

UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF EDUCATION

2007-2008
ANNUAL REPORT

SUBMITTED BY
DR. PEGGY DOSS
DEAN, SCHOOL OF EDUCATION
AUGUST 1, 2008

The University of Arkansas at Monticello School of Education is accredited by the National Council of Teacher Education (NCATE) which is the profession's mechanism to help establish high quality teacher preparation. Accreditation by NCATE ensures that the UAM School of Education (SOE) produces professional educators who work to improve the education of all P-12 students and to ensure that every student has classroom teachers and other school personnel who are competent, caring and highly qualified. The SOE meets demanding standards that produce candidates with the knowledge, skills, and dispositions required of highly qualified professional educators. The SOE also meets the standards required of the Arkansas Department of Education and the Specialty Program Associations. Program assessments provide data which are aggregated and used for continuous program evaluation and improvement. The SOE collaborates with many stakeholders in planning, evaluating and implementing high quality programs that lead to initial and advanced licensure.

The UAM School of Education provides candidates a variety of field experiences in diverse settings for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse university and school faculty, diverse candidates, and diverse students in P-12 schools. SOE faculty members have exceptional expertise in their disciplines and model best professional practices in scholarship, service, and teaching. They collaborate with their colleagues in the arts and sciences and the public schools.

The School of Education has 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 provide the direction for programs that prepare initial and advanced teacher candidates who know their subject matter, demonstrate initial/advanced knowledge of effective teaching, reflect on their practice and adapt their instruction, can teach students from diverse backgrounds, and can integrate technology into instruction. The unit's conceptual framework is consistent with the unit mission and provides the bases for the unit's intellectual philosophy which distinguishes initial/advanced graduates of the UAM School of Education from those of other institutions.

Mission and Vision of the Unit

We envision the University of Arkansas at Monticello School of Education preparing highly qualified candidates who are caring and committed to addressing the challenges of educating all in a diverse population of P-12th grade students in an evolving technological world.

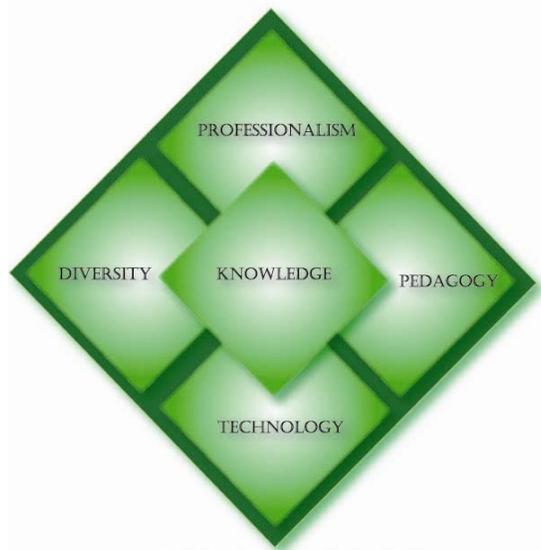
The University of Arkansas at Monticello School of Education is committed to the development of highly qualified candidates. The School of Education embraces the responsibility to prepare candidates to live and work in a rapidly changing, diverse world. Candidates are challenged to achieve the highest level of proficiencies defined in the UAM School of Education's Conceptual Framework and as modeled by the UAM School of Education Faculty. The Conceptual Framework is comprised of five strands: knowledge, pedagogy, diversity, professionalism and technology. The candidates' understanding of the Conceptual Framework is progressively developed as they advance through the professional education programs. The UAM School of

Education is dedicated to developing highly qualified professional educators as identified by the State of Arkansas and by the “No Child Left Behind” Act of 2001 through a partnership with the Southeast Educational Cooperative, area public schools, the university community, and supportive agencies in Arkansas’s high-need geographical areas.

School of Education Conceptual Framework

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

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



Knowledge:

We believe candidates will acquire content specific knowledge, as well as a knowledge base in general and professional education.

We believe candidates will attain knowledge of learners and how learning occurs.

We believe candidates will obtain knowledge of school-community relationships.

Pedagogy:

We believe candidates will create classrooms with active and engaged learning that promotes academic, social, and emotional learning for a diverse population.

Diversity:

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

Professionalism:

We believe candidates will develop the capacity to nourish relationships, build connections within the school-community, sustain professional learning, and exhibit ethical and moral behavior.

Technology:

We believe candidates will attain technological knowledge and use the information to enhance learning for all students.

Multi-Faceted Educators

Arkansas is home to the most precious of gems, the diamond, like the UAM Teacher Education Program is home to another kind of precious resource, its teacher candidates...our “Diamonds in the Rough”. They come to us in their natural states, inexperienced and less polished but with the promise to become brilliant and prized gems in their profession. Much as diamonds are diverse in characteristics, our candidates are also diverse in socioeconomic status, race, ethnicity, gender, age, and geographic origins. As is true with the diamond, our candidates, in their natural state, are not perfect or polished so that their brilliance is evident. We believe that they have talents, skills, and dreams and that it is our role to shape and polish each one to produce clarity so they can become a reflection of the light of learning. How well the diamond is shaped determines its brilliance; therefore, the School of Education and its partners must be mindful of their task. They must be brilliant jewelers and mold our candidates into gemstones that reflect the knowledge, skills, and professionalism required to make a difference in the lives of their students.

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

*Excerpts from “Diamonds in the Rough”
Bobbi Duffy*

Purpose of the Unit

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

Goals for the Unit

Instructors model and are guided by the goals of the five strands within the Conceptual Framework.

- **Knowledge:** Candidates will acquire an extensive knowledge base in order to reach and teach all learners.
- **Pedagogy:** Candidates will develop pedagogical knowledge, skills, and dispositions that result in improved learning and achievement for a diverse population of learners.
- **Diversity:** Candidates will recognize the diversity of learners, other constituencies, and the greater society they serve to improve teaching and learning.
- **Professionalism:** Candidates will demonstrate professionalism through interactions with students, parents, colleagues, and others.
- **Technology:** Candidates will utilize technology to improve teaching and learning.

**STRATEGIC PLAN FOR THE SCHOOL OF EDUCATION
UNIVERSITY OF ARKANSAS AT MONTICELLO
July 2008– June 2009**

Mission, Role, and Scope

The University of Arkansas at Monticello School of Education is committed to the development of high-quality teacher leaders who are caring, competent professionals dedicated to meeting the needs of a changing, diverse society. The UAM School of Education faculty and teacher education students serve their communities through active participation in academic studies and field experiences that develop high level competencies in content knowledge, pedagogy, professionalism, and diversity. The UAM School of Education, in close partnership and collaboration with partnering schools and the arts and sciences, is dedicated to providing the highest level of teacher training and excellence of schools in southeast Arkansas.

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

1. To continue to provide quality staff development opportunities for faculty and staff based upon evaluations and to develop new knowledge and skills as they relate to the strands of the School of Education conceptual framework (**Conceptual Framework (CF): Knowledge; Pedagogy; Diversity; Technology; Professionalism**)
2. To continue the partnership with the Education Renewal Zone Project to promote SOE faculty collaboration with professional educators in the P-12 schools and with faculty in other university units to improve teaching
(**CF: Knowledge; Pedagogy; Diversity; Technology; Professionalism**)
3. To continue to collaborate with the Education Renewal Zone Project, the SEARK Education Cooperative, and the university faculty to provide professional development services
(**CF: Knowledge; Pedagogy; Diversity; Technology; Professionalism**)
4. To enhance existing and to create new activities and projects to recruit and retain a diverse enrollment of teacher education candidates in all initial and advanced programs
(**CF: Diversity**)

5. To continue to recruit a diverse teacher candidate population by attending community college career days to increase enrollment in the 2+2 program
(CF: Diversity)
6. To continue to assign mentors for new UAM School of Education faculty and staff
(CF: Professionalism; Knowledge; Technology; Pedagogy; Diversity)
7. To further enhance advising of teacher candidates to improve academic focus and candidate retention and graduation rates
(CF: Professionalism; Diversity)
8. To continue to recognize faculty and staff for exemplary service and teaching through awards/publicity
(CF: Professionalism)
9. To develop professional learning communities inclusive of school of education faculty, public school faculty/administration, arts/sciences faculty, community agencies, legislators, educational cooperatives, etc.
(CF: Professionalism; Knowledge; Technology; Pedagogy; Diversity)

Intermediate-Range Objectives

1. To continue to seek grants to fund programs and to provide additional faculty compensation
(CF: Professionalism)
2. To refine and enhance seminar courses that prepares students for the Praxis I, Praxis II, and the PLT
(CF: Knowledge; Technology; Pedagogy)
3. To collaborate with other universities to recruit faculty from doctoral education programs
(CF: Professionalism; Diversity)
4. To recruit a diverse population of teacher candidates through the academic education honorary fraternity, Kappa Delta Pi
(CF: Diversity)

Long-Range Objectives

1. To reward faculty and staff for exemplary teaching and service through recognition and monetary rewards
(CF: Professionalism)

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

1. To continue to use data to assess and improve the SOE unit and the programs of study to meet national, state, and specialty program accreditation organizations standards and the meet the needs of the diverse candidate population
(CF: Knowledge; Pedagogy; Diversity; Technology; Professionalism)
2. To provide ongoing professional development for the SOE faculty in the use of multiple instructional technology tools in classroom instruction
(CF: Technology; Knowledge; Pedagogy)
3. To increase collaboration with arts, sciences, and other academic units
(CF: Knowledge; Pedagogy; Technology; Diversity; Professionalism)
4. To increase faculty understanding and use of Sharepoint system
(CF: Technology)
5. To increase faculty professional development in understanding candidate/student diversity for better integration of instructional strategies into the curriculum to meet diverse needs of learners
(CF: Diversity)
6. To collaborate with the ERZ and other resources to promote the use of instructional technology strategies into arts and sciences content courses that prepares teachers
(CF: Knowledge; Pedagogy; Technology; Diversity; Professionalism)

7. To continue to identify school faculty with exemplary instructional skills to serve as clinical internship mentor teachers
(CF: Knowledge; Pedagogy; Technology; Diversity; Professionalism)
8. To continue to develop news releases and other media to promote teaching as a profession in the community
(CF: Professionalism)

Intermediate-Range Objectives

1. To continue to seek grants to fund faculty and student professional development
(CF: Knowledge; Pedagogy; Technology; Diversity; Professionalism)
2. To continue to create partnerships with Arkansas Rehabilitation Services, physicians and other entities to expand opportunities for the exercise science interns
(CF: Knowledge; Pedagogy; Technology; Diversity; Professionalism)
3. To develop an clinical internship alternative route for non-traditional Preschool candidates to complete the P-4 Early Childhood Program
(CF: Professionalism; Knowledge; Pedagogy; Diversity)

Long-Range Objectives

1. To collaborate with an area public school to create a SOE laboratory school for candidates to have enhanced opportunities to apply and reflect on their content, professional, and pedagogical dispositions
(CF: Professionalism; Knowledge; Diversity; Pedagogy; Technology)

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

1. To continue to enhance the School of Education tutoring center to meet the specific learning needs of teacher education candidates
(CF: Knowledge; Pedagogy; Technology; Diversity)
2. To seek additional grants to pay the Praxis I, Praxis II, and PLT test fees for teacher education students who have financial need
(CF: Diversity)

3. To enhance opportunities for candidates to interact with faculty, children and youth from diverse backgrounds, cultures, races and genders
(CF: Diversity)
4. To survey the School of Education candidates to determine diversity of needs
(CF: Knowledge; Pedagogy; Technology; Diversity; Professionalism)

Intermediate-Range Objective

1. To establish a peer mentoring program for candidates
(CF: Knowledge; Pedagogy; Technology; Diversity; Professionalism)

Long-Range Objectives

1. To promote a campus healthy lifestyles program through the UAM School of Education Exercise Science/Wellness program
(CF: Professionalism)
2. To continue to emphasize the importance of health and wellness and to increase participation in the UAM Health and Wellness Fair
(CF: Knowledge; Professionalism)
3. To continue to emphasize the critical need for a SOE Exercise Science and Wellness Laboratory Center
(CF: Knowledge; Professionalism)

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

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

Strengths

- 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 is a full partner in recruitment/retention projects to recruit a diverse population of teacher candidates.
- The School of Education actively recruits a diverse faculty.
- 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

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 members 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.

- The SOE curriculum must be revised to incorporate additional instruction in effective assessment techniques for teacher candidates to assess student learning.

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.
- Cost of attendance for the university student

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

EDUC 2253 Needs of Diverse Learners in Inclusive Settings

Supportive requirements:

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

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

Transition Point II: Teacher Education Program

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

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

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

EDUC 3203 Educational Psychology: Developing Learners

(Prerequisite: Admission to Teacher Education Program)

EDUC 3563 Effective Instructional and Management Strategies

(Prerequisite: Admission to Teacher Education Program)

Supportive requirements:

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

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

Transition Point III: Clinical Internship

Clinical Internship I:

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

Clinical Internship II:

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

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

Transition Point IV: Graduation

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

Undergraduate Teacher Education Programs for Initial Licensure

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

5th and 6th Grade Endorsement

Candidates seeking to add a 5th and 6th grade endorsement to their licensure may do so by completing the following program of study.

Candidates who have not completed an undergraduate degree but are seeking to add the 5th and 6th grade to their licensure upon completion of their bachelor's degree will take the following:

Course	Hours
EDUC 2253 Needs of Diverse Learners	3
MLED 2113 Physical Development of Early Adolescents.....	3
MLED 4513 Teaching and Learning in Middle School	3
Total	9

Candidates who have completed an undergraduate degree and are seeking to add the 5th and 6th grade to their standard licensure will take the following:

Course	Hours
EDUC 5033 Teaching Diverse Learners	3
MLED 5043 Physical Development of Early Adolescents.....	3
MLED 5053 Teaching and Learning in the Middle Grades	3
Total	9

Graduate ESL Courses

ESL 5723 Acquisition of English as a Second Language

ESL 5713 Methods and Materials for Teaching ESL

ESL 5733 Assessing Second Language Learners

ESL 5703 Teaching Students of Other Cultures

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

Data on Undergraduate Teacher Education Candidates (Fall 2003-Spring 2008)

	Fall 03	Spr 04	YDT 03-04	Fall 04	Spr 05	YDT 04-05	Fall 05	Spr 06	YDT 05-06	Fall 06	Spr 07	YDT 06-07	Fall 07	Spr 08	YDT 07-08
Admitted to Teacher Education	13	24	37	7	21	28	20	13	33	28	12	40	27	7	34
Average GPA	3.31	3.30	3.31	3.20	3.40	3.30	3.43	3.04	3.24	3.37	3.89	3.63	3.25	3.31	3.26
Intern I	25	12	37	32	5	37	21	3	24	17	10	27	27	3	30
Intern II	7	25	32	12	32	44	5	21	26	3	17	20	9	27	36
Program Completers			15*			24*			22			23	9	27	36
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 in the 2005 – 2006 academic year.**

Number of Candidates Admitted to Teacher Education Program by Racial Composition

	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008
White	13	16	3	17	15	13	Female	Female	Female	Female
							24	7	22	3
Black, African American	0	8	4	4	5	0	Male	Male	Male	Male
							1	2	3	2
Hispanic	0	0	0	0	0	0	Female	Female	Female	Female
							1	3	2	2
							Male	Male	Male	Male
							2	0	0	0
							0	0	0	0

Number of Undergraduate Program Completers by Ethnicity

	02-03	03-04	04-05	05-06	06-07	07-08
White	22	14	17	21	21	31
Black, African American	4	1	7	1	1	4
Hispanic	0	0	0	0	0	0

Data on Master of Arts in Teaching Graduate Completers (Fall 2002-Spring 2008)

	2002-2003 cohort	2003-2004 cohort	2004-2005 cohort	2005-2006 cohort	2006-2007 Cohort	2007-2008 Cohort
Total	30	54	83	32	20	34
Ethnicity	White female 22	White female 44	White female 74	White female 23	White female 14	White female 25
	White male 7	White male 7	White male 8	White male 8	White male 5	White male 7
	Black female 1	Black female 3	Black female 1	Black female 0	Black female 0	Black female 1
	Black male 0					
	Hispanic female 0	Hispanic female 0	Hispanic Female 0	Hispanic Female 1	Hispanic Female 0	Hispanic Female 1
	Hispanic male 0	Hispanic male 0	Hispanic male 0	Hispanic male 0	Hispanic male 1	Hispanic male 0
	Asian Pacific female 0	Asian Pacific female 0	Asian Pacific female 0	Asian Pacific female 0	Asian Pacific female 1	Asian Pacific female 0

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 2007 Clinical Internships

School	Student	Ethnicity/ Gender	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher	Ethnicity/ Gender
Monticello Elementary Monticello, AR	Haley Jacobs Monticello, AR	WF	Intern I	Early Childhood	Givhan	N/A	Linda Tyler (K at MES) Wanda Jackson (3 rd at MIS)	WF BF
	Karla Booth Fountain Hill, AR	WF	Intern II	Early Childhood	Givhan	N/A	Krissi Wall (2 nd)	WF
	LaTish Edwards Monticello, AR	BF	Intern II	Early Childhood	Hilton	N/A	Sheri Scriber (2 nd)	WF
Monticello Intermediate Monticello, AR	Dustin Prescott Monticello, AR	WM	Intern I	Physical Education	King	N/A	Greg Tiner	WM
	Megan Hebert Monticello, AR	WF	Intern II	Early Childhood	Hilton	N/A	Sandy Funderburg (4 th)	WF
Monticello Middle Monticello, AR	Christopher Allen Monticello, AR	BM	Intern I	Middle Childhood	Ramirez	Dr. Jim Edson Deanna Duncan	Lisa Brown (Science)	WF
							Leigh Ann Thomas (Math)	WF
Drew Central Elem. Monticello, AR	Jennifer Brixie Monticello, AR	WF	Intern II	Early Childhood	Givhan	N/A	Jerrilynn Mapp (1 st)	BF
	Angela Lewis Monticello, AR	BF	Intern II	Early Childhood	Ramirez	N/A	Nola Gober (3 rd)	WF
	Vanessa Waite Conway, AR 72032	WF	Intern II	Early Childhood	Hilton	N/A	Susan Cossey (K)	WF
	Shawnya Everett Monticello, AR	WF	Intern I	Early Childhood	Martin	N/A	Belinda Golden (4 th)	WF
							Judy Kunkle (2 nd)	WF
Leah Vaughn Monticello, AR	WF	Intern I	Early Childhood	Carpenter	N/A	Judy Kunkle (2 nd) Belinda Golden (4 th)	WF WF	
Rison Elementary Rison, AR	Lindsey Clement Rison, AR	WF	Intern I	Early Childhood	Atwell	N/A	Mandy Hopson (1 st)	WF
							Gina Young (3 rd)	WF
	Summer Taylor Rison, AR 71665	BF	Intern I	Early Childhood	Atwell	N/A	Laura Gatlin (1 st) Rebecca Harlow (3 rd)	WF WF
School	Student	Ethnicity/ Gender	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher	Ethnicity/ Gender

UAM SCHOOL OF EDUCATION 2007-2008 ANNUAL REPORT

Eastside Elementary Warren, AR	Jessica Rogers Warren, AR 71671	WF	Intern I	Early Childhood	Martin	N/A	Barbara Benton (3 rd) Jo Ellen Calloway (1 st)	BF WF
	Brigitte Clark Warren, AR 71671	BF	Intern I	Early Childhood	Martin	N/A	Christi Pennington (1 st) Barbara Benton (3 rd)	WF BF
	Samantha Morgan New Edinburg, AR	BF	Intern I	Early Childhood	Martin	N/A	La Donna Marsh (K) Donna Hairston (2 nd)	WF WF
North Crossett Primary Crossett, AR	Brandy Goodwin Crossett, AR	WF	Intern I	Early Childhood	Atwell	N/A	Lisha Walley (K) Melissa Martar (4 th)	WF WF
Anderson Elementary Crossett, AR								
Central Elementary Dumas, AR	Jan Hill Dumas, AR	WF	Intern II	Early Childhood	Givhan	N/A	Melissa Miller (1 st)	WF
Reed Elementary Dumas, AR	Destiny Baxter Dumas, AR	WF	Intern I	Early Childhood	Givhan	N/A	Kristi Strother (2 nd Reed) Dana Jones (1 st Central)	WF WF
Woodlawn Elementary Rison, AR	Amanda Heird Pine Bluff, AR	WF	Intern II	Early Childhood	Hilton	N/A	Glenda Mullikin (K)	WF
	Jessica Hutson Warren, AR	WF	Intern I	Early Childhood	Hilton	N/A	Susan Reynolds (4 th) Dana Gavin (2 nd)	WF WF
Allbritton Upper Elem Hamburg, AR	Milissa Pennington Crossett, AR	WF	Intern II	Early Childhood	Carpenter	N/A	Katy Griffin (4 th)	WF
Noble Elementary Hamburg, AR	Kathryn Barnett Hamburg, AR	WF	Intern I	Early Childhood	Carpenter	N/A	Susan Smith (Pre-K) Alisa Ware (2 nd)	WF WF
	Melissa Poole Hamburg, AR	WF	Intern I	Early Childhood	Carpenter	N/A	Sharon Hargis (1 st) Toni Elliott (3 rd)	WF WF
2+2 School	2+2 Student	Ethnicity/ Gender	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher	Ethnicity/ Gender
Park Avenue Elementary Stuttgart, AR	Amy Burlison Stuttgart, AR	WF	Intern I	Early Childhood	Fullerton/ Hargrove	N/A	Terri Patton (1 st) Tawyna Herring (4 th)	WF WF
	Kyla Mitchell Stuttgart, AR	WF	Intern I	Early Childhood	Fullerton/ Hargrove	N/A	Tia Summers (3 rd) Cindy McCarty (1 st)	WF WF
	Amanda Maier	WF	Intern I	Early	Fullerton/ Hargrove	N/A	Janith McGee	WF

UAM SCHOOL OF EDUCATION 2007-2008 ANNUAL REPORT

	Stuttgart, AR			Childhood	Hargrove		(1 st) Tia Summers (3 rd)	WF
J. F. Wahl Elementary Helena, AR	Deloris Baker West Helena, AR	BF	Intern I	Early Childhood	Samella Williams	N/A	Michelle Boone (2 nd) Judy Cross (4 th)	BF WF
	Nicole Baker West Helena, AR	BF	Intern I	Early Childhood	Samella Williams	N/A	Helen Stephens (4 th) Angela Jacobs (2 nd)	BF BF
	Holly Garrison Lexa, AR	WF	Intern I	Early Childhood	Samella Williams	N/A	Synetera Morris (1 st) Helen Thomas (4 th)	BF BF
	Victoria Reynolds Lexa, AR	WF	Intern I	Early Childhood	Samella Williams	N/A	Angela Jacobs (2 nd) Cathy Burk (4 th)	BF WF
Hazen Elementary Hazen, AR	Renea Sabbatini Hazen, AR	WF	Intern I	Early Childhood	Fullerton/ Hargrove	N/A	Stephanie Van Houten (K) Rebecca Shelman (3 rd)	WF WF
Northwest Elementary El Dorado, AR	Kristie Dison El Dorado, AR	WF	Intern I	Early Childhood	Mary Pat Cook	N/A	Jodie Walker (1 st) Virginia McDaniel (3 rd)	WF BF
	Jennifer Reed El Dorado, AR	WF	Intern I	Early Childhood	Mary Pat Cook	N/A	Virginia McDaniel (3 rd) Jodie Walker (1 st)	BF WF
Wynne Primary Wynne, AR	Ashley Buie Wynne, AR	WF	Intern I	Early Childhood	Fullerton/ Hargrove	N/A	Jean Simpkins (2 nd) Primary	WF
Wynne Intermediate Wynne, AR							Suzanne McDermott (4 th) Intermediate	WF
Marvell Elementary Marvell, AR	Stephanie Reynolds Brinkley, AR	WF	Intern I	Early Childhood	Samella Williams	N/A	Dana McCormick (2 nd) Arlene Coleman (2 nd) Myra Jones (4 th)	WF WF BF

Spring 2008 Clinical Internships

School	Student	Ethnicity Gender	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher	Ethnicity Gender
Monticello Elementary Monticello, AR	Haley Jacobs Monticello, AR	WF	Intern II	Early Childhood	Givhan	N/A	Linda Tyler (K at MES)	WF
							Wanda Jackson (3 rd at MIS)	BF
Monticello Intermediate Monticello, AR	Rosalynn Avery Hermitage, AR	BF	Intern I	Early Childhood	Givhan	N/A	Amy Talley (3 rd at MIS)	WF
							Lindsey Bohner (K at MES)	WF
Monticello Middle Monticello, AR	Christopher Allen Monticello, AR	BM	Intern II	Middle Childhood	Ramirez	Dr. Jim Edson	Lisa Brown (Science)	WF
						Deanna Duncan	Leigh Ann Thomas (Math)	WF
	Dustin Prescott Monticello, AR	WM	Intern II	Physical Education	King	N/A	Steve Fleming (MMS)	WM
							Van Paschal (MHS)	WM
Drew Central Elem. Monticello, AR	Shawnya Everett Monticello, AR	WF	Intern II	Early Childhood	Martin	N/A	Belinda Golden (4 th)	WF
							Judy Kunkle (2 nd)	WF
	Leah Vaughn Monticello, AR	WF	Intern II	Early Childhood	Givhan	N/A	Judy Kunkle (2 nd)	WF
							Belinda Golden (4 th)	WF
Rison Elementary Rison, AR	Lindsey Clement Rison, AR	WF	Intern II	Early Childhood	Atwell	N/A	Mandy Hopson (1 st)	WF
							Gina Young (3 rd)	WF
	Summer Taylor Rison, AR	BF	Intern II	Early Childhood	Atwell	N/A	Laura Gatlin (1 st)	WF
							Rebecca Harlow (3 rd)	WF
Eastside Elementary Warren, AR	Jessica Rogers Warren, AR	WF	Intern II	Early Childhood	Martin	N/A	Barbara Benton (3 rd)	BF
							Jo Ellen Calloway (1 st)	WF
	Brigitte Clark Warren, AR	BF	Intern II	Early Childhood	Martin	N/A	Christi Pennington (1 st)	WF
							Barbara Benton (3 rd)	BF
	Samantha Morgan New Edinburg, AR	BF	Intern II	Early Childhood	Martin	N/A	La Donna Marsh (K)	WF
							Donna Hairston (2 nd)	WF

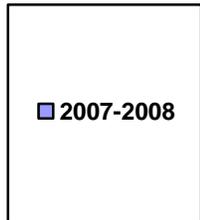
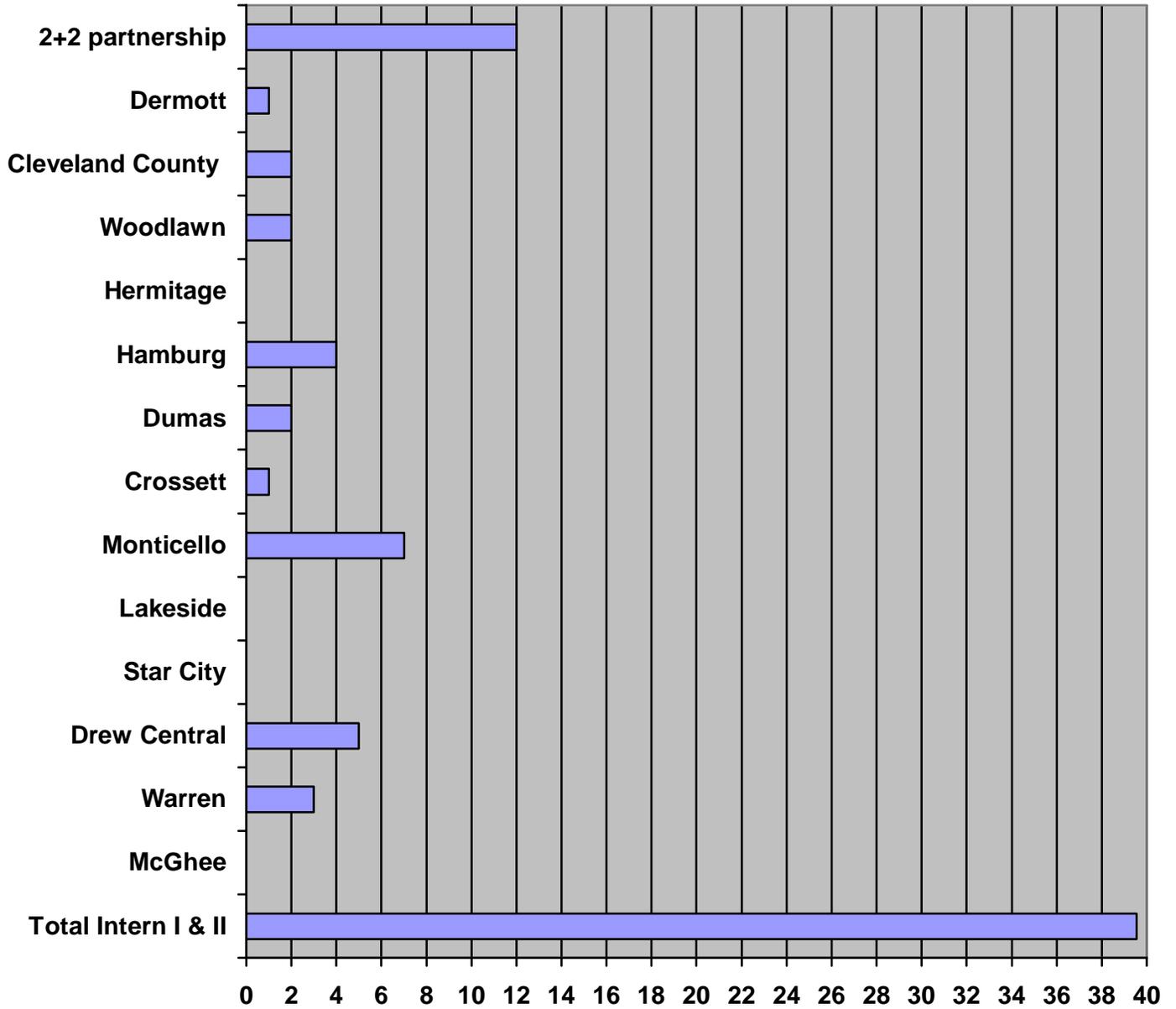
UAM SCHOOL OF EDUCATION 2007-2008 ANNUAL REPORT

School	Student	Ethnicity/ Gender	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher	Ethnicity/ Gender
North Crossett Primary Crossett, AR Anderson Elementary Crossett, AR	Brandy Goodwin Crossett, AR	WF	Intern II	Early Childhood	Atwell	N/A	Lisha Walley (K)	WF
							Melissa Martar (4 th)	WF
Central Elementary Dumas, AR	Destiny Baxter Dumas, AR	WF	Intern II	Early Childhood	Givhan	N/A	Kristi Strother (2 nd Reed)	WF
							Dana Jones (1 st Central)	WF
Woodlawn Elementary Rison, AR	Jessica Hutson Warren, AR	WF	Intern II	Early Childhood	Hilton	N/A	Susan Reynolds (4 th)	WF
							Dana Gavin (2 nd)	WF
Portland Elementary Portland, AR	Meagan Brown Eudora, AR	WF	Intern I	Early Childhood	Givhan	N/A	Libby Case (1 st)	WF
							Janet Gilliam (4 th)	WF
Noble Elementary Hamburg, AR	Kathryn Barnett Hamburg, AR	WF	Intern II	Early Childhood	Givhan	N/A	Susan Smith (Pre-K)	WF
							Alisa Ware (2 nd)	WF
Dermott Elementary Dermott, AR	Mamye Gill Hamburg, AR	WF	Intern I	Early Childhood	Givhan	N/A	Sharon Hargis (1 st)	WF
							Toni Elliott (3 rd)	WF
Dermott Elementary Dermott, AR	Mamye Gill Hamburg, AR	WF	Intern I	Early Childhood	Givhan	N/A	Marlene Minor (3 rd)	BF
							Ms. Jordan (1 st)	BF
2+2 School	2+2 Student	Ethnicity/ Gender	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher	Ethnicity/ Gender
Park Avenue Elementary Stuttgart, AR	Amy Burlison Stuttgart, AR	WF	Intern II	Early Childhood	Fullerton	N/A	Terri Patton (1 st)	WF
							Tawyna Herring (4 th)	WF
							Kyla Mitchell Stuttgart, AR	WF
Park Avenue Elementary Stuttgart, AR	Kyla Mitchell Stuttgart, AR	WF	Intern II	Early Childhood	Fullerton	N/A	Cindy McCarty (1 st)	WF
							Amanda Maier Stuttgart, AR	WF
J. F. Wahl Elementary Helena, AR	Deloris Baker West Helena, AR	BF	Intern II	Early Childhood	Samella Williams	N/A	Tia Summers (3 rd)	WF
							Judy Cross (4 th)	WF
J. F. Wahl Elementary Helena, AR	Nicole Baker West Helena, AR	BF	Intern II	Early Childhood	Samella Williams	N/A	Helen Stephens (4 th)	BF
							Angela Jacobs (2 nd)	BF

UAM SCHOOL OF EDUCATION 2007-2008 ANNUAL REPORT

	Holly Garrison Lexa, AR	WF	Intern II	Early Childhood	Samella Williams	N/A	Synera Morris (1 st) Helen Thomas (4 th)	BF BF
	Victoria Reynolds Lexa, AR	WF	Intern II	Early Childhood	Samella Williams	N/A	Angela Jacobs (2 nd) Cathy Burk (4 th)	BF WF
Hazen Elementary Hazen, AR	Renea Sabbatini Hazen, AR	WF	Intern II	Early Childhood	Fullerton	N/A	Stephanie Van Houten (K) Rebecca Shelman (3 rd)	WF WF
Northwest Elementary El Dorado, AR	Kristie Dison El Dorado, AR	WF	Intern II	Early Childhood	Mary Pat Cook	N/A	Jodie Walker (1 st) Virginia McDaniel (3 rd)	WF BF
	Jennifer Reed El Dorado, AR	WF	Intern II	Early Childhood	Mary Pat Cook	N/A	Virginia McDaniel (3 rd) Jodie Walker (1 st)	BF WF
Wynne Primary Wynne, AR	Ashley Buie Wynne, AR	WF	Intern II	Early Childhood	Fullerton	N/A	Jean Simpkins (2 nd) Primary Suzanne McDermott (4 th) Intermediate	WF WF
Marvell Elementary Marvell, AR	Stephanie Reynolds Brinkley, AR	WF	Intern II	Early Childhood	Samella Williams	N/A	Dana McCormick (2 nd) Arlene Coleman (2 nd) Myra Jones (4 th)	WF WF BF

2007 - 2008 Clinical Internship Placements (P-4; Middle Childhood; PE)



School of Education Majors: Fall 2007

	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Elementary Education						
Freshman	0	0	0	0	0	0
Sophomore	0	0	0	0	0	0
Junior	0	0	0	0	0	0
Senior	2	0	0	0	0	0
Pre-Freshman	0	0	0	0	0	0
Special (non-degree seeking)	0	0	0	0	0	0
Post Bachelor	0	0	0	0	0	0
Total	2	0	0	0	0	0
Early Childhood (P-4)						
Freshman	59	52	52	53	55	45
Sophomore	45	38	38	37	31	35
Junior	39	47	41	46	37	38
Senior	24	46	58	53	51	57
Pre-Freshman	0	0	0	0	3	2
Special (non-degree seeking)	3	2	1	0	2	0
Post Bachelor	2	2	3	2	6	1
Total	172	187	193	191	185	178
Middle-Level Education (4-8)						
Freshman	5	12	12	9	8	4
Sophomore	6	3	6	6	7	4
Junior	5	9	4	5	5	6
Senior	1	5	4	5	2	3
Pre-Freshman	0	0	0	0	0	1
Special (non-degree seeking)	0	1	0	0	0	0
Post Bachelor	0	0	3	0	5	2
Total	17	30	29	25	27	20
Teacher Licensure						
Freshman	0	0	0	0	0	0
Sophomore	1	0	0	0	1	0
Junior	0	0	0	0	0	0
Senior	0	0	0	0	0	0
Pre-Freshman	0	0	0	0	0	0
Special (non-degree seeking)	0	0	1	1	0	1
Post Bachelor	10	6	9	3	13	17
Total	11	6	10	4	14	18
Health & PE						
Freshman	39	45	39	26	25	24
Sophomore	16	19	29	21	25	21
Junior	21	19	20	31	24	27
Senior	32	30	20	12	9	8
Pre-Freshman	0	0	0	0	2	2
Special (non-degree seeking)	0	0	0	0	0	0
Post Bachelor	0	1	1	0	0	1
Total	108	114	109	90	85	83

Health & PE - Non-Licensure (BA/BS)

Freshman	7	2	1	0	4	8
Sophomore	5	9	5	2	3	9
Junior	8	5	5	6	7	14
Senior	12	19	15	13	20	25
Pre-Freshman	0	0	0	0	0	0
Special (non-degree seeking)	0	0	0	0	0	0
Post Bachelor	0	0	0	0	0	0
Total	32	35	26	21	34	56

Health & PE - Exercise Science

Freshman	0	0	0	2	8	9
Sophomore	0	0	0	3	4	1
Junior	0	0	0	1	3	6
Senior	0	0	0	7	11	5
Pre-Freshman	0	0	0	0	0	1
Special (non-degree seeking)	0	0	0	0	0	0
Post Bachelor	0	0	0	0	0	0
Total	0	0	0	13	26	22

Special Education

Freshman	0	0	0	0	0	
Sophomore	0	0	0	0	0	
Junior	0	0	0	0	0	
Senior	0	0	0	0	0	
Pre-Freshman	0	0	0	0	0	
Special (non-degree seeking)	0	0	0	0	0	
Post Bachelor	0	0	0	0	0	
Total	0	0	0	0	0	0

Grad Ed - Elementary (M.Ed.)

Total	6	2	0	0	0	0
--------------	----------	----------	----------	----------	----------	----------

Grad Ed - Secondary (M.Ed.)

Total	14	3	3	2	1	0
--------------	-----------	----------	----------	----------	----------	----------

Grad Ed - M.Ed.

Total	65	54	70	73	49	50
--------------	-----------	-----------	-----------	-----------	-----------	-----------

Grad Ed - Ed. Leadership (M.Ed.)

Total	17	17	10	13	11	18
--------------	-----------	-----------	-----------	-----------	-----------	-----------

Grad Ed - Master of Arts-Teaching (M.A.T.)

Total	35	65	88	30	24	49
--------------	-----------	-----------	-----------	-----------	-----------	-----------

Grad Cert – Technology

Total	1	1	0	0	0	0
--------------	----------	----------	----------	----------	----------	----------

Grad Cert - Ed Leadership

Total	0	3	2	0	0	0
--------------	----------	----------	----------	----------	----------	----------

Grad Cert - Special Education

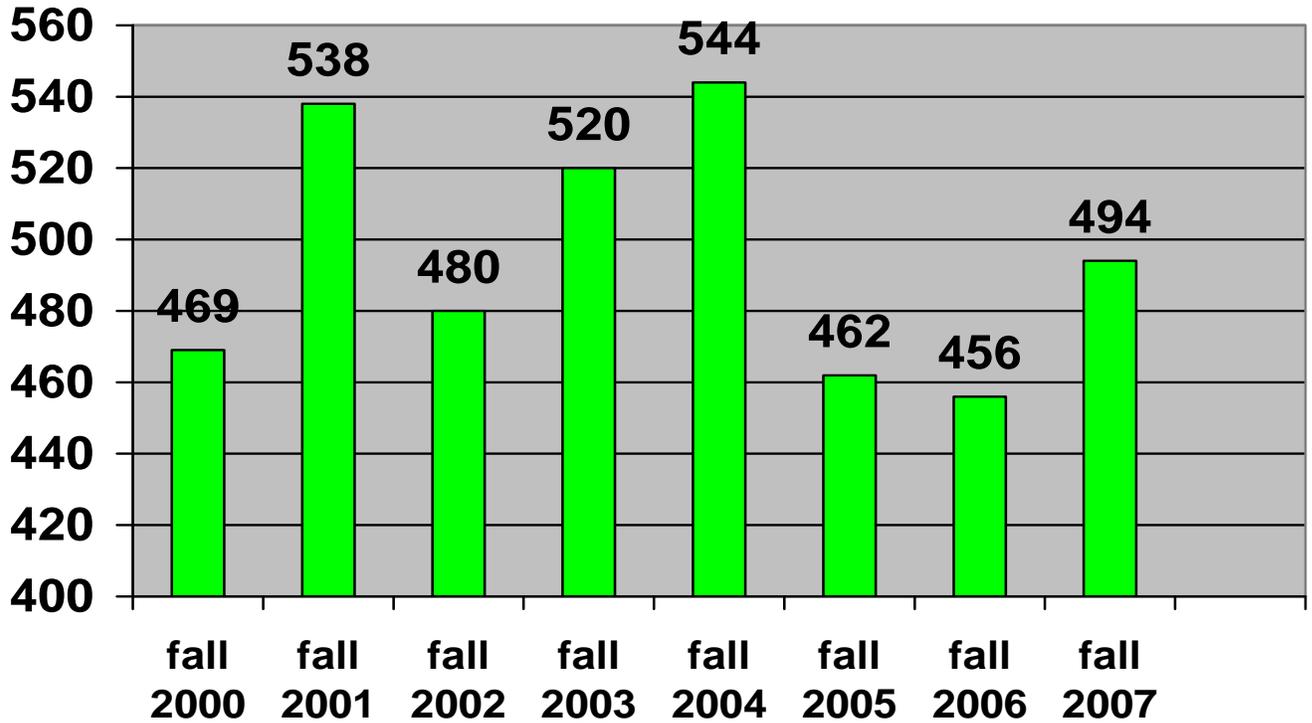
Total	0	3	2	0	0	0
--------------	----------	----------	----------	----------	----------	----------

Grad Cert - Physical Education Total	0	0	1	0	0	0
Grad Cert - Middle School Total	0	0	1	0	0	0
Grad Cert - Early Childhood Total	0	4	1	0	0	0
Unit Totals	480	520	544	462	456	494

Minors: Fall 2007

EDUCATION (Minor)	SOPHOMORE	3
	JUNIOR	2
	-----	5
COACHING (Minor)	SOPHOMORE	3
	JUNIOR	6
	SENIOR	10
	-----	19
HEALTH & PE	SOPHOMORE	1
	JUNIOR	1
	SENIOR	2
	-----	4
PHYSICAL EDUC	JUNIOR	1
	SENIOR	1
	-----	2

**Longitudinal Enrollment in the School of Education
Fall 2000 through Fall 2007
(Data Source: CIP Code)**



School of Education Faculty Statistics

The School of Education Faculty members have earned doctorates or exceptional expertise that qualifies them to teach in their assigned areas. SOE faculty members have teaching experience in the public school setting and have been licensed as a public school teacher. Adjunct faculty members hold at least the Master’s Degree, have exceptional expertise and public school experience. All faculty members have a thorough understanding of the content they teach.

Faculty workloads meet the NCATE standard 6c requirement that states that workloads and practices permit and encourage faculty to be engaged in a wide range of professional activities, including teaching, scholarship, assessment, advisement, work in schools, and service. In addition, faculty workloads allow them to professionally contribute on a community, state, regional, or national basis. The unit’s use of adjunct faculty is purposeful and employed to strengthen programs.

*Faculty who are listed as the “Instructor of Record” on course schedules and exceed the 12 hours undergraduate/9 hour graduate course load have qualified adjunct faculty assigned as team teachers for 1/3 or 2/3 of the instruction to ensure the average of no more than the appropriate teaching load.

** The University generated faculty workload report reflects a section for each location to which a CIV course is being simultaneously delivered. It will appear that the instructor is teaching 4 courses (12 hours) when, in reality, they are only teaching one 3-hour course being delivered at 4 locations. As a result, faculty workloads in some semesters appear to be exorbitant.

Example from course schedule

2935 90 ECED 3353 ECE:PLANNING/CURR 3 20 9 M 06:00PM 08:00PM WIL206
Jones CM

2935 95 ECED 3353 ECE:PLANNING/CURR 3 20 2 M 06:00PM 08:00PM PCCCIV
 CIV **Jones CM**

2935 97 ECED 3353 ECE:PLANNING/CURR 3 20 1 M 06:00PM 08:00PM SARKCIV
 CIV **Jones CM**

2935 99 ECED 3353 ECE:PLANNING/CURR 3 20 3 M 06:00PM 08:00PM STUCIV
 CIV **Jones CM**

***Exercise Science, PE, and teacher education faculty supervise 3 credit hour internship courses that sometimes have only one to two interns per semester. The number of interns do not constitute a 3 hour credit load. Because the faculty is listed as the instructor, the university workload report credits the instructor with the SSCH of a 3 hour course. Faculty may be listed for more than one low enrollment internship course in a semester to acquire the 4-5 intern load to constitute a 3 hour class load. (See example below)

Example of a faculty member’s schedule in fall 2007 who supervised 6 interns, taught 1 graduate course and one undergraduate course.

			Limit	Credit Hours	Candidates
ECED 4603	CLN INTERN I (P-4)	AR:	5	3	3
ECED 463V	CLN INTERN II(P-4)	AR:	5	15	1
EDUC 460V	CLN INTERN I (P-4)	AR:	5	6	2
EDLD 5223	Supervision of Instruction	W	20	3	10
EDUC 2253	Needs of Div. Lnrs	MW	20	3	14

School of Education Faculty Statistics 2007-08

Instructors	% ADMIN	Sum II 07 credit hours & SSCH	Fall 07 credit hours & SSCH	Spring 08 credit hours & SSCH	Sum I 08 credit hours & SSCH	Total credit hours & SSCH 06-07
Instructors						
Givhan		3 credit hours 39 SSCH	15 credit hours **(39 Registrar' report) 285 SSCH	12 credit hours 114 SSCH	6 credit hours 45 SSCH	36 credit hours **(60 registrar's report) 483 SSCH
Hunnicutt	0.75%	3 credit hours 42 SSCH	9 credit hours 150 SSCH	6 credit hours 183 SSCH		18 credit hours 375 SSCH
Longing		6 credit hours 144 SSCH	15 credit hours 300 SSCH	15 credit hours 252 SSCH	6 credit hours 45 SSCH	42 credit hours 741 SSCH
Frazer			15 credit hours *** (20 Registrar report) credit hours 137 SSCH	15 credit hours *** (21 Registrar report) credit hours 256 SSCH	6 credit hours 102 SSCH	36 credit hours *** (53 registrar report) 495 SSCH
Level (internship coordinator: intern hours are listed for this faculty member although other faculty complete actual supervision of interns)	0.75%		31 credit hours (interns) 171 SSCH	52 credit hours (interns) 460 SSCH		83 credit hours 631 SSCH
Newton		3 credit hours 54 SSCH	6 credit hours 144 SSCH	6 credit hours 189 SSCH	3 credit hours 66 SSCH	18 credit hours 453 SSCH
Assistant Professors						
Zimmerly			12 credit hours 273 SSCH	12 credit hours 174 SSCH	9 credit hours 195 SSCH	33 credit hours 642 SSCH
Martin	0.50%	3 credit hours 33 SSCH	**22 credit hours 111 SSCH	7 credit hours 33 SSCH		32 credit hours 177 SSCH
Ramirez	0.25%	3 credit hours 39 SSCH	9 credit hours 72 SSCH	6 credit hours 48 SSCH	6 credit hours 18 SSCH	24 Credit hours 177 SSCH

UAM SCHOOL OF EDUCATION 2007-2008 ANNUAL REPORT

Massey		6 credit hours 111 SSCH	12 credit hours 348 SSCH	12 credit hours 258 SSCH	6 credit hours 14 SSCH	36 credit hours 731 SSCH
Carpenter			***33 credit hours 111 SSCH	***21 credit hours 150 SSCH		***54 Credit hours 261 SSCH

Associate Professor

Lang	0.25%		12 credit hours 120 SSCH	9 credit hours **(21 registrar' report) 165 SSCH		21 credit hours ***33 credit hours 285 SSCH
King		3 credit hours 33 SSCH	12 credit hours 312 SSCH	18 credit hours (includes two 3 hour special topics courses with enrollment of one candidate each) 237 SSCH	3 credit hours 6 SSCH	36 credit hours 588 SSCH
Doss	100%			3 credit hours 42 SSCH		3 Credit hours 42 SSCH

Professors

Jones		3 credit hours 36 SSCH	12 hours */** 31registrar report) 212 SSCH	12 hours */** (22 registrar report 22) 130 SSCH	6 credit hours 21 SSCH	33 hours */**62 credit hours 399 SSCH
Terrell			12 credit hours 105 SSCH	12 credit hours 156 SSCH	6 credit hours 51 SSCH	30 credit hours 312 SSCH

Adjuncts

Bolding			7 credit hours	8 credit hours	6 credit hours	21 credit hours
---------	--	--	-------------------	-------------------	-------------------	--------------------

UAM SCHOOL OF EDUCATION 2007-2008 ANNUAL REPORT

			204 SSCH	200 SSCH	42 SSCH	446 SSCH
Johnson			6 credit hours	6 credit hours		12 credit hours
			201 SSCH	183 SSCH		384 SSCH
Brackin				3 credit hours		3 credit hours
				27 SSCH		27 SSCH
Hill, N					3 credit hours	3 credit hours
					27 SSCH	27 SSCH
Jones, T			3 credit hours	3 credit hours		6 credit hours
			45 SSCH	30 SSCH		75 SSCH
Coaches 25% SOE						
Dykes	0.25%		2 credit hours	2 credit hours		4 credit hours
			64 SSCH	46 SSCH		110 SSCH
Hill,W	0.25%	2 credit hours	1 credit hours			3 credit hours
			7 SSCH			41 SSCH
Byrd	0.25%		3 credit hours	9 credit hours		12 credit hours
			120 SSCH	117 SSCH		237 SSCH
Hill, R	0.25%		4 credit hours			4 credit hours
			100 SSCH			100 SSCH
Mathews	0.25%		1 credit hour	1 credit hour		2 credit hours
			10 SSCH	14 SSCH		24 SSCH
Newell	0.25%			3 credit hours		3 credit hours
				117 SSCH		117 SSCH
Gregg			1 credit hour			1 credit hour
			7 SSCH			7 SSCH
Middleton	0.25%			2 credit hour	2 credit hour	4 credit hours
				68 SSCH	26 SSCH	94 SSCH

UAM SCHOOL OF EDUCATION 2007-2008 ANNUAL REPORT

Ratcliff				2 credit hours 56 SSCH		2 credit hours 56 SSCH
Warehime	0.25%			1 credit hour 10 SSCH		1 credit hour 10 SSCH
Smith				2 credit hours 52 SSCH	2 credit hours 14 SSCH	4 credit hours 66 SSCH
Total						9,037 SSCH

School of Education Graduates

Number of SOE Graduates: 2007-2008 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.
33	1	1	9	8	14	2	34
Total 52					Total 50		

**UAM School of Education Honor Graduates
2007-2008
SOE Major/Concentration**

P-4 EARLY CHILDHOOD EDUCATION

Baker Nicole A	Magna Cum Laude
Barnett Kathy J	Cum Laude
Booth Karla N	Cum Laude
Burlison Amy M	Magna Cum Laude
Camp Victoria D	Magna Cum Laude
Clark Brigitte D	Magna Cum Laude
Dison Kristie D	Summa Cum Laude
Hutson Jessica	Cum Laude
Maier Amanda L	Cum Laude
Mitchell Kyla G	Cum Laude
Reed Jennifer L	Magna Cum Laude
Reynolds Stephanie	Summa Cum Laude
Sabbatini Renea K	Summa Cum Laude
Waite Vanessa R	Summa Cum Laude

HEALTH & PE EXERCISE SCIENCE OPTION

Blakley Rachael L	Magna Cum Laude
Haywood Kyle M	Cum Laude
Rodgers Terri L	Cum Laude

HEALTH & PE NON-LICENSURE

Ables Wesley D	Magna Cum Laude
Stanford Anthony N	Summa 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	Original Funding: \$1,450,000 Over 5 years (\$290,000) Carryover Balance: 34,000	September 2009	D. Hunnicutt: SOE Graduate Coordinator/ NCATE Coordinator	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: SOE Dean	Provides professional development to prepare quality programs to meet new standards
Professional Development	Arkansas Department of Education	\$2,500	No ending date	Peggy Doss: SOE Dean	
Supplemental Services Provider Grant	Arkansas Department of Education	\$25, 886	June 2008	Marla Ramirez: SOE Faculty	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	\$142,747.00	June 2009	Mary Jo Barnett: ERZ Director	Assists public schools in Southeast Arkansas to improve school performance, student academic achievement, develop collaboration among public schools, university and educational cooperative and support teacher recruitment.
Spanish For Teachers	Arkansas Department of Higher Education	50,963.04	May 2009	Marla Ramirez: SOE Faculty/ Isabel Bacon: Arts and Humanities Faculty	A 3 hour graduate course for public school teachers to learn the application of linguistics to mainstream curricula through the study of a foreign language.
NCLB Teaching ESL Content Methods	Arkansas Department of Higher Education	\$ 46,859	September 2008	Marla Ramirez: SOE Faculty	Provides books, meals, and stipends for public school teachers to take courses for ESL endorsement
NCLB ESL Teaching Methods	Arkansas Department of Higher Education	\$ 46,859	September 2008	Marla Ramirez: SOE Faculty/ Kim Level: SOE Partnership	Provides professional development for Public School faculty in English As Second Language teaching strategies and methods

UAM SCHOOL OF EDUCATION 2007-2008 ANNUAL REPORT

				Director	
Math Specialist	Arkansas Department of Education	\$84,500	June 30, 2009	Peggy Doss: SOE Dean/ Deanna Duncan: Math Specialist	Staff development for secondary math teachers
Science Specialist	Arkansas Department of Education	\$84,500	June 30, 2009	Peggy Doss: SOE Dean/ Pam Beard: Science Specialist	Staff development for secondary science teachers
Arkansas Administrator Licensure		392		Vera Lang Brown: SOE Faculty	Assistance for minority candidates to take state test
K-12 Math/Science Teacher Recruitment	Arkansas Department of Higher Education	\$367	May 2008	Vera Lang Brown: SOE Faculty	Recruits students, particularly minorities and women, into math and science teaching
Minority Teacher Scholars Program	Arkansas Department of Higher Education	\$2,963.32	May 2008	Vera Lang Brown: SOE Faculty	Supports minorities entering the teaching profession
Walton Delta Teachers	Walton Family/WalMart Foundation	\$31,695.00	No ending date	Vera Lang Brown: SOE Faculty	
TOTAL		604,231			

Grants Awarded in the School of Education Since 2002

Grant Title	Source of Funding	Amount	Grant Ending Date	Principal Investigator(s)	Comments
Minority Teacher Scholars Program	Arkansas Department of Higher Education	\$5000	May 2008	V. Brown: SOE Faculty	Supports minorities entering the teaching profession
Math Specialist	Arkansas Department of Education	\$85,500	June 30, 2008	Peggy Doss	Staff development for secondary math teachers
Science Specialist	Arkansas Department of Education	\$85,500	June 30, 2008	Peggy Doss	Staff development for secondary science teachers
Educational Renewal Zone	Arkansas Department of Education	\$129,629	June 2008	Mary Jo Barnett	Assists public schools in Southeast Arkansas to improve school performance, student academic achievement, and support teacher recruitment.
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
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
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

UAM SCHOOL OF EDUCATION 2007-2008 ANNUAL REPORT

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

-continued-

UAM SCHOOL OF EDUCATION 2007-2008 ANNUAL REPORT

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

UAM SCHOOL OF EDUCATION 2007-2008 ANNUAL REPORT

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		\$3,373,145			

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 was continued during the 2007-2008 year.

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

2007-2008 ERZ Projects:

1. Enhancement of the Math and Science Consortiums
2. Further development of the Professors Partnering with Professionals
3. Development of the High School Redesign Grant which promoted activities for collaboration among the SOE, the high school English teachers and the UAM English professors
4. Development of the High School Redesign Grant which promoted activities for collaboration among the SOE faculty, the high school math/science teachers and the UAM Math/Science faculty.
5. 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)
6. Following the Scholastic Audit training, the administrators were given the opportunity to evaluate and determine how they want to utilize and follow up on the information
7. The SERZ sponsored a two year plan for the special education co-teaching model

ERZ Funded Projects:

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

Interwrite Boards for the SOE : \$600

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

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.

GEO-Legs Training was provided for interested teachers in schools and UAM professors. \$4,000 (Statewide project)

Co-Teaching Model for Special Education will be provided during the 2007-2008 school year. \$3,500 (Statewide project)

Video for Recruiting/Retention \$800 +

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 on the first floor of Willard Hall.

UAM School of Education Technology

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

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

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

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

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. As of the 2007 – 2008 year, all SOE classrooms are Smart Rooms.

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

Wii

iPods

Interwrite Boards

Elmos

Three (3) digital video cameras

Three (3) digital still camera

Four (4) LCD Projectors

Apple Power Mac G4

Two (2) DVD players

VCR Television combo

Three (3) scanners

Eleven (11) Laptops

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 Middle Childhood licensure.
- 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.
- Unit assessment data indicated a need to improve teacher candidate knowledge of assessment techniques. The curriculum/assessment committee met several times to discuss strategies to address this need. New textbooks were adopted and the study of assessment techniques was further emphasized in the curriculum.
- 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.

Professional Presentations/Accomplishments

Peggy M. Doss

Understanding Diversity to Promote Student Learning: ArACTE Conference
College of the Ozarks; Clarksville, AR
April 11, 2008

Navigating the Path to Effective Building Leadership: Stepping Stones and Sinkholes
Arkansas Department of Education Beginning Administrator/Mentor Training
Hot Springs, AR
September 11 - 12, 2007

Navigating the Path to Effective Building Leadership: Stepping Stones and Sinkholes
Arkansas Department of Education Beginning Administrator/Mentor Training;
July 11 - 12, 2007

Professionalism in Leadership
Arkansas Department of Education Beginning Administrator Training
Dr. Peggy Doss and Dr. Marilyn Carpenter: Co-Presenters
Administrator/Mentor Spring Training;
May 2 - 3, 2007

The Emotionally Intelligent Professor
Dr. Peggy Doss and Dr. Marilyn Carpenter: Co-Presenters
Arkansas Association of Colleges of Teacher Education Spring Conference
Arkansas Tech University;
April 6, 2007

Kim Level:

Co-Presented at the Arkansas Reading Association Conference in Little Rock

Dr. C. Morrell Jones:

April 22: Science Makes the World Turn – Spectacular Sat. El Dorado

May 6: Science in the Real World – Core Knowledge Delta Project

August 1: Cooking in the Early Childhood Classroom – WEE Workshop (State Baptist Convention)

August 3: Smooth Sailing With Sand and Water Play – Early Childhood Summer Workshop

October 20: Building Sound Foundations with Pre-K Math – Arkansas Early Childhood Association

March: The Great Outdoors – Workshops in preparation for the Week of the Young Child

August 3: Blocks for Building Active Lives in Children – WEE Workshop (State Baptist Convention)

August 7: Mathematics Around Us Always – Early Childhood Summer Workshop

October 19: Science & the Pre-Schooler – Arkansas Early Childhood Association

Dr. Marla Ramirez

2007-2008 Awarded 3 NCLB Grants
Special Olympics – Area Co-Director
SES Grant from ADE

Dr. DeWayne Massey

Scholarship

Massey, D. (1999) An Analysis of the Teaching and Coaching Behaviors of Elite Strength and Conditioning Coaches through Systematic Observation. Unpublished Doctoral Dissertation. University of Southern Mississippi.

Massey, D., Maneval, M., Phillips, J., White, G., and Zoeller, B. (2002) An Analysis of the Coaching Behaviors of Elite Strength and Conditioning Coaches through Systematic Observation. *Journal of Strength and Conditioning Research*. 16(3), 456-460.

Vincent, J., Imwold, C., Johnson, J.T., Massey, D. (2003) Newspaper Coverage of Female Athletes Competing in Selected Sports in the 1996 Centennial Olympic Games: The more things change the more they stay the same. *Women in Sport and Physical Activity Journal*.12(1), 1-21.

Maneval, M., Beck, J., Vincent, J., White, G., Massey, D., and Mollaghan, J. Uncovering a need for Neck Strength in Female Soccer Players. *Applied Research in Coaching and Athletics*. Annual 2003.

Massey, D., Vincent, J., and Maneval, M. (2004) A Job Analysis of College Division I-A Football Strength and Conditioning Coaches. *Journal of Strength and Conditioning Research*. 18(1), 19-25.

Massey, D., Vincent, J., Maneval, M., Moore, M., and Johnson, J.T. (2004) An Analysis of Full Range of Motion vs. Partial Range of Motion Training in the Development of Strength in Untrained Men. *Journal of Strength and Conditioning Research*. 18(3), 518-521.

Massey, D., Vincent, J., Maneval, M., Moore, M., and Johnson, J.T. (2005) Influence of Range of Motion in Resistance Training in Women: Early Phase Adaptations. *Journal of Strength and Conditioning Research*. 19(2), 409-411.

Massey, D. (2005) An analysis of full range of motion vs. partial range of motion training in the development of strength. In J. Giessing, M. Frohlich, & P. Preuss (Eds.) Current Results of Strength Training Research (pp. 206-216) Gottingen: Cuvillier Verlag.

Massey, D., Vincent, J., Maneval, M., Moore, M., and Johnson, J.T. (2005) An Analysis of Full Range of Motion vs. Partial Range of Motion Training in the Development of Strength in Untrained Men. Referred state level abstract publication.

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.

Massey, D., Schwind, J., Andrews, D., Maneval, M., and Zoeller, B. (2008) An analysis of the job of strength and conditioning coach for football at the Division II level. Manuscript submitted for publication.

**Dr. Max Terrell
Presentations**

From Start to Finish: Making Field Experiences Practical and Relevant
ArACTE Fall Conference
University of Arkansas Pine Bluff
September 28, 2007

From Start to Finish: Making Field Experiences and Internships Practical and Relevant in M.A.T. and Undergraduate Programs
National ATE conference
New Orleans, LA.
February 26, 2008

Dr. Terrell continues collaboration with Dr. V. Carole Smith at Arkansas Tech to confer on an article for publication dealing with middle level education. A tentative survey instrument to collect data for the article has been developed. A working title for the paper is “Content Knowledge: The Missing Component of Middle Level Education?”

Jeff Longing

Presentations

National ATE Meeting in New Orleans – February 26, 2008
Hampton High School – February 21, 2008
Edline Training at Woodlawn High School – November 1, 2007
ArATE Fall Conference – September 28, 2007
ARDLA (Arkansas Distance Learning Association) Conference – October 20, 2006
ArATE Fall Conference – September 29, 2006
TaskStream workshop for SOE – August 17, 2006
TaskStream workshop for SOE – March 16, 2006
December 2004 Multicultural Education Conference at Grambling State University

Service

SES tutor at Dermott and Lake Village
Volunteer for the 2007 Area 12 Special Olympics
NCATE Standards Five and Six Committees
Member of the University Online Evaluation Committee
Chairman of the UAM (SOE) Emergency Plan Committee
Member on the UAM-McGehee Information Technology Advisory Committee

Chairman of the UAM (SOE) Technology Committee
Member on all UAM (SOE) Search Committees
UAM M.Ed./M.A.T. committee
Delta Teaching Core Committee
Alternate on the UAM Academic Appeals Committee

Mary Jo Barnett (ERZ Project Director)

Presentations

Pathwise Training (three days)

Vocabulary Building (three days)

Open Response to Benchmark Exam (two days)

Scholastic Audit Overview (four days)

Scholastic Audit ADE January 21-25, 2007

Vocabulary Building NTL (ADE) March 10, 2007

Tracie Jones (ERZ Project Assistance Director)

Presentation

National Educating Computing Conference in Atlanta, Georgia (June 2007) on Arkansas Distance Learning

Dr. Marilyn Carpenter

Presentations

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

Scholarship

Brackett, Kremenitzer, Maurer, Carpenter. Collaborating author/editor of book "Emotional Literacy in the Elementary School: Promoting Social, Emotional, and Academic Learning," National Professional Resources, Inc. Sent to press May 2008

Service

State level beginning administrator committee

Dr. Alayne Zimmerly

Presentations:

April, 2008. Topic: *The Nuts and Bolts of Developing the UAM—SOE Diversity Plan*
ArACATE Spring Conference, University of the Ozarks, Clarksville, AR

August, 2006. Topic: *Fishin' for math Concepts: Everyday Mathematical Concepts for Birth through five Years*
WEE Early Learning Conference, Little Rock, AR

July, 2006. Topic: CDA-D.I.R.E.C.T.
Early Childhood Conference, ASU Childhood Services, Jonesboro, AR

July, 2006. Topic: CDA-D.I.R.E.C.T.
ASU Childhood Services, Springdale, AR

June, 2006. Topic: CDA-D.I.R.E.C.T.
Child Development Associate Academy, ASU Childhood Services, Little Rock, AR

April 23, 2005. Topic: CDA-D.I.R.E.C.T.
Statewide Family Child Care Conference, Jonesboro, AR

April 2, 2005. Topic: CDA-D.I.R.E.C.T.
Northwest Arkansas Child Care Conference, Springdale, AR

Mar. 4, 2005. Topic: Positive Guidance
Cleveland County HeadStart, ASU Childhood Services, Rison, AR

Oct. 13, 2005. Topic: Developing Emergent Curriculum for Preschoolers.
Arkansas Early Childhood Association 44th Annual Conference

Dr. Sue Martin

Martin, Sue S. (April 9, 2008) "Dear Editor" educational letter. *Warren Eagle Democrat*.

Martin, Sue S. (April 9, 2008) I'm not just playing...I'm learning. *Warren Eagle Democrat*.

Martin, Sue S. (April 2, 2008) Arkansas Children's Week. *Warren Eagle Democrat*

Martin, Sue S. (2008, February 12). Review of Workshop on August 10, 2008, Staff Faculty Meeting, Lakeside High School, Lake Village, Ar.

Martin, Sue S. (2008, August 10). "Learning Styles and Personality Profiles", Staff Development Day, Lakeside High School. Lake Village, Ar.

Martin, Sue S. (2007, Fall) Mahalie Mouse Goes to College, power point presentation, 160 Fourth Graders, Monticello: UAM School of Education, Fine Arts Center

Martin, Sue S. (2007, May). Mothers and Daughters Banquet, Hermitage, Arkansas

Martin, Sue S. (2007, March) Thank You, Mr. Fauker!, power point presentation. 160 Fourth Graders, Monticello: UAM School of Education, Fine Arts Center.

Doss, Peggy and Martin, Sue S. (2006, Spring). If You Ride a Horse and It Dies. Warren, AR: Rotary Club

Sadler, Kathy and Martin, Sue S. (2006, Feb.) Preparing 11th Grade Students for the Arkansas Literacy Benchmark Exam. Crossett: Crossett Public School District

Martin, Sue S. (2006, Jan.) Chapter Two: Whatever It Takes: Building Professional Learning Communities. Monticello: UAM School of Education

Deanna Duncan

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
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

Co-Presented a professional paper “Understand Diversity to Improve Student Learning” at the ArACTE Conference in Clarksville, AR- April, 2008

Facilitated a Principles of Learning and Teaching workshop for the Master of Arts in Teaching Candidates in November of 2007. The workshop topic was “How to Pass the PLT the First Time.”

Facilitated a Principles of Learning and Teaching workshop for the UAM Undergraduate Candidates in January 2008. The workshop topic was “How to Pass the PLT the First Time.”

Facilitated a seminar for the Master of Arts in Teaching Candidates June of 2008 The topic of the sessions was “Understanding PATHWISE”

Facilitated a training seminar for the Master of Arts in Teaching Candidates June of 2008
Topic of the seminar was "Using Taskstream to develop a web based folio."