PD) to assure the practical knowledge base of pre-service and in-service teachers with respect to pedagogical practice, content knowledge, and competent use of distance learning technology

1. UAM
 - a. Professors Partnering with Professionals
 - b. Pathwise training
 - c. Ruby Payne training
 - d. Emotional Intelligence training
 - e. Math and Science Center
2. SEARK CO-OP
 - a. Math Consortium
 - b. Science Consortium
 - c. High Yield Strategies Consortium
 - d. Pathwise
 - e. Ruby Payne
 - f. Literacy CIV
 - g. State initiatives
 - h. Principals' Institute
3. ERZ
 - a. Co-Teaching Model for Special Education
 - b. GEO-Legs Training
 - c. Scholastic Audit Training

LEGISLATIVE REQUIREMENT #3: Enhance and expand local school curricula offerings through the use of two-way interactive television to include advanced placement, dual-credit, and advanced high school courses

1. Arkansas Early College High School
2. CIV Labs to deliver instruction at SEARK CO-OP and UAM

LEGISLATIVE REQUIREMENT #4: Develop a means of sharing of faculty for core course offerings when schools are unable to hire highly qualified teachers in core subject areas required for college entrance or teachers necessary to meet state accreditation standards

1. AECHS
2. CIV Labs
3. Distance Learning Labs

LEGISLATIVE REQUIREMENT #5: Develop a strategy to recruit and retain highly-qualified teachers with particular focus on hard-to-staff schools

1. M.A.T. Program at UAM
2. NTL Program at SEARK CO-OP
3. Americorps /
4. UAM SOE partnering with UAM Admissions Office
5. UAM/ADE/ERZ sponsored Teacher Recruitment/Retention Workshop
6. “Grow Your Own Committee”
7. Community-based Recruitment services provided by ADE—Hamburg, Monticello, and Drew Central are participating
8. Professional Video is being produced
9. Plans are being made for a billboard

LEGISLATIVE REQUIREMENT #6: Develop a system for mentoring teachers with three (3) or fewer years of professional service

1. Pathwise mentors for first year teachers
2. M.A.T. teachers have 3 mentors—Pathwise at the school, SOE instructor, content instructor
3. Math, Science, and Literacy Coaches provide mentoring
4. Math and Science Specialists from UAM Math and Science Center provide mentoring
5. Professors Partnering with Professionals provide mentoring

LEGISLATIVE REQUIREMENTS #7 & 8: Develop active participation of the community in the work of the school and parents in the academic work of the school

1. Community-based Recruiting/Retention
2. Advisory Committee

NEXT STEPS FOR ERZ

1. Continue the Math and Science Consortiums
2. Continue the Professors Partnering with Professionals
3. Continue the English collaboration between the high school English teachers and the UAM English professors
4. Follow up with the content areas served in the High Yield Strategy initiative. (This follow up will not follow the structured intensity of the math and science consortiums, but will allow occasional planning of the groups including collaboration on the social studies framework and selection of textbooks?)
5. Following the Scholastic Audit training, the administrators will have the opportunity to evaluate and determine how they want to utilize and follow up on the information
6. The SERZ will be sponsoring a two year plan for the special education co-teaching model
7. Assisting in the planning for the High School Reform that will involve curriculum alignment with rigor by a team consisting of UAM professors and area high school teachers.

ERZ FUNDED PROJECTS

1. SMART ROOM—The ERZ funded a Smart Room with technology for SOE faculty to be able to demonstrate the modern technology with students and for candidates to utilize the technology in preparation for teaching. \$6,500
2. PLATO Learning Grant—Purchased 5 license that students can access any where there is internet usage the Web Learning Network programs for preparation for Praxis. \$3,900
3. Scholastic Audit Training—Provided 60-3 ring legal binders with standards and indications with rubrics, 20- 3-ring letter binders, \$2,100, provided 4 days of PD for preparation for the July 24-26 Scholastic Audit Training with Larry Lock.
4. GEO-Legs Training was provided for interested teachers in schools and UAM professors. \$4,000 (Statewide project)
5. Co-Teaching Model for Special Education will be provided during the 2007-2008 school year. \$3,500 (Statewide project)
6. Video for Recruiting/Retention \$800 +

Future Planned Project

1. Billboard for Recruiting/Retention \$2,000

School of Education Math/Science Center

The Center for Mathematics and Science Education on the campus of the University of Arkansas at Monticello is located in the School of Education. The mission 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 our national, state and local math and science organizations which include:

NCTM, NSTA, ACTM, ASTA, SEACTM, and SEASTA.

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

The math and science center also houses an extensive materials and resource center.

UAM School of Education Technology

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

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

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

The School of Education is equipped with a state-of-art educational technology laboratory with twenty (20) PC computers.

During the 2005-2006 renovation of Willard Hall, the School of Education acquired a CIV laboratory and three Smart Rooms. Old computer wiring and cabling were replaced in the entire building.

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

Three (3) digital video cameras

Three (3) digital still camera

Four (4) LCD Projectors

Apple Power Mac G4

Two (2) DVD players

VCR Television combo

Three (3) scanners

Eleven (11) Laptops

Program/Curriculum Revisions/Additions

- The Master of Arts in Teaching graduate program (7-12 alternative licensure program) was revised to better prepare teachers for meeting the demands of the public school classroom. The new program proposal was approved by the Arkansas Department of Education.
- The Master of Arts in Teaching graduate program received ADE approval to offer licensure for P-8 art, music, PE and foreign language in addition to the 7-12 licensure areas. Candidates for these areas of licensure must have completed courses in Child Growth and Motor Development and Child Development.
- The Master of Education program was revised to address National Board Certification Standards and to better meet the needs of area teachers.
- The PE, Health and Leisure program of study was revised to better address state standards.
- The SOE received Arkansas State Department of Education approval for a P-4 and 7-12 Instructional Specialist in Special Education advanced program of study.
- A new course in instructional technology was added to the undergraduate programs of study for all licensure areas.
- Unit assessment data indicated a need to develop a means of assisting pre-candidates to be successful on the Praxis I test. The SOE created one hour courses for preparation for the tests.
- All SOE programs were revised to include additional field experiences in diverse settings for candidates.

Faculty Presentations, Professional Development and Accomplishments

- School of Education faculty members published articles and/or presented during the 2006-07 academic year at national and state conferences.
- The UAM School of Education faculty participated in the Educational Renewal Zone Professors Partnering with Professionals Project which promoted staff development for secondary school faculty in partner districts.
- The UAM SOE faculty continued the partnership with area public school faculty through the Educational Renewal Zone Project. The “Professors Partnering with Professionals” project provided an avenue for SOE faculty to act as liaisons with public school faculty in grades 7-12 and to share ideas for improving instruction

- The SOE faculty and other stakeholders collaborated to develop specialty program association program reports for the P-4 Early Childhood program, the Middle Level Program, and the Educational Leadership Program.
- The faculty and other stakeholders collaborated to revise and update the School of Education Conceptual Framework.
- Faculty participated in multiple meetings to become better acquainted with the NCATE accreditation process and to determine unit and program assessments.
- Faculty served as liaisons to the area public schools for the ERZ project.
- Faculty attended multiple professional development opportunities.

Kim Level:

Arkansas Reading Association Conference; November 16 & 17, 2006

Presenter: Phonemic Awareness Conference

Presenter: training for K-2nd grade teachers in the Pulaski County School District on the five essential elements of reading; June 11 & 12, 2007

Dr. C. Morrell Jones:

Building Strong Foundation with Sand & Water Plan

(Rogers – WEE Workshop, Little Rock – WEE Workshop, Jonesboro – Early Childhood Conference)

Math Building for Early Childhood Education

(Rogers – WEE Workshop, Little Rock – WEE Workshop, Jonesboro – Early Childhood Conference)

Cooking in the Early Childhood Classroom

(Batesville – Northcentral Arkansas Fall Child Care Conference)

Science – How the World Turns

(Rogers – WEE Workshop, Little Rock – WEE Workshop, Jonesboro – Early Childhood Conference, El Dorado's Spectacular Saturday)

Conferences attended:

Council for Exceptional Children – Division Early Childhood: Little Rock October 19 (Thursday)

Arkansas Early Childhood Association: Hot Springs October 20 & 21

Any work done: for Childhood Services

Work Study Sampling on line training and supervision

Center Assessments

Dr. DeWayne Massey

Massey, D., Maneval, M., Nelson, Picasso, N. Scheetts, T. Whitehead, M. and Merckx, C. Evaluation of the power pull apparatus as a means of improving selected variables of athletic performance: A pilot study. *Applied Research in Coaching and Athletics*. Annual 2006.

Vincent, J., Pedersen, P., Whisenant, W., Massey, D. (2007) Analyzing the print media coverage of professional tennis players: British newspaper narratives about female competitors in the Wimbledon Championships. *International Journal of Sport Management and Marketing*. 2(3), 281-300.

2007 Performance Enhancing Drug and Nutrition Summit 2/10/07

Jeff Longing

FRIDAY, SEPTEMBER 29, 2006 (PRESENTATION)

Arkansas Association of Teacher Educators Fall Conference (UCA)

Arkansas Association of Teacher Educators (Fall Conference) – Co-presented with Dr. Max Terrell: A qualitative research study was conducted and paper written; findings were presented.

FRIDAY, OCTOBER 20, 2006 (PRESENTATION)

Arkansas Distance Learning Association (ARDLA) in Hot Springs, Arkansas

Arkansas Distance Learning Association (Fall Conference) – Current Issues and Trends in Educational Technology was the topic of the presentation.

THURSDAY, NOVEMBER 16, 2006

Attended NLR Online Technologies workshop presented by Mr. Mark Bennett

APRIL 6, 2007

Attended ArACTE Conference at Arkansas Tech

Mary Jo Barnett

Pathwise Training (three days)

Vocabulary Building (three days)

Open Response to Benchmark Exam (two days)

Scholastic Audit Overview (four days)

Conferences

Professional Learning

Communities	Richard/Rebecca DuFour	Colorado Springs, Colorado
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Leading Your Legacy	Consuelo Kickbusch	Peabody/Little Rock
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Recruiting, Retention, and Support	Consuelo Kickbusch	Peabody/Little Rock
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International Reading Conference	National Speaker	Toronto, Canada
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Work done for outside employment

Scholastic Audit	ADE	September 18-20, 2006
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Scholastic Audit	ADE	November 5-9, 2006
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Scholastic Audit	ADE	December 10-14, 2006
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Scholastic Audit	ADE	January 21-25, 2007
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Vocabulary Building	NTL (ADE)	March 10, 2007
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Dr. Marilyn Carpenter

Co-Presenter with Dr. Peggy Doss: ArACTE Conference Sept. 06

Co-Presenter with Dr. Peggy Doss: ArACTE Conference April 07

Dr. Kathy King

National Center for Alternative Certification San Diego, CA February 2006
TTT grant directors meeting Washington D.C. February 2006
TTT grant directors meeting Washington D.C. November 29-Dec. 1, 2006
Arkansas Frameworks Workshop- Fayetteville, AR August 2006
AAHPERD state conference November 1-3, 2006

Dr. Sue Martin

Presentation with Kathy Sadler, Crossett School District, Benchmark Exam- Writing, March, 2006
Rotary Presentation (with you) on If You Are Riding A Horse and It Dies, Get Off
Devotion for First Presbyterian Church of Warren, Wednesday Night Supper, Nov., 2006
Liturgist, First Presbyterian Church of Warren, Sunday, Nov., 2006
Speaker for "Mothers' and Daughters' Banquet", Hermitage School District, May 1, 2007
"Learning Styles" Workshop, Lake Village High School, August 11, 2007.

Conferences

Higher Learning Commission Conference, "Assessment" May 30-June 2, Chicago, IL
Trainer Training, Ruby Payne's A Framework for Understanding Poverty, June 19th-22nd, 2006, Santa Fe, NM.
"Smart Start/Smart Step", July 10th & 11th, Little Rock State House Convention
"Principles of Learning and Teaching Workshop, Little rock, AR< Aug. 3, 2006
SEARK Smart Step Quarterly Meeting, K-4, Feb. 21, 07, SEARK Ed/ Coop.
SEARK Smart Step Quarterly Meeting with Sharon Faber, Feb. 22, 2007
"New Augmented Test for AR", Workshop, Vicki Gray of Harcourt Ass., April 13, 2007, SERAK ED. Coop
"Principal's Institute for Instructional Leadership"
 Superintendents' and Principals' "Role of Superintendents and Principals in Providing the Frameworks for Academic Success", Dr. Frank A. Holman, May 15th, 2006, SEARK Ed. Cooperative, 9:00 a.m.- 4:00 p.m.
 Superintendents' and Principals' "Overview of the AR Frameworks & Understanding instructional Leadership in Mathematics", Dr. Linda Griffith, SEAERK Ed. Coop., May 18, 2006, 9:00 a.m., -4:00 p.m.
 Principals' " Using and Understanding Data to Design Instruction and Curriculum", Debbie Miller, June 15, 2006, SEARK Ed. Coop., 9:00 a.m.- 4:00 p.m.

Deanna Duncan

Professional Development Institute for Math and Science
 University of Central Arkansas, July 19-21, 2006
Getting Familiar with the TI-73 Explorer
 Southeast Arkansas Education Service Cooperative, August 3, 2006
Troubleshooting with the Navigator
 Star City, August 8, 2006
Fraction Islands
 Star City, August 9, 2006
Getting Familiar with the TI-15,73,74
 Star City, August 15, 2006

MathLinks

Southeast Arkansas Education Service Cooperative, September 27, 2006

Trouble Shooting with the TI-73,84

Lakeside, October 7, 2006

MathLinks 7th & 8th Grade

Southeast Arkansas Education Service Cooperative, October 25, 2006

Arkansas Conference on Teaching

State House Convention Center, Little Rock, November 2 -3, 2006

MathLinks 7th & 8th Grades

Southeast Arkansas Education Service Cooperative, November 29, 2006

MathLinks 7th & 8th Grades

Southeast Arkansas Education Service Cooperative, January 31, 2007

T3 Regional Conference

Hot Spring, February 15 -17, 2007

T3 Regional Conference

Honolulu, February 21-27, 2007

TI -73

University of Arkansas at Monticello, June 14, 2007

TI-84

University of Arkansas at Monticello, June 15, 2007

Smart Step

State House Convention Center, July 10-11, 2006

Professional Development Institute for Math and Science

UCA, July 19-21, 2006

Arkansas Conference on Teaching

State House Convention Center, November 2 -3, 2006

T3 Regional Conference

Hot Spring, February 15 -17, 2007

T3 Regional Conference

Honolulu, February 21-27, 2007

Teleconference Algebra I and Geometry

Southeast Arkansas Education Service Cooperative, April 30, 2007

Teleconference Algebra II

Southeast Arkansas Education Service Cooperative, May 1, 2007

GeoLEGS

UAM, June 4 -7, 2007

Donna Hunnicutt

National Middle School Association Destin, FL February 2007

NCATE Accreditation, Accountability, and Quality Conference, April 2006

National Center for Alternative Certification San Diego, CA February 2006 (Team presentation with Dr. Kathy King and Brian Dudak)

Peggy Doss

Arkansas Department of Education Beginning Administrator/Mentor Training: *Practical Leadership*; April 4, 2006 and April 5, 2006

Southeast Arkansas Human Development Center: Open Horizons Conference: *Special Education: Its' Future in an Era of School Reform; Thinking Outside of the Box*; May 2006

Arkansas Department of Education Beginning Administrator/Mentor Training: *Practical Leadership*; Conference Welcome; July 24, 2006 and July 25, 2006

Educational Renewal Zone: Fall Roundup; Panelist: *Teacher Recruitment and Retention*; November 9, 2006

Educational Renewal Zone Annual Fall Round-Up Conference; Panelist for Teacher Recruitment/Retention; November 30, 2006

Arkansas Department of Education Beginning Administrator/Mentor Fall Follow-Up Training; Co-Coordinator of Training for Arkansas Department of Education; December 7 - 8, 2006

Arkansas Association of Colleges of Teacher Education Spring Conference; Arkansas Tech University; Presentation: *The Emotionally Intelligent Professor*; April 6, 2007

Arkansas Department of Education Beginning Administrator/Mentor Spring Training; *Professionalism in Leadership*; May 2 - 3, 2007;

Arkansas Department of Education Beginning Administrator/Mentor Training: *Practical Leadership*; April 4, 2006 and April 5, 2006

Southeast Arkansas Human Development Center: Open Horizons Conference: *Special Education: Its' Future in an Era of School Reform; Thinking Outside of the Box*;
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