

EDUCATION RENEWAL ZONES

ANNUAL REPORT NARRATIVE

SPRING 2010
Southeast Education Renewal Zone



Education Renewal Zones Strategic Plan Review of Implementation, Progress, and Future Directions

The Contents of this Annual Report have been written by:

Tracie A. Jones
Director, Southeast Education Renewal Zone
University of Arkansas at Monticello

The contents of this Annual Report have been approved by:

Dr. Peggy Doss
Dean, School of Education
University of Arkansas at Monticello

EXECUTIVE SUMMARY

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

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

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

Much effort has been made by the Southeast ERZ Director and Assistant Director to communicate and collaborate with all partners and to ensure that all receive information and have opportunities to be heard. An Advisory Group composed of representatives from all partnerships meets four times a year. Additional representatives were added

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

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

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

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

continued involvement with the ADE Office of Recruitment and the Community-based Recruiting and Retention committee.

Because retention is such a large part of the recruiting effort, mentoring of teachers is of high concern. The Southeast ERZ is seeking ways to increase mentoring efforts, and progress has been made as a result of the High School Redesign Project. Several mentoring projects took place during the fourth and fifth year, and additional projects are scheduled for the 2010-2011 year.

There is a great deal of interest in involving families and community members in the work of the school and parents in the academic work of the school, but more specific steps need to be identified to assess the current levels of family/community involvement or to explore ways to do so. One initiative that is being continued that involves the community/business/parents is the Community-based Recruitment/Retention Committee. The UAM SOE continues to make efforts to more fully involve the community and parents in its efforts to strengthen programs and meet NCATE standards. This area will continue to be developed more fully during the 2000-2010 year.

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

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.

Indicate the current level of implementation of this goal within the ERZ:

Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development or implementation
--	--	---

Please provide detailed evidence to support the level of implementation indicated:

The origin of the Southeast ERZ began on December 9, 2004 when a group of southeast Arkansas educators attended a meeting in Jacksonville, AR concerning Arkansas ACT 106 (HB 1056) of the 84th General Assembly. This original group formed a team at the meeting, discussed the presented information, the various steps of forming an ERZ, goals of the partnerships, and the implementation process. During the spring 2005, many meetings were held in the southeast area to continue discussions of the creation of the Southeast ERZ. School personnel began to meet to analyze their data during this time. During these data analysis meetings, the consensus of the group was that the vision and goals of the ERZ should be determined by the Arkansas Comprehensive School Improvement Plans (ACSIPs) of the area schools and by data information derived from test scores to improve student achievement.

In order to continue the planning process for the partnership, it was necessary to bring the participating schools together to assess needs and goals. This became possible when the Arkansas Department of Education provided a grant for providing intensive school support for schools in the SEARK CO-OP area designated to be in school improvement. Because of these meetings, the University of Arkansas at Monticello (UAM), the SEARK CO-OP, and 14 schools formed the Southeast ERZ to be housed at UAM. Mrs. Mary Jo Barnett was hired in August 2005 as the first ERZ Director. Mrs. Barnett had worked with the area schools for 10 years as an ADE School Improvement Supervisor, so relationships were in existence, which has influenced the success of the Southeast ERZ. Dr. Peggy Doss was also hired as the Dean of the UAM School of Education during the same period. Her leadership has also influenced the success of the program. Throughout the 2005-2006 school year, many meetings were held to set goals and write mission statements for the program. Relationships were deepened through these meetings.

Throughout the last five years, the Southeast ERZ has grown and become a vital component of P-20 education in southeast Arkansas. The partnership has grown from

14 to 45 schools encompassing eight counties in the southeast corner of the state. Because of the growth and success of the Southeast ERZ, during the summer of 2007, Mrs. Tracie Jones joined the Southeast ERZ as Assistant Director. Through the addition of the Assistant Director, services were expanded to include both elementary and middle schools. The expansion on the UAM campus has grown as well. The ERZ worked with the School of Education faculty at the beginning. By the end of the 2006-2007 school year, the faculty from the School of Arts and Humanities became more involved in the ERZ activities. During the 2007-2008 school year, a new partnership was established with the School of Math and Natural Sciences. Working within these units has made this partnership extremely strong. At this time, additional support and partnerships are being established throughout the UAM campus to communities in southeast Arkansas to strengthen P-20 education. After the retirement of Mrs. Barnett, Mrs. Jones was named the Director of the Southeast ERZ. In January 2010, Ms. Lynn Fox was hired as the Assistant ERZ Director. The ERZ Office also includes a full-time administrative assistant. The Southeast ERZ Office continues to be housed in the UAM School of Education. In May 2010, Arkansas Department of Education had budget cuts which affected the statewide ERZ system. Following the competitive grant process, Southeast ERZ was funded for \$137,026.00 for the 2010-2011 school year. This funding does not allow the continued employment of the assistant ERZ director. The director, without the assistance of the assistant director, will be unable to provide the same level of services and support for these schools in need for the 2010-2011 school year.

2009-2010 School Improvement Status for Southeast ERZ Partners		Scholastic Audit
Achieving	KINGSLAND ELEMENTARY SCHOOL	
	RISON HIGH SCHOOL	
	CROSSETT ELEMENTARY SCHOOL	
	DREW CENTRAL ELEM. SCHOOL	
	DREW CENTRAL MIDDLE SCHOOL	
	PORTLAND ELEMENTARY SCHOOL	
	NOBLE LOWER ELEMENTARY SCHOOL	
	EUDORA ELEMENTARY SCHOOL	
	LAKESIDE MIDDLE SCHOOL	
	MONTICELLO ELEMENTARY SCHOOL	
	MONTICELLO MIDDLE SCHOOL	
	MONTICELLO INTERMEDIATE SCHOOL	

	THOMAS C. BRUNSON ELEM. SCHOOL	
	WOODLAWN ELEMENTARY SCHOOL	
Alert	DUMAS JUNIOR HIGH SCHOOL	
	REED ELEMENTARY SCHOOL	
	WOODLAWN HIGH SCHOOL	
Target Improvement Achieving Year 1	DERMOTT ELEMENTARY SCHOOL	
	HERMITAGE MIDDLE SCHOOL	
Target Improvement Achieving Year 2	DUMAS HIGH SCHOOL	
	EASTSIDE PRIMARY SCHOOL	
Target Improvement Achieving Year 3	STAR CITY MIDDLE SCHOOL	
	WARREN MIDDLE SCHOOL	
Target Improvement Achieving Year 3: Corrective Action	RISON ELEMENTARY SCHOOL	
	BROWN ELEMENTARY SCHOOL	
Target Intensive Improvement Achieving Year 4	ALLBRITTON UPPER ELEM. SCHOOL	
	HAMPTON ELEMENTARY SCHOOL	
	HERMITAGE ELEMENTARY SCHOOL	
Target Intensive Improvement Achieving Year 5: Restructuring	HAMBURG JUNIOR HIGH SCHOOL	2010-2011
Whole School Improvement Year 1	CROSSETT MIDDLE SCHOOL	
	HAMBURG HIGH SCHOOL	
	WILMOT ELEMENTARY SCHOOL	
Whole School Improvement Year 2	DERMOTT HIGH SCHOOL	2008-2009
	MCGEHEE ELEMENTARY SCHOOL	2010-2011
Whole School Improvement Year 3: Corrective Action	LAKESIDE LOWER ELEM. SCHOOL	
	LAKESIDE UPPER ELEM. SCHOOL	
	STAR CITY HIGH SCHOOL	2010-2011

Whole School Intensive Improvement Year 4	DREW CENTRAL HIGH SCHOOL	2008-2009
	WARREN HIGH SCHOOL	
Whole School Intensive Improvement Achieving Year 5	HERMITAGE HIGH SCHOOL	2006-2007
Whole School Intensive Improvement Year 5: Restructuring	CROSSETT HIGH SCHOOL	2009-2010
	LAKESIDE HIGH SCHOOL	2008-2009
	MCGEHEE HIGH SCHOOL	2008-2009
State Directed Year 6	HAMPTON HIGH SCHOOL	2010-2011
	MONTICELLO HIGH SCHOOL	2008-2009

A focus of the Southeast ERZ partnership is to collaborate among the partnership to provide the schools with the necessary resources and professional development to improve student achievement. In order for this to happen, a consistent plan of communication for discussing, organizing, and implementing the Strategic Plan has been developed. All partners are kept informed and given an equal opportunity for participation and evaluation. A variety of methods of communication has been established by the Southeast ERZ to accomplish this goal.

Director and Assistant Director have been committed to spending 50% of their time in the schools to identify student achievement needs, collect requests, and respond to professional development needs. The Director and Assistant Director are continuing to work among units and offices to provide needed support to all partners. Over the last five years, the expansion of resources has grown to include the UAM School of Education, School of Math and Natural Sciences, School of Arts and Humanities, Admissions, Student Affairs, and Academic Affairs. A Web site has been established and is maintained to provide online help and access to a variety of resources. Newsletters are published regularly to keep partners aware of activities. E-mails, brochures, and phone calls are used extensively. The Southeast ERZ Advisory Committee, composed of representatives from partnering schools, UAM, SEARK CO-OP, community, and parents, meets quarterly, and there is a process in place to initiate additional meetings if necessary. These meetings provide opportunities for reporting information and exchanging of ideas and decision-making for future goals and activities. The Strategic Plan was collaboratively developed by all partners and includes a vision statement that addresses the common needs of the partners and acts as a guide for decision-making.

The Director keeps the Chancellor, the Provost, Dean of the School of Education, the School of Education Faculty, the Dean of the Arts and Humanities, and the Dean of the Math and Sciences informed of activities and involves them in planning and decision making through regular meetings, e-mails, and phone calls. The Dean of the School of Education, the Provost, and the Chancellor are usually present to welcome participants at ERZ meetings and activities. The Dean and the Provost take an active part in planning and participating in events.

The UAM Dean of the School of Education, Dr. Peggy Doss, meets with superintendents at SEARK CO-OP board meetings in order to be more sensitive to the needs of schools in teacher preparation and professional development and to share information. She has made site visits to business clubs in southeast Arkansas to communicate information concerning the UAM School of Education programs and the teacher shortage facing southeast Arkansas. The faculty partners, through the Professors Partnering with Professionals, make site visit to schools to gain data and often provide professional development. Faculty from the School of Arts and Humanities, faculty from the School of Math and Sciences, as well as the science specialist and the math specialist from the UAM School of Education Math and Science Center make site visits and provide professional development to the public schools. These groups, along with the ERZ Director and Assistant Director made 1,437 site visits to schools from 2005-2010 school years. Specific site visits are detailed on attached tally sheets.

School Year	Number of Visits Recorded
2005-2006	57
2006-2007	244
2007-2008	336
2008-2009	328
2009-2010	472

July 2009 - June 2010	
Names	Site Totals
Ms. Tracie Jones – ERZ School Visits	97
Ms. Tracie Jones - UAM Visits	49
Ms. Pam Beard - Science Specialist	76
Dr. Sue Martin - SOE	36
Dr. Alayne Zimmerly - SOE	24
Dr. Jeff Longing - SOE	1
Dr. Morris Bramlett - Math & Science, Dean	8
Dr. Vera Lang-Brown - SOE	2
Dr. C. Morrell Jones - SOE	2
Dr. Greg Borse - Arts & Humanities	4
Dr. John Hunt - Math & Science	2
Dr. Albert Snow - SOE	4
Ms. Lynn Fox – ERZ School Visits	26
Ms. Lynn Fox - UAM Visits	32
Ms. Debbie Givhan - SOE	16
Ms. Sarah Bloom - Arts & Humanities	2
Dr. Kay Walter - Arts & Humanities	7
Deanna Duncan - Math Specialist	69
Dr. Donna Hunnicutt - SOE	4
Ms. Kim Level - SOE	1
Dr. Peggy Doss – SOE, Dean	5
Dr. Max Terrell - SOE	3
Mr. Mark Spencer - Arts & Humanities, Dean	1
Dr. Juan Serna - Math & Science	1
GRAND TOTALS	472

The School of Education faculty meets often in faculty meetings and in NCATE committee meetings to share information, updates, and data. The Southeast ERZ Director and Assistant Director attend and participate in meetings and serve on NCATE committees. An NCATE Advisory committee composed of UAM content faculty, SEARK CO-OP staff, partnering school staff, the Southeast ERZ Director and Assistant Director, and community leaders and parents was established for assisting the faculty of the UAM School of Education as they prepared for the NCATE visit. The NCATE visit held March of 2009 resulted in a very positive report for the UAM School of Education and accreditation was maintained. The advisory committee will stay in place as the School of Education continues its collection of data and the ongoing preparation for the next NCATE visit. Public school administrators/faculty serves on interview committees of candidates for admission to teacher education and Education Leadership classes. An annual stakeholders' meeting held each May is designed to review programs, updates, and receive input and suggestions for continuous improvement of curriculum and policies in the School of Education.

The University of Arkansas at Monticello and the Southeast ERZ High School Redesign project have received outstanding support from the administration and have been instrumental in involving many UAM and high school faculty in communication and collaboration. Dr. Jack Lassiter, Chancellor; Mr. David Ray, Provost; and Dr. Peggy Doss, Dean of the School of Education have fully embraced this endeavor and given it their full support. All three administrators have stated repeatedly to faculty that this collaboration between the public schools and the university faculty is what we should be doing even if we had not had the High School Redesign project. They have encouraged and supported all of the planning, meetings, and projects. This High School Redesign project has encompassed the School of Arts and Humanities and the School of Math and Sciences. The Deans of these groups have provided the leadership needed, and college faculty from all areas have participated. Three high schools were selected to pilot the program. Principals with lead teachers in math, literacy, and science have collaborated with the University team in examining data from ACT, benchmark exams, and target tests. The middle schools were added in Fall 2008 in order to provide a systemic approach and to have greater impact on the college readiness of these students. The High School Redesign initiative has not only provided collaborative opportunities, but has also provided professional development opportunities. This partnership initiative has grown tremendously over the last three years. The partnership began to work with three pilot schools to the expansion of all middle and schools along with UAM. Each year an English/Literacy Best Practice Day is held. The number of teachers has fluctuated each year but the content and information have grown stronger. The days have focused on strengthening content through model lessons, sharing of best practices, and discussions focusing on what students need to know when they transition from middle school to high school to the university. There has been involvement from middle school teachers to university faculty involved in these meetings. This same process was started to facilitate Math and Science Best Practice Days during the first year of High School Redesign project. This occurred only one year because the organizers determined there were more hands-on content specific needs. Because of the identified needs, the first year a Science Camp for both students and teachers were held to focus on hand-on standards based science content instruction. The teachers participated along with the students so they could observe the modeling provided by the UAM Science Faculty. This camp was funded through a grant for ADE. The last two years, the UAM Science Faculty and Dean have worked with public schools in more of a mentoring and school visit format. Dr. Morris Bramlett, UAM Math and Natural Science Dean, has lead by example for his faculty. He has been working with public school chemistry teachers the last two years. The first year, he did a hands-on Chemistry Lab workshop. During the 2009-2010 school year, Dr. Bramlett has been mentoring two area Chemistry teachers and their students. He has been a guest teacher to Hamburg AP Chemistry classes over seven times this year. This particular class has come to UAM on two different Fridays for Dr. Bramlett to work with them in the university lab facilities. Because of this relationship, eight out of 13 students are coming to UAM next year as freshman. Out of those eight, six of these students are registered as science majors at UAM for fall 2010. Towards the end of this school year, Dr. Bramlett has started the same process with a teacher at Rison High School. The plan is to continue this work next year and connect through the AAIMES Grant Saturdays with two other high schools in our area not only for Chemistry but adding Environmental Science and Biology. Also part of the High School Redesign

efforts has been the professional development collaboration for UAM English faculty. These professional development meetings over the last two years have focused on Fundamentals of English curriculum to instructional strategies uses in the Composition I course to research projects in the Composition II curriculum. Providing time and resources to focus on curriculum and strategies has been invaluable. Attached you will find the comments from the Composition II faculty after the completion of a several professional development meetings to focus on Research Projects and also Plagiarism.

Year	High School Redesign Event	# of attendees
2006-2007	English/Literacy Best Practice Day	13
2007-2008	English/Literacy Best Practice Day	33
	Science Best Practice Day	20
	Math Best Practice Day	29
2008-2009	English/Literacy Best Practice Day	26
2009-2010	English/Literacy Best Practice Day	28

English Curriculum Meetings Facilitated by ERZ	Dates	# of faculty and guests attending
Fundamentals of English Professional Development Curriculum Meetings	9/25/2008	16
	10/23/2008	15
	3/26/2009	8
	4/2/2009	10
	4/23/2009	8
Composition I Professional Development Curriculum Meetings	9/22/2009	8
	10/6/2009	8
	10/20/2009	8
	11/13/2009	8
	11/17/2009	8
	12/1/2009	8
Composition II Professional Development Curriculum Meetings	2/9/2010	10
	2/25/2010	7
	3/9/2010	12
	4/6/2010	9
	4/20/2010	7
	4/29/2010	8

The communication between the Southeast ERZ Director and Assistant Director and the partners is one of the strengths of this ERZ. Partners in past evaluations have commented that the contact is frequent and informative, as well as responsive to their needs. Communication has been a systematic process since the inception of the Southeast ERZ. The advisory boards, site visits, Professors Partnering with Professionals, and newsletters are part of this process. These events and projects serve as the guide for communication and feedback from the partners. The advisory committee has representation from classroom teachers, instructional facilitators, public school administrators, cooperative administrators, and UAM administrators. The variety of the committee allows for voices to be heard and also information to then be disseminated back to the partners.

From 2005-2010, as seen below, partnerships and collaborations have grown exponentially.

2005-2006

- Established Advisory Committee
- Mission Statement and ERZ Goals created
- Collaborating in Current Practices and Strategies to Assist with School Improvement – January 2006
- Recruitment of Partners
- Creation of Professors Partnering with Professionals (Tally Sheets)
- Curriculum Coordinator’s Job Alike Meetings (organized and held at SEARK CO-OP)
- ERZ Newsletters

2006-2007

- Professors Partnering with Professionals (Tally Sheets)
- High School Principals Job Alike
- Best Practice Literacy Day
- Curriculum Coordinator’s Job Alike Meeting (organized and held at SEARK CO-OP)
- “Grow Your Own” Teacher Recruitment Collaborative Initiative with UAM School of Education, Drew Central School District, Monticello School District, and Arkansas Department of Education
- High School Principal’s Job Alike Meetings
- ERZ Advisory Meetings
- ERZ Website

2007-2008

- Professors Partnering with Professionals (Tally Sheets)
- Best Practice Literacy Day
- Best Practice Math Day
- Best Practice Science Day
- UAM Science Camp (Students and Teachers)
- UAM Writing Camp (Students and Teachers)
- High School Principal’s Job Alike Meetings
- ERZ Newsletters
- ERZ Website
- ERZ Advisory Meetings
- UAM School of Education Annual Stakeholder’s Meeting

2008-2009

- Professors Partnering with Professionals (Tally Sheet)
- Elementary Principal’s Job Alike Meetings
- High School Principal’s Job Alike Meetings
- Best Practice Literacy Day
- “Say Go College” grant application with Star City High School
- College Experience Day with Star City High School 11th graders
- Recruitment to UAM and Teaching as a Career in collaboration with UAM School of Education and Office of Admissions
- Hampton High School

- Star City High School
- Collaboration with UAM Office of Counseling and Testing Services
- ERZ Newsletters
- ERZ Website
- ERZ Advisory Meetings
- UAM School of Education Annual Stakeholder's Meeting

2009-2010

- Professors Partnering with Professionals (Tally Sheet)
- Best Practice Literacy Day
- "Say Go College" grant application with Star City High School
- College Experience Day with Star City High School 11th graders
- College Experience Day with Monticello Middle School 7th graders
- Recruitment to UAM and Teaching as a career in collaboration with UAM School of Education and Office of Admissions
 - Crossett High School
 - Rison High School
 - Drew Central High School
 - Warren High School
 - Hampton High School
- Future Educators of Tomorrow interest meeting in collaboration with UAM School of Education
 - Hamburg Middle School
 - Hampton High School
 - Drew Central High School
 - Warren High School
- UAM Methods Partnership Project with Monticello Intermediate School
- UAM Academic Advising and Mentoring collaborative project
- ERZ Newsletters
- ERZ Website
- ERZ Advisory Meetings
- UAM School of Education Annual Stakeholder's Meeting

In September 2007, the Southeast-ERZ took a team to a Co-Teach training in Arkadelphia. The team included Star City High School, SEARK Education Cooperative LEA Supervisor, ADE Special Education Supervisor, and UAM Special Education Faculty. Because of this initial training, Co-Teach has become an integral part of math and literacy instruction at Star City High School. In addition, the Special Education endorsement courses are integrating the Co-Teaching method into instruction. Instructors are co-teaching with graduate students and learning the methods through hands-on approaches. Sadly over the last two years, Star City High School has lost many of the originally trained teachers due to retirement and death. Because of this they are looking for additional training and support during the 2010-2011 school year. In May 2010, another core team was trained. Drew Central Middle School administration and faculty, SEARK Cooperative LEA Supervisor, UAM Special Education Faculty, and the ERZ Director attended this training in Little Rock. Drew Central Middle School has implemented some co-teaching classrooms without training. Due to the training, Drew Central can now fully implement during the 2010-2011 school year. They have requested ongoing, job-embedded support through this process by the

ERZ Director and UAM Special Education faculty. Also during the upcoming year, additional training will be offered to the other Southeast-ERZ partner schools who would like to implement Co-Teaching or improve upon the skills of those teachers presently utilizing this teaching method.

Scholastic Audits have been conducted in seven partner schools over the last four years. During the upcoming 2010-2011 school year, four additional schools will participate in the audit process. Assistance has been offered to all schools who have either gone through an audit or will be going through an audit. Partner schools have utilized ERZ resources as they prepare for the audit, such as conducting workshops about Scholastic Audit Overview. Crossett High School received an audit in November 2009. They invited the ERZ Director to be a part of the audit report delivery process. It was stated by the ADE representative it was the first time a school had included an ERZ Director and they were to be commended. Since the audit report delivery, the school has utilized in district resources to review the findings and recommendations. In June 2010, a meeting was held with Drew Central High School to understand how they were incorporating their audit recommendations into the ACSIP plan. Because of a change of administration for the upcoming year with both the high school principal and the curriculum coordinator, they are requesting assistance in reviewing the audit recommendations and next steps to clarify what has been implemented and what has not yet begun. This discussion will continue when the two new administrators go on contract with the district.

As a result of the competitive grant process for both the ERZs and the STEM Centers, it was decided to do a combined effort to visit with partnership superintendents and principals from May-August. The visits will allow for Dr. Peggy Doss, SOE Dean; Ms. Pam Beard, STEM Science Instructional Facilitator; Ms. Deanna Duncan, STEM Math Instructional Facilitator; Ms. Tracie Jones, ERZ Director; Dr. Donna Hunnicutt, Graduate and NCATE Coordinator; and Ms. Kim Level, Partnership and Licensure Coordinator to visit with districts about needs and university programs available for the southeast area. Information has been gathered from the visits conducted thus far relating to UAM graduate programs, support for professional development and mentoring for administrators, and hiring needs for the partners. About half of the partners had been visited at the time of the writing of this report.

Detail the future direction of this ERZ as it relates to this goal:

Communication and collaboration is one of the most important endeavors of the Southeast ERZ. This ongoing process requires continual attention and expansion with all partners. In an effort to continue the support to our partner schools, and the initiatives we are currently involved in, we will persevere with the funding reduction and loss of the assistant director position. With the support of the ADE ERZ and the UAM School of Education, the Southeast ERZ will continue all initiatives implemented in past years as well as the following:

- **Expand College Experience Day** – Provide opportunities to more partner schools and include more middle/high schools in school visits for recruitment to UAM and Teaching as a career.
- **Special Education Partnership** – UAM Special Education faculty is committed to supporting teachers, parents, para-professionals, and administrators of autistic children. The faculty understands and values the importance including all

stakeholders in this partnership. Even though the Autism Grant ends in May 2010, services to these stakeholders will continue. The support will be provided through a partnership of the Southeast ERZ, the university, and the schools. The Co-Teach Initiative is another support mechanism for the Special Education Teachers, general education teachers, administrators, and students. The Co-Teach Initiative in southeast Arkansas was rejuvenated when a new group of participants attending the initial Co-Teach training in May 2010. This new group will serve as new trainers for the southeast area. The Co-Teach training will be offered to all Southeast ERZ partners with support from UAM, ERZ, and the training team. The results of this initiative will be more Co-Teach classroom partnerships, service to all students, improved instructional effectiveness, and ultimately improved student achievement. The ERZ Director along with the UAM School of Education Special Education faculty will provide on-going, job-embedded professional development and support for the Co-Teach Initiative.

- **AAIMES Grants** – The support to AAIMES Grant Schools during 2010-2011 is being expanded. The need to provide mentors to teachers and students is a vital part of the AAIMES grant program. Through faculty sharing, mentoring, support, and campus visits, the UAM faculty will assist these schools with their Advanced Placement courses. College instructors will be partnered with high school instructors by content. Through this partnering, college professors will be mentors, guest speakers, and content resources to enhance the rigorous curriculum. Schools will also be invited to bring the high school students to campus to attend classes, utilize laboratories, and the utilize UAM library services. In addition, a new technology-mentoring piece will be added for AP Chemistry teachers. AP Chemistry teachers who would like to participate will meet through distance learning technology, such as compressed interactive video, webcams, Skype, and Edmodo to provide content instruction support to add rigor to classroom instruction and laboratory experiences. The result of this project will be that Advanced Placement instructors will have mentoring and curriculum content support from UAM faculty to assist with teaching a rigorous Advanced Placement curriculum.
- **Increase and deepen ERZ partnerships** – To increase and strengthen the ERZ partnerships, communication and collaboration will continue to be a key component of those partnerships. Through partnerships, all legislative requirements will be implemented and completed. The goal of increasing the number of active public schools in each of the partnership projects will run throughout the Southeast ERZ efforts for 2010-2011. ERZ will establish new relationships with offices, units, and organizations on each of the three campuses of the University of Arkansas at Monticello while strengthening the partnership alliance with the SEARK CO-OP.
- **Connecting Academic Partners** – Through Connecting Academic Partners, there will be an increased emphasis on and additional initiatives for UAM faculty to partner with public school teachers to strengthen content, instructional strategies, and assessments that will bring rigor to classroom instruction. The outcome expected from these increased opportunities will be more site visits, increased faculty sharing opportunities, mentoring, and relationships. Providing opportunities for public school and university faculty to share classroom experiences at the university and public schools sites will assist in breaking down

the barriers that separate them and in providing a seamless P-20 partnership. This is also a natural recruitment and retention connection.

- **Focus Groups** – Different focus groups will be utilized to provide expertise for guiding and focused/meaningful professional development for pre-service and in-service teachers. Focus groups will review multiple forms of data to identify professional development needs, to plan curriculum alignment and content seminar topics, to determine ACT college readiness standards, and to plan support services. The result of these efforts will be guidance to strengthen instructional capacity through program modification changes, professional development offerings, curriculum alignment, and support of services that create improved instruction and positive impact on student learning.

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.

Indicate the current level of implementation of this goal within the ERZ:

Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development or implementation
--	--	---

Please provide detailed evidence to support the level of implementation indicated:

The Southeast ERZ has administered needs assessments, collected data, and coordinated requests for professional development. A systematic data collection process has been developed for continuous analysis of pre-service and in-service teacher needs. Data analysis is used to determine professional development requests as well as to assist the UAM School of Education in determining course needs of schools and in syllabi changes in curriculum to better prepare pre-service and in-service teachers. This process provides opportunities to develop data-driven, systemic change in how pre-service and in-service teachers are developed.

As a result of the competitive grant process for both the ERZs and the STEM Centers, it was decided to do a combined effort to visit with partnership superintendents and principals from May-August 2010. The visits will allow for Dr. Peggy Doss, SOE Dean; Ms. Pam Beard, STEM Science Instructional Facilitator; Ms. Deanna Duncan, STEM Math Instructional Facilitator; Ms. Tracie Jones, ERZ Director; Dr. Donna Hunnicutt, Graduate and NCATE Coordinator; and Ms. Kim Level, Partnership and Licensure Coordinator to visit with districts about needs and university education programs, STEM Center resources, and ERZ resources available for the area. Information has been gathered from the visits conducted thus far relating to UAM graduate programs, support for professional development and mentoring for administrators, and hiring needs for the partners. About half of the partners had been visited at the time of the writing of this report.

A directory of resources and professional development is available to all partners. This directory is posted on the Southeast ERZ Web site. In addition, all schools are aware of the professional development opportunities on the ESC Web site of the SEARK CO-OP. E-mails to the schools concerning professional development opportunities through UAM are sent. Three-ring binders were prepared and delivered to all participating schools during the 2007-2008 school year. These binders contained contact information, vitas, and professional development expertise of faculty members in the School of Education,

School of Math and Sciences, and School of Arts and Humanities. Brochures from the School of Education, Southeast ERZ, and UAM School of Education Math and Science Center were also included. During the 2009-2010 school year, a UAM Resource Guide was prepared and distributed to all administrators. During faculty meetings at six partners, the resource guides were distributed to all teachers and staff. An estimated 250 were distributed to teachers. An offer was extended to all partner school administrators for the ERZ to come speak about the resources available from the university. Only six partner schools took advantage of this offer. This offer will be extended again in 2010-2011.

Exemplary Best Practices was held on October 1, 2008, from 4:00-6:00 p.m. in the University Center coordinated by the Southeast ERZ. UAM shared collaborative ideas and resources, and schools were spotlighted for best practices and exemplary classrooms. Sixty-eight people attended this meeting. Folders were given to each participant containing exemplary programs and classrooms and updated information on the resources available through the UAM Arts and Sciences faculties. This information allowed schools to follow-up by investigating the programs or visiting classrooms for more information. It also provided information for UAM faculty to visit classrooms or to take interns to visit specific programs or exemplary classrooms. This is tied to the Best Practice in content days by allowing another opportunity to provide quality examples of success stories in the public schools of southeast Arkansas.

Southeast ERZ supports the UAM School of Education in its commitment to develop highly effective teachers and school leaders. ERZ and School of Education use data collaboratively to develop programs, partnership projects, and ERZ/School of Education initiatives to assist in maintaining high expectations for the pre-service and in-service programs of study. The UAM School of Education and Southeast ERZ utilizes multiple strategies and various assessments to measure the effectiveness of the unit operations and quality of the programs and to ensure that pre-service instruction has been tailored to meet the needs schools and state and national standards for teachers.

The higher education faculty receives updates regularly on Arkansas education initiatives that are relevant to their content areas. They can attend professional development initiatives at the SEARK CO-OP. The ERZ Director regularly reviews the SEARK CO-OP professional development calendar and keeps School of Education Dean abreast of upcoming trainings. School of Education faculty regularly invites administrators and practitioners to share information with their students during class time. A survey was administered at the beginning of the 2008-2009 school year to determine professional development needs of the faculty. The ERZ Director and the Dean of the School of Education selected professional development to be offered as a result of this survey.

The UAM Math and Science Specialist in the School of Education are available to assist partnering schools in professional development in math and science to meet the goals and state standards established by the ADE. The science and math specialists provide professional development and school support through school site classroom visits, site staff development, and workshops at UAM and the SEARK CO-OP.

The UAM Math and Science Alliance (UAM math and science faculty and area math and science teachers) meet monthly. This is to provide staff development for surrounding schools as well as teachers from UAM for three hours of professional development in math and science. Technology is always a strong component of these meetings. The math and the science specialists of the UAM Math and Science Center, which is part of the School of Education at UAM, offer extensive math and science professional development to the public schools. Their visits are also recorded on the school tally sheets.

UAM School of Education along with community college partners in Helena and El Dorado, AR offer a 2 + 2 Program for P-4 Education and Middle Level Majors to complete their degree through Compressed Interactive Video Distance Learning. The participants in this program are able to stay in their local community while attending classes and Interning through UAM School of Education. Training is provided for these pre-service teacher candidates in electronic portfolio development through a joint effort of ERZ and School of Education faculty.

As the Southeast ERZ has grown and developed, so has the offering of professional development and support to the partners. Those offerings are detailed below and in the attached documentation.

2005-2006

- ERZ Advisory Meetings
- UAM School of Education Book Study

2006-2007

- ERZ Advisory Meetings
- Pathwise Training for UAM Faculty – September 2006
- English Faculty and Dean Guest Speakers and Teachers in the Public Schools
- Mr. Mark Spencer, Dean
- Dr. Kay Walter, Professor
- Dr. Marla Ramirez, UAM School of Education Faculty, presentation on ESL to parents, community, and public schools
- GeoLeg CIV Workshop – June 2007
- ESL Endorsement Grant Training
- High-Yield Instructional Strategies Workshops (held at SEARK CO-OP)
- Curriculum Coordinators Job Alike Meetings (coordinated and held at SEARK CO-OP)
- UAM NCLB Grant: Dealing with Data in High School Mathematics and Science, Grades 9-12, Using the TI-84 Calculator
- UAM Teaching Mathematics with Manipulatives Grades 5-8
- UAM Connecting Science to Literacy
- Barbara Brown Content Area Consortium Training (held at the SEARK CO-OP)

2007-2008

- Co-Teach Training – September 2007
- Literacy Best Practice Day – October 2007
- Science Best Practice Day – February 2008
- Math Best Practice Day – February 2008
- Parental Involvement Workshop – March 2008

- UAM/ERZ Writing Camp – June 2008 (Students and Teachers)
- UAM/ERZ Science Camp – June 2008 (Students and Teachers)
- InterWrite Pad and Technology Integration – March 2008
- Southeast Math and Science Alliance monthly workshops
- ERZ Advisory Meetings

2008-2009

- Technology Training for UAM School of Education Faculty
- Interwrite pad and boards
- Wii in Education
- PowerPoint games in the classroom
- Classroom Walkthrough for UAM School of Education Faculty – September 2008
- Pathwise Training for UAM Faculty – September 2008
- Cognitively Guided Instruction for UAM School of Education Faculty and Pre-Service Candidates
- Co-Teaching for UAM School of Education Faculty and pre-service Candidates
- AETN Portal for UAM School of Education Faculty
- Curriculum Development and Alignment for UAM School of Education and pre-service Candidates – November 2008
- Overview of TRIAND for the UAM School of Education and pre-service Candidates
- Fundamentals of English job-embedded, ongoing seminars for UAM Arts and Humanities Fundamentals of English faculty
- Reading Strategies
- Book Studies
- Public School and Cooperative Literacy Specialist Panel
- Writing Strategies
- Mechanically Inclined Overview – October 2008
- Result was a new “Fundamentals of English Curriculum Guide”
- Scholastic Audit Overview Training
- Literacy Best Practice Day – December 2008
- UAM Arts and Humanities Faculty presenting model lessons and mentors to school districts
- Dr. Alayne Zimmerly shadowing a middle school student and administrator
- Creative Writing Workshop – June 2009 offered by Mr. Mark Spencer, Dean of Arts and Humanities
- Chemistry Lab Workshop – June 2009 offered by Dr. Morris Bramlett, Dean of Math and Natural Sciences
- Data Analysis: ACTAAP and ACT – February 2009
- Regional High School Redesign Continuum – February 2009
- ERZ Exemplary Programs – October 2008
- Southeast Math and Science Alliance monthly workshops
- ERZ Advisory Meetings

2009-2010

- UAM Composition I job-embedded, ongoing seminars for UAM Arts and Humanities Composition I English Faculty – Fall 2009
- UAM Composition II job-embedded, ongoing seminars for UAM Arts and Humanities Composition II English Faculty – Spring 2010

- Literacy Best Practice Day – February 2010
- ERZ Advisory Meetings
- Literacy Instruction in the K-12 Curriculum for UAM School of Education Faculty – August 2009
- The ACL Epidemic in Sports: What coaches and physical educators need to know to minimize an athlete’s injury risk for UAM School of Education and Athletic Coaches – August 2009
- Scholastic Audit Overview – August 2009
- Pathwise Training for UAM Faculty – July 2009
- UAM Immersion of Methods courses in the Public School – Spring 2010
- Crucial Conversations (Parent Involvement and School Culture) – Spring 2010
- Smart Accountability Trainings – Spring 2010
- Co-Teaching Trainer Program – Spring 2010
- UAM Special Education Faculty
- SEARK Education Service Cooperative Special Education
- Drew Central Middle School Administration and faculty
- UAM Autism Project – Spring 2010
 - Crossett Elementary
 - Hamburg Nobel Elementary
 - Drew Central Elementary
- Southeast Math and Science Alliance monthly workshops
- AAIMES Grant support in Advanced Placement Chemistry – Dr. Bramlett
 - Hamburg High School
 - Crossett High School
 - Rison High School
 - Sheridan High School
- Roller Coaster Project – Dr. Juan Serna and Monticello Middle School
- Civil War Workshops for students and teachers – Dr. Max Terrell
 - Drew Central Elementary School
 - Lakeside Upper Elementary School (Lake Village)
- NCLB “Fostering Algebraic Thinking” year-long, job-embedded professional development
- Monticello Math and Literacy Alignment Project (coordinated and hosted by Monticello School District and attended by UAM English, Math, and School of Education faculty)

Detail the future direction of this ERZ as it relates to this goal:

Focusing on facilitating targeted, data-driven professional development to partners will continue to be a vital part of the Southeast ERZ. This will include focused offerings on pedagogical practice, content knowledge, and implementing new strategies to incorporate distance learning technology. In an effort to continue the support to our partner schools, and the initiatives we are currently involved in, we will persevere with the funding reduction and loss of the assistant director position. With the support of the ADE ERZ and the UAM School of Education, the Southeast ERZ will continue all initiatives implemented in past years as well as the following:

- ACT College Readiness Standards in ongoing, job-embedded Literacy, Science, and Math seminars

- Incorporate ACT College Readiness Standards into all workshops
- Increase standards based math and science workshops facilitated by UAM faculty
- Professional development workshops on targeted, data-driven topics established from ACSIP, surveys, needs assessments, etc.
- Continue Scholastic Audit support
- Incorporate technology in professional development, support, and mentoring through video conferences, podcasting, etc.
- Expand Co-teach initiative to partners
- Continue to support and expand AAIMES grants in southeast Arkansas through mentoring, support, guest speaking, and faculty sharing
- Crucial Conversations for the Teacher/Parent Conference professional development
- Expand services offered by School of Education for Autism support and special education

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.

Indicate the current level of implementation of this goal within the ERZ:

Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development or implementation
--	--	---

Please provide detailed evidence to support the level of implementation indicated:

A grant was enacted pursuant to the State Board of Education’s authority under Arkansas Code 6-11-105 and Act 34 of 2003 2nd Extraordinary Session of the 84th General Assembly for the purpose of providing funds in order for the school districts to acquire the equipment necessary for distance learning. Because of this funding, all 14 of the partnering high schools and two of the elementary schools have CIV equipment for distance learning. This is a very important factor for the schools in southeast Arkansas, because most are small, rural schools with high poverty rates. The districts’ distance learning programs are designed to provide advanced high school courses, advanced placement courses, enriched course content, or other academic courses to expand or enhance curriculum not otherwise available in the school districts. Partners are directed to the Arkansas Distance Learning website at <http://ardl.k12.ar.us> .

The expansion of curricular is seen at its best through The Arkansas Early College High School Program (AECHS) which is a collaborative effort involving the University of Arkansas at Monticello, the Southeast Arkansas Education Service Cooperative, the Arkansas Department of Education, and the Arkansas Department of Higher Education. Highly qualified high school licensed teachers teach these classes. In fall 2008, UAM received accreditation in 2008 from National Alliance of Concurrent Enrollment Partnerships.

Enrollment Term	Number of Students Enrolled
Fall 2005	210
Spring 2006	414
Fall 2006	617
Spring 2007	626
Fall 2007	422
Spring 2008	467
Fall 2008	579
Spring 2009	571
Fall 2009	442
TOTAL	4,348

The CIV labs also enhance the professional development opportunities for local schools. The IDEAS portal through AETN addresses the online professional development needs. Many opportunities for training in the use of the portal have been offered to area schools and universities.

UAM School of Education utilizes the Compressed Interactive Video units as part of the 2+2 Partnership Programs with Phillips County Community College in DeWitt, AR and SouthArk Community College in El Dorado, AR. Through the 2+2 Partnership, candidates attend the first two years of college at community college receiving an associate's degree. Then through CIV and WebCT technology, the remaining two years of their education degree are held through distance learning. All courses taught through the UAM School of Education utilize WebCT as a technology tool to support classroom instruction, also. All courses in the SOE utilize technology as a support for classroom instruction. UAM School of Education instruction is conducted through face-to-face, online, and hybrid formats. This allows for a variety of instructional options for those wishing to pursue continuing education or college credit courses.

Detail the future direction of this ERZ as it relates to this goal:

Distance learning will continue to be a needed resource for ERZ partners in southeast Arkansas. The ERZ will continue to support and share information about the Arkansas Distance Learning providers in the state. The Southeast ERZ will continue to share information about the portal website and information about all providers' courses. UAM has plans to expand course for the area, and the Southeast ERZ will assist in the implementation of the expansion.

- Continue to support distance learning initiatives in the public schools and on the UAM campuses
- Provide support in the transition from WebCT to Blackboard management system at UAM
- Create more technology-based delivery of professional development
- Partner with Arkansas Early College High School instructors to expand collaborative content support

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.

Indicate the current level of implementation of this goal within the ERZ:

Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development or implementation
--	--	---

Please provide detailed evidence to support the level of implementation indicated:

Through site visits, needs assessments, and past collaboration with the SEARK CO-OP, the Southeast ERZ has determined the schools and content areas where providing instruction by highly qualified teachers is a problem. Since all schools are equipped with CIV technology, distance learning has been utilized to alleviate the problem. Foreign language, math, and Advanced Placement classes represent the most difficult areas in which to provide highly qualified teachers. These needs have been met through the AECHS and other CIV instructional providers across the State of Arkansas.

During the 2006-09 school years, SEACBEC (Warren Vo-Tech) offered three courses through CIV to the participating schools (Cleveland County, Warren, Woodlawn, and Hermitage). This was so well received from the participants, that during the 2007-08 school year, the course offerings were expanded to add an additional instructor. Courses are now offered seven periods a day between two instructors. The courses are associated with the Medical Professions Workforce Education Cluster.

During the 2009-2010 school year, Hamburg High School became a part of the AAIMES Grant for the state. Mrs. Lonnie Davis, UAM graduate, was scheduled to teach Advanced Placement (AP) Chemistry. Although she had previously taught regular high school Chemistry, the AP Chemistry included lab instruction she was not comfortable instructing. Dr. Morris Bramlett, UAM Dean of Math and Natural Sciences, volunteered to both mentor and co-teach topics throughout the year to her AP Chemistry class. This partnership has created not only a faculty-sharing situation with Hamburg but also a recruitment opportunity for UAM as well. Through word of the partnership with Hamburg, other AAIMES schools are contacting UAM for support for the 2010-2011 school year.

Detail the future direction of this ERZ as it relates to this goal:

The Southeast ERZ will continue to encourage and support the sharing of faculty among partners to assist with staffing needs.

- Increase support for AP courses and schools with AAIMES grants by increasing the number of UAM faculty, from all units, that serve as guest speakers and mentors.
- Increase the number of reciprocal visits between UAM campus and public school partners.
- Expand concurrent and dual enrollment opportunities between partner schools and UAM.
- Develop a UAM faculty-sharing project that allows public school teachers to teach periodically in UAM classes and UAM instructors to teach periodically in the public school classes.

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

Indicate the current level of implementation of this goal within the ERZ:

Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development or implementation
--	--	---

Please provide detailed evidence to support the level of implementation indicated:

Recruiting and retaining highly effective teachers is often difficult for schools in southeast Arkansas where the salaries are lower and the poverty rate is higher than other parts of the state. Added to this problem, many schools are isolated and small, requiring multiple preparations and responsibilities for teachers.

The Southeast ERZ Director has worked with the UAM School of Education Dean, the SEARK CO-OP, and the ADE Office of Recruitment and Retention to explore ways to aid schools in recruiting and retaining highly qualified teachers. The stateside “Grow Your Own” initiative fell to the wayside in 2007-2008 because of funding. The UAM School of Education and the ERZ picked back on this initiative locally to start a “Southeast Grown Your Own” Initiative as part of the UAM School of Education Recruitment/Retention plan. The Initiative is working with area school districts to strengthen existing Future Educators of America or Teachers of Tomorrow programs. For those schools interested in starting a program, support will be given from the School of Education faculty and existing program sponsors in other schools. Some schools are including an “Orientation to Teaching” class as part of a career cluster in their curriculum. One faculty member from the UAM School Education partnered with an area school “Orientation to Teaching” class for team teaching. She visited other schools to encourage the expanding of the “Teachers for Tomorrow” organizations. Because of the teacher shortage in southeast Arkansas, this area has become high priority.

The UAM School of Education offers an alternative licensure route for individuals that have a Bachelor’s degree in something other than education. The Master of Arts in Teaching (M.A.T.) program partners with the ERZ to provide a list of M.A.T. candidates seeking employment to public schools.

Program Year	Number of M.A.T. Candidates
2004-2005	30
2005-2006	17
2006-2007	28
2007-2008	50
2008-2009	44

A passing score on the Praxis I is required for entrance to the teacher education program, and many students need additional preparation in this area. The Southeast ERZ funded the PLATO Learning Grant. This funding purchased five licenses for the Web Learning Network programs for preparation for Praxis that students could access anywhere there is internet usage. Data were kept on this project to determine the number of students using the sites and the increase in number of students passing the Praxis in order to evaluate its effectiveness. Some students utilized the opportunities for some of the areas, but analysis of the data did not justify extending the funding which was quite expensive. To better serve the students with greater results, one-hour Praxis Supplemental Instruction special topics courses in math, writing, and reading have been developed to assist pre-candidacy students to pass the Praxis I test for admission to teacher education. They are offered every semester.

The Southeast ERZ and UAM School of Education have collaborated with the UAM Admissions Office to coordinate recruiting activities. Tables have been assembled during Parent and Family Day by the School of Education and ERZ with recruitment materials. On “Weevil Welcome Days,” students have toured the School of Education and visited with faculty members. Individualized letters have been sent to interested students offering additional information or assistance as a follow-up to this recruiting effort. Elementary groups have made field trips to UAM. The UAM School of Education and ERZ have collaborated with the UAM Admissions Office to present programs to these students to make them more aware of educational opportunities and especially to encourage them to consider teaching as a career. College Experience Days for Star City High School and Monticello Middle School have been planned with visits to college classes, campus tours, college students’ presentations, and admissions information.

The Dean of the UAM School of Education and the ERZ Director have made presentations to civic groups to explain the teacher shortage, hand out brochures about a teaching career, and shown the ERZ video, “Teach Me.” The ERZ Director, Assistant Director, and the School of Education faculty have visited several high school classes to encourage the selection of teaching as a career.

The Southeast ERZ is supporting the statewide efforts of Say Go College Initiative. With the assistance of the School of Education faculty and other departments on the UAM campus, the ERZ is assisting the partnership schools with their efforts to get more students to enroll in college or some type of post-secondary experience. This also enhances the Governor’s initiative to increase the number of persons in Arkansas with a baccalaureate degree.

Star City High School received a College Access Challenge Grant, designed to “foster

partnerships among federal, state and local government entities and philanthropic organizations to significantly increase the number of underrepresented students who enter and remain in higher education.” Star City High School included UAM/ERZ in the proposal. The purpose of this project is to encourage students, especially low-income students, and families to learn about, prepare for, and finance a postsecondary education, and provide support for their success. The students who participated in this event would be first generation college graduates if they choose to attend college and graduate. The College Access Challenge Grants, each amounting to \$25,000 per grant year, for two years will be used to develop and improve academic preparation activities in the schools receiving the grants. Schools will be required to improve preparation for the ACT and SAT and establish a partnership with an institution of higher education and a local Chamber of Commerce, civic group or non-profit organization to carry out these activities. The programs goals include increasing the number of students and families who understand the importance of a postsecondary education and increasing the number of students who choose to take the more rigorous Arkansas Smart Core curriculum in high school as well as advanced placement courses. In addition to Star City High School, Crossett High School also received the College Access Challenge Grant, and the UAM/ERZ will be partnering with them with their grant as they request. Star City High School received for the 2nd year in a row the College Access Challenge Grant during the 2009-2010 school year.

Detail the future direction of this ERZ as it relates to this goal:

Recruitment and retention of teachers is a high priority of the Southeast ERZ and its partners. The expansion of current initiatives and the introduction of new initiatives in this area will continue to be a priority.

- Continue and expand the Southeast “Grow Your Own” project including the Future Educators of America and the Teachers of Tomorrow organizations.
- Partner with the UAM School of Education on the Recruitment and Retention Plan.
- Expand the school visits to recruit for teacher education at each high school.
- Develop partnership between UAM faculty and public school students to increase recruitment efforts.
- Continue to work in collaboration with the UAM School of Mathematics and Natural Science to encourage public school and UAM students to consider a career in public education.

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

Indicate the current level of implementation of this goal within the ERZ:

Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development or implementation
--	--	---

Please provide detailed evidence to support the level of implementation indicated:

Data have been gathered to determine number of Pathwise trained teachers, and scheduled additional trainings were offered when requested by the schools. All UAM School of Education faculty are trained in the Pathwise Model and incorporate these domains in their pre-service training of candidates. Clinical interns have university supervisors as well as Pathwise trained cooperating teachers in the public schools.

The M.A.T. candidates are employed as public teachers utilizing a provisional licensure. The candidates are still considered interns by the UAM School of Education; therefore, they receive a Pathwise trained mentor from their school district as well as from the School of Education and content area faculty. The ERZ assists with ensuring that all content faculty receive Pathwise training for this purpose.

Through the High School Redesign and Best Practice Days a mentoring partnership was created between public school and UAM English faculty. This is done through site visits, class presentations, sharing of action research, and follow up discussions. When requested by schools, faculty from UAM assume additional responsibilities in mentoring and providing support to these teachers through modeling classroom teaching strategies, team teaching with the teacher, and critiquing the teacher's classroom teaching and providing feedback.

Since special education is one of the shortage areas for teachers, often teachers in this area are working on Alternative Licensure Plans. The Special Education specialist at UAM provides mentoring for these beginning special education teachers. During the spring 2009 semester, a UAM Autism Grant was acquired to work with an elementary teacher, special education teacher, paraprofessional, and parents of an Autistic child. Three elementary schools are participating in this four-month grant training led by the UAM Special Education specialist.

The mentoring needs of veteran teachers are also being addressed. A strong mentoring program in the partnering schools is a goal of the Southeast ERZ and one that should promote improved student performance and enriched academic

experiences. The science and math specialists from the UAM School of Education Math and Science Center make site visits to assist schools in the delivery of math and science lessons. They provide mentoring by providing support through model lessons, follow up observations, and conferencing. The specialists have follow-up evaluations for all of the lessons and workshops they deliver. Since mentoring has a high correlation with retention of teachers, it is important that veteran, as well as beginning teachers, have mentors to assist them and help them grow professionally.

During the 2009-2010 school year additional mentoring support was expanded. Hamburg High School became a part of the AAIMES Grant for the state. Mrs. Lonnie Davis, UAM graduate, was scheduled to teach Advanced Placement (AP) Chemistry. Although she had previously taught regular high school Chemistry, the AP Chemistry included lab instruction she was not comfortable instructing. Dr. Morris Bramlett, UAM Dean of Math and Natural Sciences, volunteered to both mentor and co-teach topics throughout the year to her AP Chemistry class. This partnership has created not only a faculty-sharing situation with Hamburg but also a recruitment opportunity for UAM as well. Through the partnership with Hamburg High School, other AAIMES schools are interested in creating a similar partnership with UAM in 2010-2011.

Detail the future direction of this ERZ as it relates to this goal:

Mentoring teachers in the public school continues to be a focus of the Southeast ERZ partners. Past mentoring initiatives will be continued and expanded. In the future the Southeast ERZ partners will discuss, plan, and implement a formal mentoring program.

- Partner with the UAM School of Education and the M.A.T. program to pair first year teachers and content specialists for virtual mentoring via blogs, Skype, and other distance learning technology.
- Expand current initiatives with UAM faculty and AAIMES schools for mentoring support for teachers and students.

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.

Indicate the current level of implementation of this goal within the ERZ:

Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development or implementation
--	--	---

Please provide detailed evidence to support the level of implementation indicated:

All partners of the Southeast ERZ realize the importance of community and parental involvement in the educational process. This involvement must be an opportunity for the community members and parents to have a voice in setting goals and making decisions. Activities should not consist of just informational meetings. UAM is committed to seeking ways to achieve even greater involvement of the community to the extent that the UAM Chancellor always expresses his desire to create a “Communiversity.”

All schools within the ERZ must comply with Act 307 and 397 involving parents and community. These activities are included in the schools’ ACSIPs. Through the focus groups of Job Alikes, Advisory meetings, and site visits, ideas are shared that can be replicated in other locations.

Area schools are utilizing Career Action Planning programs to support high school students in setting goals, making course choices, and preparing for the future. Senior projects and EAST programs are also utilized to build service-learning opportunities. This has strengthened the community support for education in southeast Arkansas and across the state. Many elementary schools utilize “Family Night” as community outreach to share information to parents and community members. UAM faculty in Arts and Humanities, School of Education, and Math and Natural Sciences participate and bring expertise to these programs.

The Southeast Arkansas Cornerstone Coalition, Inc. was formed in September 2003 by leaders of Ashley, Bradley, Chicot, Desha, and Drew counties to market the region to the prospective new business and industry; to collectively identify and prioritize the infrastructure improvement for the region; to develop and implement a regional strategic plan for the economic growth and development of the region; to develop regional human resource and training consortium for the benefit of the labor force and the industries in the six-county-region; and to develop and implement a regional leadership program. (<http://www.searcornerstone.org>) This initiative is a partnership initiative with UAM and the six surrounding counties and is housed on the UAM Monticello campus. Over the

last three years since the inception of the Cornerstone Leadership Academy, more than six UAM employees have participate and graduated. This year, Dr. Kay Walter, Dr. Alayne Zimmerly, and Ms. Tracie Jones, ERZ Director are participating in the academy. The reasons to participate are to make more connections with people in the surrounding counties and to assist them with understanding the need to support education. Leadership is the single most important ingredient needed to develop a thriving and successful community. The future of Southeast Arkansas is more dependent than ever on the quality, commitment, and ability to work together from our leaders. The Cornerstone Leadership Development Institute focuses on key regional community issues and leadership skills. Monthly day long sessions offer solid, firsthand information and provide opportunities for dialogue about regional issues. The sessions are conducted by leaders in various fields, and each session attempts to address major issues in a unique and exciting format which will result in solutions and plans of actions. The programs developed are intended to provide leadership skills:

- Principles of Leadership
- Personality Analysis and Interpersonal Communications
- Community and Economic Development
- Education
- Local, State, and National Government
- Cultural History and Diversity
- Personal and Community Finance/ Grant Writing
- Human Services and Workforce Development
- Volunteerism

Involving parents in education has always been a component of the classroom. The Southeast ERZ has worked with area schools to provide opportunities to share success stories of Parental Involvement. Parents are members of the Advisory Board. The ERZ Director has attended area Principals Parent Advisory Board meetings to share information about opportunities to support education initiatives in southeast Arkansas. In March 2008, a Parental Involvement Workshop was held on the UAM campus to share ideas with one another. During this two-hour workshop, teachers and administrators presented information to others on how to strengthen the existing parental involvement activities. The evaluation reflected a need for more information relating to this topic.

During the 2009-2010 school year, Dr. Peggy Doss (UAM) and Ms. Mary Lindsey (UAMS) have created a partnership and are developing ongoing “Crucial Conversation” workshops to assist pre-service and in-service educators with the “Challenges of the Teacher/Parent Conference”. These workshops have been very successful with the Warren Eastside Elementary faculty, who has served in this pilot project during the spring. The workshops are now being introduced to the UAM School of Education faculty to become a part of pre-service instruction to assist future educators with more tools to utilize in the Teacher/Parent Conferences. There are plans to expand these workshops in 2010-2011.

Each April during the Week of the Young Child, UAM School of Education faculty and staff participate in a reading initiative to the area public schools. This year the faculty visited more than 30 classrooms to read to the students and talk about the need to be

successful now in the classroom to prepare them for the future. Dr. Sue Martin heads this initiative each year.

Detail the future direction of this ERZ as it relates to this goal:

The Southeast ERZ will continue to collaborate with its current partners in the southeast Arkansas communities. In order to continue to support P-20 education in southeast Arkansas, the ERZ will reach out to additional community support groups in the region.

- Expand partnerships between the Southeast ERZ and the chamber of commerce offices in the region.
- Develop additional partnerships with education foundations, UAM Alumni Affairs, and community organizations.
- Develop partnerships with UAM campus organizations.
- Expand teacher recruitment and retention efforts with community partners.
- Partner with public schools to enhance parental awareness for first generation college students.
- Partner with parent organizations in the public schools.
- Expand partnerships to include public school counselors to provide informational packets to student and their parents.

LEGISLATIVE REQUIREMENT #9: Outline short-term and long-term evaluation strategies, including a means of collecting data necessary to evaluate the progress of each participating public school and the ERZ in its entirety.

Indicate the current level of implementation of this goal within the ERZ:

Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development or implementation
--	--	---

Please provide detailed evidence to support the level of implementation indicated:

There are many activities and strategies in place in the Southeast ERZ for improving teaching and learning, and all areas of the legislative purposes are addressed. In order to collect valuable data to assess the impact of the Southeast ERZ initiative upon the partnering schools, quantitative and qualitative research is being used to accurately document the process of change. The assessments are cumulative and summative. These involve assessments, perceptive surveys, and feedback from site visits. Each project, meeting, and professional development offered by the Southeast ERZ is followed with an evaluation to allow participants to provide input. The Southeast ERZ office also collects data on each of the projects under each legislative requirement. This is in the form of surveys collected in focus groups and by the participants of the activity. The annual report is composed with from documentation from partnership projects and day-to-day ERZ operations. The annual report will be shared on the ERZ website so all will have access upon completion and approval. The strategic plan is developed from the guiding principles, legislative requirements, and formal/informal needs assessments from partners.

Detail the future direction of this ERZ as it relates to this goal:

Evaluation is a key component to each of the legislative requirements. The Southeast ERZ will continue to strengthen the evaluation component to ensure continued success. The Southeast ERZ will collaborate with the School of Education and with the public schools to develop a data-sharing project to enable the School of Education and Southeast ERZ to make specific data driven decisions with regard to changes.