

UNIVERSITY OF ARKANSAS AT MONTICELLO  
**SCHOOL OF EDUCATION**

2008-2009  
**ANNUAL REPORT**

SUBMITTED BY  
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## **The Mission of the UAM School of Education**

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

## **The Vision of the UAM School of Education**

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

## **School of Education Conceptual Framework**

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

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

**Philosophy of the Unit: *Multi-Faceted Educators***

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

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

*Excerpt from “Diamonds in the Rough”  
Author Bobbi Duffy*



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

## **Knowledge**

### **Initial Candidates**

We believe multi-faceted initial teacher candidates:

- possess in-depth content knowledge, as well as knowledge in the arts, sciences and the foundations of education,
- attain knowledge of learners and how learning occurs, and
- understand school-community relationships.

### **Advanced Candidates**

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

- have in-depth content knowledge, and;
- are recognized experts in the content they teach.

## **Pedagogy**

### **Initial Candidates**

We believe multi-faceted initial teacher candidates:

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

## **Advanced Candidates**

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

- demonstrate expertise in pedagogical knowledge,
- share their expertise through leadership and mentoring,
- select, develop and implement research-based instructional strategies,
- use data to reflect on their practice and to support student learning,
- promote the use of research and technology to improved instructional strategies, and;
- create positive learning environments for all students.

## **Diversity**

### **Initial Candidates**

We believe multi-faceted initial teacher candidates:

- have a clear understanding of differences among groups of people and individuals based on ethnicity, race, socio-economic status, age, gender, exceptionalities, language, religion, sexual orientation, and geographic area,
- support high quality education as a fundamental right of all children,
- demonstrate fairness by meeting the educational needs of all students in a caring manner,
- communicate with students and families in a way that demonstrates sensitivity to cultural and gender differences,
- employ strategies that meet the different learning styles and needs of students, and;
- create a classroom environment that is rich in empathy, patience, and sensitivity.

## **Advanced Candidates**

We believe that multi-faceted advanced educators:

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

## **Professionalism**

### **Initial Candidates**

We believe multi-faceted initial teacher candidates:

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

### **Advanced Candidates**

We believe advanced multi-faceted advanced educators:

- reflect professional dispositions expected of the profession,
- are role models for fairness and integrity in working with their colleagues, students, families, and the community at-large, and;
- lead others in promoting parental involvement for student success.

## **Technology**

### **Initial Candidates**

We believe multi-faceted initial teacher candidates:

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

### **Advanced Candidates**

We believe multi-faceted educators:

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

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

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

### **Purpose of the Unit**

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

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

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

### **Strengths**

- School of Education was recommended for continuing NCATE accreditation by the NCATE Board of Examiners during the March 2009 visit.
- School of Education programs of study are nationally recognized by the specialty program associations.
- School of Education faculty and teacher education candidates continue to 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 continue to pursue and be awarded various public and private grants to support the SOE goals and objectives.
- The School of Education continues to actively recruit and retain a diverse candidate population at both the undergraduate and graduate levels
- The 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 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 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 SOE offers two credit hour courses in preparation for the Praxis I writing, reading, and math test.

### **Weaknesses**

- The Math and Science Center does not have a full-time director. The director's responsibilities are presently conducted by the dean of the School of Education. 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 continue to need 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 for a healthy enrollment and a diverse candidate base.
- The university and the School of Education must continue to recruit and retain a diverse faculty.
- Continuing support must be given for academically at-risk pre-candidates in preparation for the Praxis I examination and providing intervention services when pre-candidates do not acquire the state passing score.
- Even though the faculty are very conscientious advisors, continuing attention to proper advising is needed to promote retention of candidates.
- The SOE curriculum must be revised to incorporate additional instruction in effective assessment techniques for teacher candidates to assess student learning.

### **Threats to Effectiveness**

- Demanding educational standards with lack of financial support to implement standards
- Poor economy and reduction in funding for the 2009-2010 academic year could negatively impact the delivery of programs and recruitment of a diverse and critical university faculty.
- Competition of on-line degree programs from other institutions
- Difficulty in acquiring approval from ADE, ADHE, and other approval bodies to offer on-line degrees threaten viability of programs.
- New program viability standards in Arkansas
- 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.
- Reductions in the number of faculty positions in the School of Education
- Administrative assistance is needed for the Math/Science Center

### **Undergraduate Program Offerings**

Undergraduate major programs of study that lead to teacher licensure are the P-4 Early Childhood; the Middle Level Childhood; and Physical Education and Health. Programs that do not lead to licensure are the Physical Education 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 Bachelor of Arts degree programs leading to initial teacher licensure in P-4 Early Childhood and Middle Level Education. The unit also offers the Bachelor of Science degree program for licensure in P-12 Physical Education, Health, and Leisure. Candidates interested in music education may pursue a music education degree or choose to major in music and complete an alternative route to initial teacher licensure in the Master of Arts in Teaching advanced degree program.

Preparation for initial licensure to teach in Middle Childhood Education or in secondary content areas such as English, science, math, business, social studies, foreign language, speech, art, agriculture, etc. is provided through the Master of Arts in Teaching (MAT) graduate degree. Teacher candidates who hold a bachelor degree in a content that 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 teaching 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.

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

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

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

instrument. The unit works with partner districts to ensure that initial and advanced candidates have early field experiences in settings that provide opportunities to observe and understand students from diverse populations and of special needs.

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

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

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

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

## **Matriculating through the Teacher Preparation Program**

The teacher preparation program is comprised four transition points.

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

## **Teacher Education Program Requirements**

### ***Transition Point I: Pre-admission***

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

EDUC 1143 Education for Schools and Society

ENGL 1013 Composition I

ENGL 1023 Composition II

*One of the following:*

MATH 1003 Survey of Mathematics *or*

MATH 1043 College Algebra

*One of the following:*

SPCH 1023 Public Speaking *or*

SPCH 2283 Business and Professional Speaking *or*

SPCH 2203 Interpersonal Communication

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

EDUC 2233 Instructional Technology

EDUC 2253 Needs of Diverse Learners in Inclusive Settings

### ***Supportive requirements:***

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

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

### ***Transition Point II: Teacher Education Program***

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

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

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

EDUC 3203 Educational Psychology: Developing Learners

*(Prerequisite: Admission to Teacher Education Program)*

EDUC 3563 Effective Instructional and Management Strategies

*(Prerequisite: Admission to Teacher Education Program)*

*Supportive requirements:*

1. Acquire and maintain a cumulative GPA of 2.75 or better;
  2. Submit to a State of Arkansas and FBI background check;
  3. Achieve a passing score(s) on the PRAXIS II: Subject Assessment(s) for each area of licensure;
  4. Completion of Portfolio Competencies for Transition Point II;
  5. Completion of Application for Admission to Clinical Internship I.
- To be admitted to Transition Point III, Clinical Internship, candidates must complete all requirements listed in Transition Point II, Teacher Education Program.

### ***Transition Point III: Clinical Internship***

#### ***Clinical Internship I:***

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

#### ***Clinical Internship II:***

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

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

### ***Transition Point IV: Graduation***

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

## **Undergraduate Teacher Education Programs for Initial Licensure**

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

### **Endorsements**

#### **5<sup>th</sup> and 6<sup>th</sup> Grade Endorsement**

Candidates seeking to add a 5<sup>th</sup> and 6<sup>th</sup> grade endorsement to their licensure may do so by completing a prescribed program of study.

#### **English as Second Language Endorsement**

#### **Algebra I Endorsement**

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

Master of Education degree

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

Master of Arts in Teaching (alternative initial licensure degree)

P-4 Instructional Specialist in Special Education

4-12 Instructional Specialist in Special Education

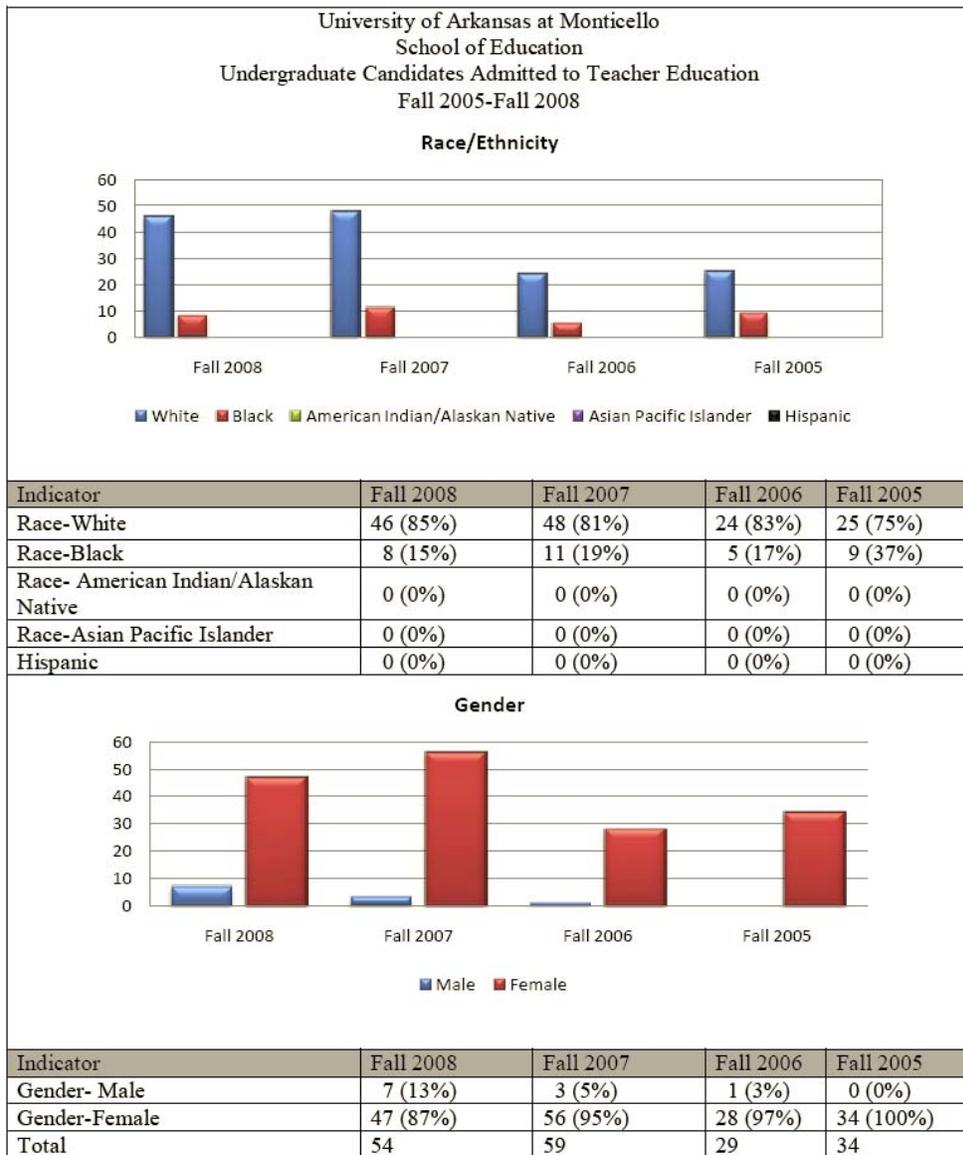
### **Graduate Program Goals**

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

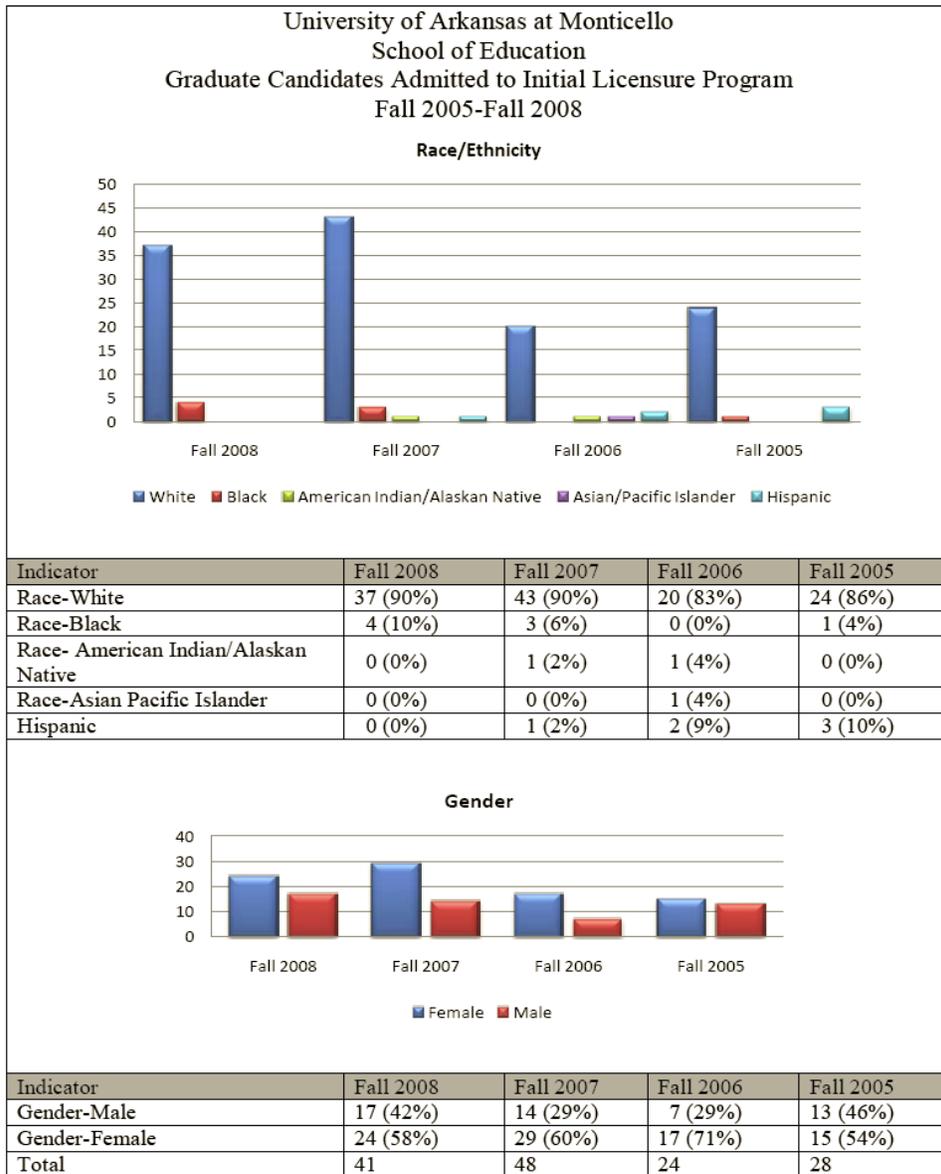
Candidates in the advanced programs in the School of Education are expected to:

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

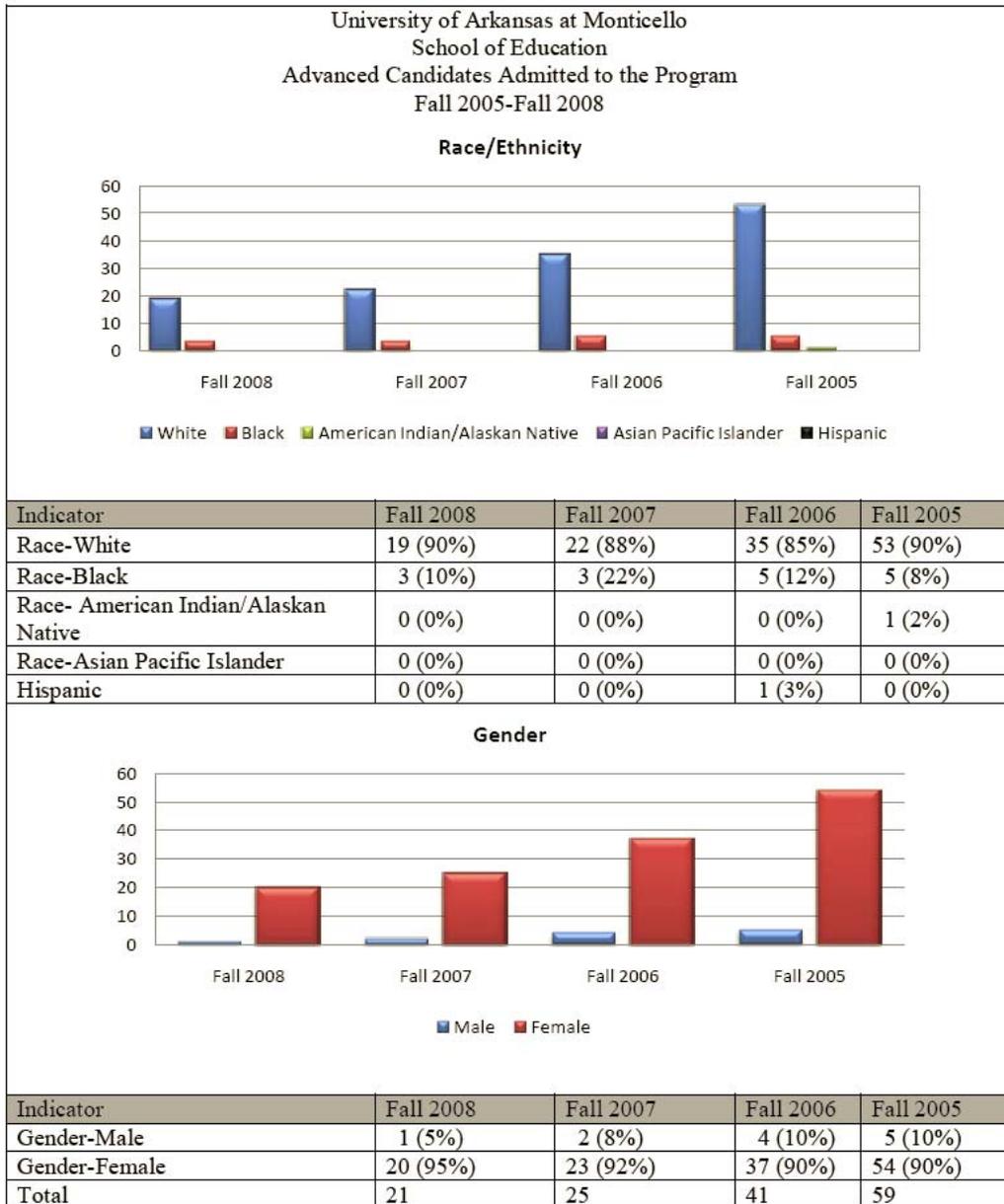
Unit data indicated that 54 undergraduate candidates were enrolled in the initial teacher preparation for the fall of 2008. Of the total 54 candidates 85% (46) were white, 15% (8) were black, 13% (7) were male and 87% (47) were female. The fall 2008 data indicates a large portion of the candidates are white and female. This data is similar to that of the university student population as well as the state population. The data indicated a slight drop in total number of candidates of 59 from the fall of 2007. That data indicated a drop in the total number of females from 56 to 47, which is a 16% (9) decrease in female candidates. The data indicated a 5% (4) increase in the total number of males. From the fall of 2005 to the fall of 2007, there was a steady increase in the number of candidates admitted each year to the undergraduate initial teacher preparation programs.



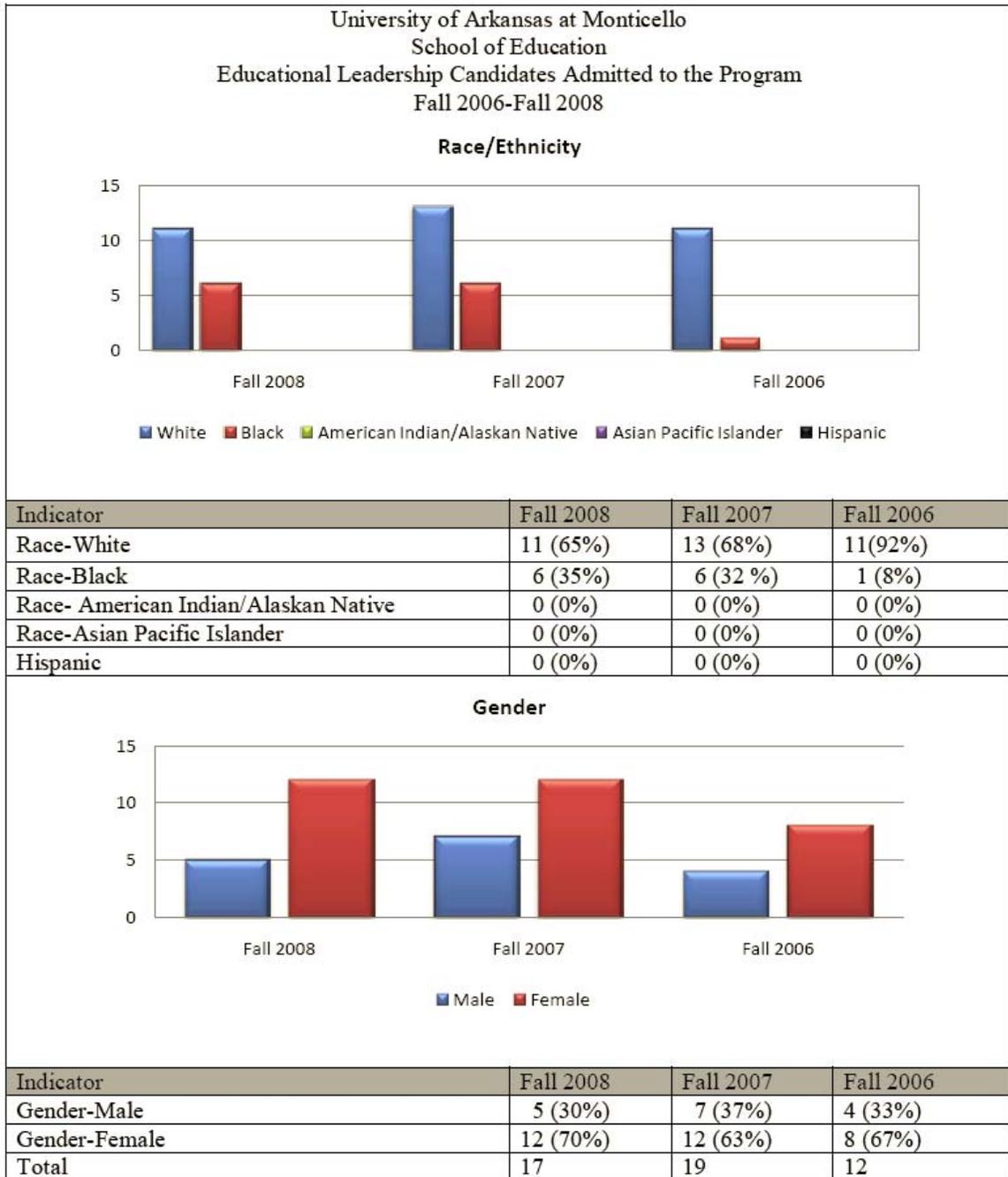
The data indicated that 41 graduate candidates seeking initial licensure were admitted to the Master of Arts in Teaching Program for the fall of 2008. Of the total 41 candidates 90% (37) were white, 10% (4) were black, 42% (17) were male, and 58% (24) were female. The fall 2008 data indicated a large portion of the candidates are white and female. This data is similar to that of the university student population as well as the state population. There was a slight decrease in the number of candidates of 48 from the fall of 2007. The data indicated a 15% (7) decrease in the total number of candidates in the program. The data indicated a 13% (17) increase in the number of males and a 2% (5) decrease in the number of females. From the fall of 2005 to the fall of 2007 there was a steady increased in the number of candidates admitted each year to the undergraduate initial teacher preparation programs.



The data indicated that 21 advanced candidates were enrolled in the Master of Education Program for the fall of 2008. Of the total 21 candidates 90% (19) were white, 10% (3) were black, 5% (1) were male, and 95% (20) were female. The fall data indicated a large portion of the candidates were white and female. This data is similar to the current ratio of public school teachers in the state of Arkansas. The Master of Education Program requires candidates to hold a current teaching licensure; therefore, the candidate population should be a reflection of the current teaching population. There has been a decrease in the number of candidates enrolled in the Master of Education program since 2005. This decrease was due to program revisions and the addition of the Educational Leadership Master's Degree which gave an option of degrees for candidates.



The data indicated that 17 Educational Leadership candidates were enrolled in the Master of Education in Educational Leadership for the fall of 2008. Of the total 17 candidates 65% (11) were white, 35% (6) were black, 30% (5) were male, and 70% (12) were female. This program has the largest number of minority candidates.



### Program/Curriculum Revisions/ Updates

- The unit was reviewed in March 7 -11 by the NCATE Board of Examiners for NCATE continuing accreditation. The BOE recommended the unit for continuing accreditation.
- All unit programs received national recognition from the specialty program associations.
- The Master of Arts in Teaching graduate program was revised to add Middle Childhood licensure to meet the teacher shortage in this area. The revision was approved by the campus governance, the Arkansas Department of Education and the Arkansas Department of Higher Education.

#### Undergraduate Admitted Teacher Education Candidates (Fall 2005-Spring 2008)

	Fall 05	Spr 06	YDT 05-06	Fall 06	Spr 07	YDT 06-07	Fall 07	Spr 08	YDT 07-08	Fall 08	Spr 09	YDT 08-09
*P-4 Early Childhood										19	16	35
*Middle Childhood Education										3	1	4
*Health/PE										3	2	5
*Music Education										2	2	4
<b>Total Admitted to Teacher Education</b>	20	13	33	28	12	40	27	7	34	27	21	48
Average GPA of Admitted Candidates	3.43	3.04	3.24	3.37	3.89	3.63	3.25	3.31	3.28	3.38	3.12	3.25
Intern I	21	3	24	17	10	27	27	3	30	18	9	27
Intern II	5	21	26	3	17	20	9	27	36	3	18	21
Program Completers									36			21
*Average GPA of Completers			22			23						3.39
Program Completer Praxis Passing Rate			100%			100%			100%			100%

**\* Specific Major Category Added to Report in 2008-09**

**Number of Candidates Admitted to Teacher Education Program by Racial Composition**

	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009
White	15	13	Female	Female	Female	Female	Female	Female
			24	7	22	3	19	15
Black, African American	5	0	Male	Male	Male	Male	Male	Male
			1	2	3	2	5	2
Black, African American	5	0	Female	Female	Female	Female	Female	Female
			1	3	2	2	3	3
Hispanic	0	0	Male	Male	Male	Male	Male	Male
			2	0	0	0	0	1
Hispanic	0	0	0	0	0	0	0	0

**Number of Undergraduate Program Completers/Graduates by Ethnicity**

	05-06	06-07	07-08	08-09
White	21	21	31	Female 11 Male 5
Black, African American	1	1	4	Female 5 Male 0
Hispanic	0	0	0	Female 0 Male 0

**Master of Arts in Teaching Graduate Completers/Graduate (Fall 2005-Spring 2008)**

	2005-2006 Cohort	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort
<b>Total</b>	<b>32</b>	<b>20</b>	<b>34</b>	<b>40</b>
Ethnicity	White female 23	White female 14	White female 25	White female 25
	White male 8	White male 5	White male 7	White male 15
	Black female 0	Black female 0	Black female 1	Black female 1
	Black male 0	Black male 0	Black male 0	Black male 2
	Hispanic Female 1	Hispanic Female 0	Hispanic Female 1	Hispanic Female 0
	Hispanic male 0	Hispanic male 1	Hispanic male 0	Hispanic male 0
	Asian Pacific female 0	Asian Pacific female 1	Asian Pacific female 0	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 2008 Clinical Internship Placements in Partnership Schools**

School	Principal	Student	Race/ Gender	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<b>Monticello Elementary</b> 1037 Scoggin Drive Monticello, AR 71655 870-367-4010	Tish Thomas <a href="mailto:tthomas@monticello.k12.ar.us">tthomas@monticello.k12.ar.us</a>	<b>Uwanda Wright</b> 213 Cherokee Drive Monticello, AR 71655 870-460-9917/723-6366 <a href="mailto:Udw3318@uamont.edu">Udw3318@uamont.edu</a>	BF	Intern I	Early Childhood	Sarah Hilton	N/A	Tammy Busch Kindergarten  Judy Selig 3 <sup>rd</sup> Grade
		<b>Billy Smith</b> 616 Elm Court Monticello, AR 71655 870-308-0716 <a href="mailto:bgs5008@uamont.edu">bgs5008@uamont.edu</a>	WM	Intern I	Physical Education	Barbie Johnson	N/A	Greg Tiner MIS Van Paschal MHS Steve Fleming MMS
	Belinda Akin <a href="mailto:bakin@monticello.k12.ar.us">bakin@monticello.k12.ar.us</a>	<b>Haley Belin</b> 457 Firetower Street El Dorado, AR 71730 870-310-9737 <a href="mailto:Heb3018@uamont.edu">Heb3018@uamont.edu</a>	WF	Intern I	Early Childhood	Sarah Hilton	N/A	Paula Lane 1 <sup>st</sup> Grade  Sandy Funderburg 4 <sup>th</sup> Grade
		<b>Anna Miller</b> 1514 Midway Route Monticello, AR 71655 870-723-7609 <a href="mailto:ann8mill@aol.com">ann8mill@aol.com</a>	WF	Intern I	Early Childhood	Sarah Hilton		Donna Forrest 1 <sup>st</sup> Grade  Vicki Morgan 4 <sup>th</sup> Grade
		<b>Rosalynn Avery</b> 151 Bradley Rd. 58 Hermitage, AR 71647 870.723.7779 <a href="mailto:Raa0622@uamont.edu">Raa0622@uamont.edu</a>	BF	Intern II	Early Childhood	Sarah Hilton		Lindsey Bohner (K at MES)
<b>Monticello Middle</b> 280 Clyde Ross Dr Monticello, AR 71655 870-367-4040	Jay Hughes <a href="mailto:jhughes@monticello.k12.ar.us">jhughes@monticello.k12.ar.us</a>	<b>B.J. Nowlen</b> 2998 Highway 83 North Monticello, AR 71655 870-723-4872 <a href="mailto:ebn0612@uamont.edu">ebn0612@uamont.edu</a>	WM	Intern I	Physical Education	Barbie Johnson		Steve Fleming MMS Van Paschal MHS Greg Tiner MIS

School	Principal	Student		Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<b>Drew Central Elem.</b> 440 Hwy. 83 S. Monticello, AR 71665 870.367.6893	Mike Johnston <a href="mailto:mjohnston@drewcentral.org">mjohnston@drewcentral.org</a>	<b>Rachel Beer</b> 227 Jaci Lane Monticello, AR 71655 870.723.1376 <a href="mailto:rcb0406@uamont.edu">rcb0406@uamont.edu</a>	WF	Intern I	Early Childhood	Dr. Martin	N/A	Teri Caldwell Kindergarten
		<b>Dustin Bogan</b> 646 West Trotter Lot 2 Monticello, AR 71655 318-518-2565 <a href="mailto:DGB3217@uamont.edu">DGB3217@uamont.edu</a>	WM	Intern I	Physical Education	Barbie Johnson	N/A	Edgar Spencer P-4; 7 <sup>th</sup> - 8 <sup>th</sup>  Angel Matthews DCHS
		<b>Jessica Grider</b> 119 Colony Avenue Crossett, AR 71635 870-364-6957/870-415-0483 <a href="mailto:veiledvisitor@yahoo.com">veiledvisitor@yahoo.com</a>	WF	Intern I	Early Childhood	Dr. Martin	N/A	Bonnie Cruce 1 <sup>st</sup> Grade
		<b>Rachelle Ross</b> 184 Lakewood Estates Monticello, AR 71655 870-723-4455 <a href="mailto:rachellemann@sbcglobal.net">rachellemann@sbcglobal.net</a>	WF	Intern I	Early Childhood	Sarah Hilton	N/A	Judy Kunkle 2 <sup>nd</sup> Grade
<b>Rison Elementary</b> PO Box 600 Rison, AR 71665 870.325.6894	Ron Sims <a href="mailto:rsims@rison.k12.ar.us">rsims@rison.k12.ar.us</a>	<b>Dona McLain Glaze</b> 1005 Kari Sheridan, AR 72150 870-830-6518 <a href="mailto:donamclain@yahoo.com">donamclain@yahoo.com</a>	WF	Intern I	Early Childhood	Paula Atwell	N/A	Amanda Fisher Kindergarten

School	Principal	Student		Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<b>Eastside Elementary</b> 408 N. Bradley Warren, AR 71671 870.226.6761  <b>Brunson Elementary</b> 212 John Scobey Dr Warren, AR 71671 870.226.2351  <b>Warren Middle School</b> 210 John Scobey Dr Warren, AR 71671 870.226.2484  <b>Warren High School</b> 803 North Walnut Warren, AR 71671 870-226-6736	Marilyn Johnson <a href="mailto:marilynjohnson@yahoo.com">marilynjohnson@yahoo.com</a>  Maxwell Williams <a href="mailto:williamsm@warren.k12.ar.us">williamsm@warren.k12.ar.us</a>  Glenetta Burks <a href="mailto:burksg@warren.k12.ar.us">burksg@warren.k12.ar.us</a>  Gary Jackson <a href="mailto:jacksong@warren.k12.ar.us">jacksong@warren.k12.ar.us</a>	<b>Justin Anders</b> 1059 U.S. Highway 63 North Warren, AR 71671 870.820.0850 <a href="mailto:JTA6011@uamont.edu">JTA6011@uamont.edu</a>	WM	Intern I	Music Education	Dr. Martin	Gary Meggs	John McBee Warren High School  Daniel Williams Warren Middle School  Melissa McBee Warren Elementary School
<b>Anderson Elementary</b> 1100 Camp Rd Crossett, AR 71635 870.364.6521  <b>Hasting Learning Center</b> 3045 Oak Street Crossett, AR 71635 870/364-3183	Joye Stephenson <a href="mailto:jstephenson@csd.k12.ar.us">jstephenson@csd.k12.ar.us</a>	<b>Melissa Clayton</b> P.O. Box 262 Crossett, AR 71635 870-415-0115 <a href="mailto:smileymom@alltel.net">smileymom@alltel.net</a>	WF	Intern I	Early Childhood	Paula Atwell	N/A	Bessie Dawson 4 <sup>th</sup> Grade  Gayla Sydoriak Kindergarten
		<b>Misti Davis</b> 170 North Dogwood Street Crossett, AR 71635 870-305-4240 <a href="mailto:mistidavis1@hotmail.com">mistidavis1@hotmail.com</a>	WF	Intern I	Early Childhood	Paula Atwell	N/A	Muriel Williams 1 <sup>st</sup> Grade  Beth Carter 3 <sup>rd</sup> Grade

School	Principal	Student		Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<b>Noble Elementary</b> 210 S. Bartlett Hamburg, AR 71646 870.853.2836  <b>Hamburg Allbritton Elementary</b> 517 East Lincoln Street Hamburg, AR 71646 870.853.2820	Tracy Streeter <a href="mailto:tstreet@hca.sesc.k12.ar.us">tstreet@hca.sesc.k12.ar.us</a>  Lisa Atkins <a href="mailto:latkins@hhs.k12.ar.us">latkins@hhs.k12.ar.us</a>	<b>Jason Johnson</b> 147 Ashley 948 Hamburg, AR 71646 870.831.1344 <a href="mailto:jayjay555@hotmail.com">jayjay555@hotmail.com</a>	WM	Intern I	Early Childhood	Dr. Jones	N/A	Venessa Rodgers 4 <sup>th</sup> Grade
<b>Dermott Elementary</b> 525 East Speedway St. Dermott, AR 71638 870.538.1010	Terry Swilley <a href="mailto:Terry.swilley@dermott.k12.ar.us">Terry.swilley@dermott.k12.ar.us</a>	<b>Mamye Gill</b> 6564 Hwy. 159 S Eudora, AR 71640 870-510-8228 <a href="mailto:Mamyegill1@yahoo.com">Mamyegill1@yahoo.com</a>	BF	Intern II	Early Childhood	Dr. Jones	N/A	Marlene Minor (3 <sup>rd</sup> )
<b>Portland Elementary</b> 314 Highway 160 East Portland, AR 71633 870.737.4333	Cristal West <a href="mailto:cwest@hhs.k12.ar.us">cwest@hhs.k12.ar.us</a>	<b>Meagan Brown</b> 181 Brown Lane Eudora, AR 71640 870.265.6207 <a href="mailto:Meaganbrown84@yahoo.com">Meaganbrown84@yahoo.com</a>	WF	Intern II	Early Childhood	Paula Atwell	N/A	Libby Case (1 <sup>st</sup> )

2+2 School	Principal	2+2 Student		Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<b>Hugh-Goodwin Elementary</b> 201 East 5 <sup>th</sup> Street El Dorado, AR 71730 870.864.5071	Phillip Landsdell <a href="mailto:plandsdel@hg.scscck12.ar.us">plandsdel@hg.scscck12.ar.us</a>	<b>Terri McVay</b> 1717 Champagnolle Road El Dorado, AR 71730 870.863.7909/870.866.0755 <a href="mailto:mcvay@suddenlink.net">mcvay@suddenlink.net</a>	WF	Intern I	Early Childhood	Mary Pat Cook	N/A	Mrs. Gennette Graham Mrs. Margaret Cupp Mrs. Claudia Stevenson 4 <sup>th</sup> Grade
		<b>Bethanie Hale</b> 1302 Robinson St El Dorado, AR 71730 870.918.0154 <a href="mailto:mrs_hale@live.com">mrs_hale@live.com</a>	WF	Intern I	Early Childhood	Mary Pat Cook	N/A	Joan Cunningham 3 <sup>rd</sup> Grade
<b>Beech Crest Elementary</b> 120 Plaza Street West Helena, AR 72390 870.572.4526	Joye Stevenson <a href="mailto:jstevenson@hwh.grsc.k12.ar.us">jstevenson@hwh.grsc.k12.ar.us</a>	<b>Stephanie Hoskins</b> 120 South 4 <sup>th</sup> Street West Helena, AR 72390 870-572-4465/870-995-8852 <a href="mailto:Stepcat3@yahoo.com">Stepcat3@yahoo.com</a>	BF	Intern I	Early Childhood	Samella Williams	N/A	Mrs. Charlotte Wayman 2 <sup>nd</sup> Grade
<b>Woodruff Elementary</b> 805 Cleburne West Helena, AR 72390 870-572-4500	Elnora Mitchell <a href="mailto:emitchell@hwh.grsc.k12.ar.us">emitchell@hwh.grsc.k12.ar.us</a>							
<b>Anna Strong Elementary School</b> 351 Moton Street Marianna, AR 72360 870.295.7183	John Jones	<b>Alice Jones</b> 489 Fern Street Marianna, AR 72360 870.821.9433 <a href="mailto:afjones45@yahoo.com">afjones45@yahoo.com</a>	BF	Intern I	Early Childhood	Samella Williams	N/A	Alice Williams Kindergarten  Teresa Clemons
<b>Whitten Elementary School</b> 175 Walnut Street Marianna, AR 72360 870.295.7120	Lillie Sexton <a href="mailto:sextonL@sms.grsc.k12.ar.us">sextonL@sms.grsc.k12.ar.us</a>							

### Spring 2009 Clinical Internship Placements in Partnership Schools

School	Principal	Student	Race/ Gender	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<b>Monticello Elementary</b> 1037 Scoggin Drive Monticello, AR 71655 870-367-4010	Tish Thomas <a href="mailto:tthomas@monticello.k12.ar.us">tthomas@monticello.k12.ar.us</a>	<b>Uwanda Wright</b> 213 Cherokee Drive Monticello, AR 71655 870-460-9917/723-6366 <a href="mailto:Udw3318@uamont.edu">Udw3318@uamont.edu</a>	BF	Intern II	Early Childhood	Sarah Hilton	N/A	Judy Selig (W/F) 3 <sup>rd</sup> Grade
		<b>B.J. Nowlen</b> 2998 Highway 83 North Monticello, AR 71655 870-723-4872 <a href="mailto:ebn0612@uamont.edu">ebn0612@uamont.edu</a>	WM	Intern II	Physical Education	Barbie Johnson	N/A	Greg Tiner (W/M) MIS
<b>Monticello Intermediate</b> 280 Clyde Ross Dr Monticello, AR 71655 870-367-4030	Belinda Akin <a href="mailto:bakin@monticello.k12.ar.us">bakin@monticello.k12.ar.us</a>	<b>Haley Belin</b> 457 Firetower Street El Dorado, AR 71730 870-310-9737 <a href="mailto:Heb3018@uamont.edu">Heb3018@uamont.edu</a>	WF	Intern II	Early Childhood	Sarah Hilton	N/A	Paula Lane (W/F) 1 <sup>st</sup> Grade
		<b>Anna Miller</b> 1514 Midway Route Monticello, AR 71655 870-723-7609 <a href="mailto:ann8mill@aol.com">ann8mill@aol.com</a>	WF	Intern II	Early Childhood	Sarah Hilton	N/A	Donna Forrest (W/F) 1 <sup>st</sup> Grade
		<b>Cristal Hill</b> 329 Hwy. 172 Monticello, AR 71655 870-367-0734 <a href="mailto:cristallynnhill@yahoo.com">cristallynnhill@yahoo.com</a>	WF	Intern I	Early Childhood	Sarah Hilton	N/A	Vicky Morgan (W/F) 4 <sup>th</sup>  Linda Tyler (W/F) K
		<b>Allison Dunn</b> 790 Hwy 138 East Tillar, AR 71670 870-814-0215 <a href="mailto:Abd6307@uamont.edu">Abd6307@uamont.edu</a>	WF	Intern I	Early Childhood	Paula Atwell	N/A	Sandy Funderburg (W/F) 4 <sup>th</sup>  Jackie Koone (W/F) K

School	Principal	Student		Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<b>Monticello Middle</b> 280 Clyde Ross Dr Monticello, AR 71655 870-367-4040	Jay Hughes <a href="mailto:jhughes@monticello.k12.ar.us">jhughes@monticello.k12.ar.us</a>	<b>Billy Smith</b> 616 Elm Court Monticello, AR 71655 870-308-0716 <a href="mailto:bgs5008@uamont.edu">bgs5008@uamont.edu</a>	WM	Intern II	Physical Education	Barbie Johnson	N/A	Steve Fleming (W/M) MMS  Van Paschal (W/M) MHS
		<b>Blake Abbott</b> 909 Ouachita 97 Bearden, AR 71720 870-313-9181 <a href="mailto:Saa2010@uamont.edu">Saa2010@uamont.edu</a>	WM	Intern I	Mid-Level	Zimmerly	Pam Beard	Misty Morgan (W/F) 7 <sup>th</sup> Science  Brenda Pennington (W/F) 7 <sup>th</sup> Soc. Stu.
<b>Monticello High</b> 390 Clyde Ross Drive Monticello, AR 71655 870-367-4050	Kenny Pennington <a href="mailto:kpennington@monticello.k12.ar.us">kpennington@monticello.k12.ar.us</a>	<b>John Kloap</b> P.O. Box 2047 Monticello, AR 71655 870-659-5965 <a href="mailto:johnkloap@gmail.com">johnkloap@gmail.com</a>	WM	Intern I	Music Ed.	Givhan	Gary Meggs	Matt Teague (W/F) MHS Band  Carrie Teague (W/F) MMS Band  Dupree Kelly (W/F) K-2 MES
<b>Rison Elementary</b> PO Box 600 Rison, AR 71665 870.325.6894	Ron Sims <a href="mailto:rsims@rison.k12.ar.us">rsims@rison.k12.ar.us</a>	<b>Dona McLain Glaze</b> 1005 Kari Sheridan, AR 72150 870-830-6518 <a href="mailto:donamclain@yahoo.com">donamclain@yahoo.com</a>	WF	Intern II	Early Childhood	Paula Atwell	N/A	Amanda Fisher (W/F) Kindergarten
		<b>Kirby Turner</b> 107 Brewster St. Fordyce, AR 71742 <a href="mailto:Knt1210@uamont.edu">Knt1210@uamont.edu</a>	WF	Intern I	Early Childhood	Paula Atwell	N/A	Becky Rawls (W/F) Kindergarten  Gina Young (3 <sup>rd</sup> )

School	Principal	Student		Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<b>Drew Central Elem.</b> 440 Hwy. 83 S. Monticello, AR 71665 870.367.6893	Mike Johnston <a href="mailto:mjohnston@drewcentral.org">mjohnston@drewcentral.org</a>	<b>Rachel Beer</b> 227 Jaci Lane Monticello, AR 71655 870.723.1376 <a href="mailto:rcb0406@uamont.edu">rcb0406@uamont.edu</a>	WF	Intern II	Early Childhood	Dr. Martin	N/A	Teri Caldwell (W/F) Kindergarten
		<b>Jessica Grider</b> 119 Colony Avenue Crossett, AR 71635 870-364-6957/870-415-0483 <a href="mailto:veiledvisitor@yahoo.com">veiledvisitor@yahoo.com</a>	WF	Intern II	Early Childhood	Dr. Martin	N/A	Deborah West (W/F) Pre-K
		<b>Rachelle Ross</b> 184 Lakewood Estates Monticello, AR 71655 870-723-4455 <a href="mailto:rachellemann@sbcglobal.net">rachellemann@sbcglobal.net</a>	WF	Intern II	Early Childhood	Sarah Hilton	N/A	Judy Kunkle (W/F) 2 <sup>nd</sup> Grade
		<b>Keri Grider</b> 391 E. Willis Ave. Monticello, AR 71655 870-820-4297 <a href="mailto:Krg1509@uamont.edu">Krg1509@uamont.edu</a>	WF	Intern I	Early Childhood	Givhan	N/A	Nola Gober (W/F) 3 <sup>rd</sup> Grade
<b>Eastside Elementary</b> 408 N. Bradley Warren, AR 71671 870.226.6761	Marilyn Johnson <a href="mailto:marilynjohnson@yahoo.com">marilynjohnson@yahoo.com</a>	<b>Lindsey White</b> 1419 West Pine Warren, AR 71671 870-820-0585 <a href="mailto:Lew2120@uamont.edu">Lew2120@uamont.edu</a>	WF	Intern I	Early Childhood	Givhan	N/A	La Donna Marsh (W/F) K
		<b>Ashley Loomis</b> 570 West Pine Warren, AR 71671 870-820-5508 <a href="mailto:Ashley188@yahoo.com">Ashley188@yahoo.com</a>	WF	Intern I	Early Childhood	Givhan	N/A	Jo Ellen Callaway (W/F) 1 <sup>st</sup>
								Barbara Benton (B/F) 3 <sup>rd</sup>

School	Principal	Student		Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<b>Eastside Elementary</b> 408 N. Bradley Warren, AR 71671 870.226.6761	Marilyn Johnson <a href="mailto:marilynjohnson@yahoo.com">marilynjohnson@yahoo.com</a>  Maxwell Williams <a href="mailto:williamsm@warren.k12.ar.us">williamsm@warren.k12.ar.us</a>	<b>Justin Anders</b> 1059 U.S. Highway 63 North Warren, AR 71671 870.820.0850 <a href="mailto:JTA6011@uamont.edu">JTA6011@uamont.edu</a>	WM	Intern II	Music Education	Dr. Martin	Gary Meggs	John McBee (W/M) Warren High School  Daniel Williams (W/M) Warren Middle School  Melissa McBee (W/F) Warren Elementary School
<b>Brunson Elementary</b> 212 John Scobey Dr Warren, AR 71671 870.226.2351	Glenetta Burks <a href="mailto:burksg@warren.k12.ar.us">burksg@warren.k12.ar.us</a>  Gary Jackson <a href="mailto:jacksong@warren.k12.ar.us">jacksong@warren.k12.ar.us</a>							
<b>Warren Middle School</b> 210 John Scobey Dr Warren, AR 71671 870.226.2484								
<b>Warren High School</b> 803 North Walnut Warren, AR 71671 870-226-6736								

School	Principal	Student		Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<b>Anderson Elementary</b> 1100 Camp Rd Crossett, AR 71635 870.364.6521  <b>Hasting Learning Center</b>	Joye Stephenson <a href="mailto:jstephenson@csd.k12.ar.us">jstephenson@csd.k12.ar.us</a>	<b>Melissa Clayton</b> P.O. Box 262 Crossett, AR 71635 870-415-0115 <a href="mailto:smileymom@alltel.net">smileymom@alltel.net</a>	WF	Intern II	Early Childhood	Paula Atwell	N/A	Gayla Sydoriak (W/F) Kindergarten
		<b>Misti Davis</b> 170 North Dogwood Street Crossett, AR 71635 870-305-4240 <a href="mailto:mistidavis1@hotmail.com">mistidavis1@hotmail.com</a>	WF	Intern II	Early Childhood	Paula Atwell	N/A	Beth Carter (W/F) 3 <sup>rd</sup> Grade
<b>Hamburg Allbritton Elementary</b> 517 East Lincoln Street Hamburg, AR 71646 870.853.2820	Lisa Atkins <a href="mailto:latkins@hhs.k12.ar.us">latkins@hhs.k12.ar.us</a>	<b>Jason Johnson</b> 147 Ashley 948 Hamburg, AR 71646 870.831.1344 <a href="mailto:jayjay555@hotmail.com">jayjay555@hotmail.com</a>	WM	Intern II	Early Childhood	Dr. Jones	N/A	Venessa Rodgers (W/F) 4 <sup>th</sup> Grade
<b>Jimmy Brown Elementary School</b> 206 Cleveland Star City, AR 71667 870-628-5111  <b>Star City Middle School</b> 206 Cleveland Star City, AR 71667 870-628-5125  <b>Star City High School</b> 206 Cleveland Star City, AR 71667 870-628-5111	Hope Robinson <a href="mailto:hrobinso@starcity.k12.ar.us">hrobinso@starcity.k12.ar.us</a>  Susan White <a href="mailto:swhite@starcity.k12.ar.us">swhite@starcity.k12.ar.us</a>  Mike Walker <a href="mailto:mwalker@starcity.k12.ar.us">mwalker@starcity.k12.ar.us</a>	<b>Jared Dutton</b> 3609 Jacob Rd Star City, AR 71667 870-918-8933 <a href="mailto:Dutton5104@yahoo.com">Dutton5104@yahoo.com</a>	WM	Intern I	Physical Education	Dr. King	N/A	Jon Welch (W/M) High School  Josh Brown (W/M) Middle School

2+2 School	Principal	2+2 Student		Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<b>Hugh-Goodwin Elementary</b> 201 East 5 <sup>th</sup> Street El Dorado, AR 71730 870.864.5071	Phillip Landsdell <a href="mailto:plandsdel@hg.scscck12.ar.us">plandsdel@hg.scscck12.ar.us</a>	<b>Terri McVay</b> 1717 Champagnolle Road El Dorado, AR 71730 870.863.7909/870.866.0755 <a href="mailto:mcvay@suddenlink.net">mcvay@suddenlink.net</a>	WF	Intern II	Early Childhood	Mary Pat Cook	N/A	Dawn Beasley (W/F) 1 <sup>st</sup>
		<b>Bethanie Hale</b> 1302 Robinson St El Dorado, AR 71730 870.918.0154 <a href="mailto:mrs_hale@live.com">mrs_hale@live.com</a>	WF	Intern II	Early Childhood	Mary Pat Cook	N/A	Michelle Inman (W/F) 1 <sup>st</sup>
<b>Beech Crest Elementary</b> 120 Plaza Street West Helena, AR 72390 870.572.4526	Joye Stevenson <a href="mailto:jstevenson@hwh.grsc.k12.ar.us">jstevenson@hwh.grsc.k12.ar.us</a>	<b>Stephanie Hoskins</b> 120 South 4 <sup>th</sup> Street West Helena, AR 72390 870-572-4465/870-995-8852 <a href="mailto:Stepcat3@yahoo.com">Stepcat3@yahoo.com</a>	BF	Intern II	Early Childhood	Samella Williams	N/A	Charlotte Wayman (W/F) 2 <sup>nd</sup> Grade
<b>Whitten Elementary School</b> 175 Walnut Street Marianna, AR 72360 870.295.7120	Lillie Sexton	<b>Alice Jones</b> 489 Fern Street Marianna, AR 72360 870.821.9433 <a href="mailto:afjones45@yahoo.com">afjones45@yahoo.com</a>	BF	Intern II	Early Childhood	Samella Williams	N/A	Alice Williams (B/F) Kindergarten

**School of Education Honor Graduates 2008-09**

8/4/2008	HEALTH & PE EXE	Brooks Lauren M	Summa Cum Laude
5/15/2009	HPE/BA/NON LICE	Lees Addie F	Magna Cum Laude
5/15/2009	P-4 EARLY CHILD	Belin Haley E	Magna Cum Laude
12/17/2008	P-4 EARLY CHILD	Gill Mamye W	Cum Laude
8/4/2008	P-4 EARLY CHILD	Goodwin Brandy M	Cum Laude
5/15/2009	P-4 EARLY CHILD	Hale Bethanie M	Magna Cum Laude
5/15/2009	P-4 EARLY CHILD	Hoskins Stephanie Y	Cum Laude
5/15/2009	P-4 EARLY CHILD	Johnson Jason L	Cum Laude
5/15/2009	P-4 EARLY CHILD	McVay Terri L	Summa Cum Laude
5/15/2009	P-4 EARLY CHILD	Ross Rachelle A	Cum Laude

**School of Education Majors: Fall 2005 – Fall 2008**

	Fall 2005	Fall 2006	Fall 2007	Fall2008
<b>Early Childhood (P-4)</b>				
Freshman	53	55	45	66
Sophomore	37	31	35	28
Junior	46	37	38	34
Senior	53	51	57	31
Pre-Freshman	0	3	2	2
Special (non-degree seeking)	0	2	0	0
Post Bachelor	2	6	1	1
Total	191	185	178	162
<b>Middle-Level Education (4-8)</b>				
Freshman	9	8	4	11
Sophomore	6	7	4	2
Junior	5	5	6	7
Senior	5	2	3	3
Pre-Freshman	0	0	1	1
Special (non-degree seeking)	0	0	0	0
Post Bachelor	0	5	2	0
Total	25	27	20	24

**School of Education Majors: Fall 2005 – Fall 2008**

	Fall 2005	Fall 2006	Fall 2007	Fall2008
<b>Teacher Licensure</b>				
Freshman	0	0	0	0
Sophomore	0	1	0	0
Junior	0	0	0	0
Senior	0	0	0	0
Pre-Freshman	0	0	0	0
Special (non-degree seeking)	1	0	1	0
Post Bachelor	3	13	17	8
Total	4	14	18	8
<b>Health &amp; PE</b>				
Freshman	26	25	24	36
Sophomore	21	25	21	17
Junior	31	24	27	16
Senior	12	9	8	22
Pre-Freshman	0	2	2	2
Special (non-degree seeking)	0	0	0	0
Post Bachelor	0	0	1	2
Total	90	85	83	95
<b>Health &amp; PE - Non-Licensure (BA/BS)</b>				
Freshman	0	4	8	9
Sophomore	2	3	9	11
Junior	6	7	14	19
Senior	13	20	25	27
Pre-Freshman	0	0	0	1
Special (non-degree seeking)	0	0	0	0
Post Bachelor	0	0	0	0
Total	21	34	56	67
<b>Health &amp; PE - Exercise Science</b>				
Freshman	2	8	9	4
Sophomore	3	4	1	8
Junior	1	3	6	10
Senior	7	11	5	8
Pre-Freshman	0	0	1	0
Special (non-degree seeking)	0	0	0	0
Post Bachelor	0	0	0	0
Total	13	26	22	30
<b>Grad Ed - Secondary (M.Ed.)</b>				
Total	2	1	0	0
<b>Grad Ed - M.Ed.</b>				
Total	73	49	50	33

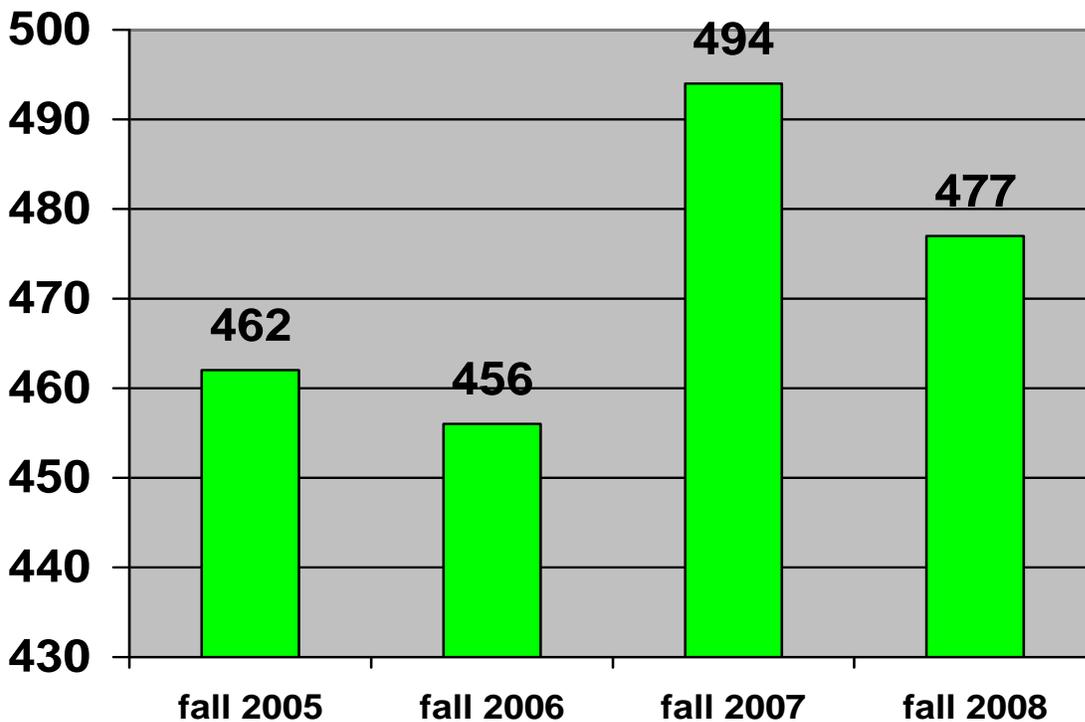
**School of Education Majors: Fall 2005 – Fall 2008**

	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Grad Ed - Ed. Leadership (M.Ed.) Total	13	11	18	17
Grad Ed - Master of Arts-Teaching (M.A.T.) Total	30	24	49	41
Unit Totals	462	456	494	477

**SOE Graduates by Major/Concentration**

Undergraduate Totals: 2007-08 51 2008-09 31										Graduate Totals 2007-08 50 2008-09 63					
P-4 Early Childhood		Middle Level Education		Health/ P.E. Licens.		Health/ PE Non-Licensure		Health P.E/Exer Science		M.Ed.		Ed. Leadership		M.A.T.	
07/08	08/09	07/08	08/09	07/08	08/09	07/08	08/09	07/08	08/09	07/08	08/09	07/08	08/09	07/08	08/09
32	18	1	0	1	2	9	8	8	3	14	5	2	9	34	49

**Longitudinal Enrollment in the School of Education  
Fall 2005 through Fall 2008  
(Data Source: CIP Code)**



### School of Education Faculty Statistics

All faculty in the unit are qualified to contribute to the advancement of candidate content knowledge, pedagogical content knowledge, knowledge of diversity, knowledge of technology, and professionalism as outlined in the five strands of the conceptual framework. Not only does the conceptual framework serve as the foundation for program development and assessment of candidate proficiency, but it also describes the knowledge base, competencies, and dispositions expected of the unit faculty. All full-time and part-time faculty must be qualified and be able to model the expertise described in the conceptual framework strands. Full-time faculty are required to contribute to the profession in scholarship and service. Unit faculty create challenging and collegial learning environments that foster the understanding of complex subject matter as well as competencies in implementing research-based instructional strategies, critical analysis and reflection, global and multicultural perspectives, effective communication and interpersonal skills, leadership, social responsibility and lifelong learning. Unit faculty model the facilitation of teaching and learning so that candidates understand how knowledge is constructed and use this information to meet the diverse needs of the P-12 population. The majority (13 of 14) of the unit faculty have public school teaching experience and hold a teaching license. All unit full-time and adjunct faculty are Pathwise trained. Earned doctorates are an indication of strong knowledge and expertise. All tenured and tenure-track professional education faculty have doctorate degrees. All instructors and adjunct faculty members have master's degrees or higher and expertise in the content they teach. Unit faculty are also committed to developing educators who collaborate with their professional partners and engage in local, state and national endeavors in teaching, scholarship, and service. To reach that goal, members of the unit regularly collaborate with their professional colleagues in local schools to stay current in research based model programs and initiatives. The unit, arts, sciences, and music education faculty serve as liaisons between the public schools and the unit through the Professors Partnering with Professionals ERZ initiative. Faculty from these units also team-teach with public school faculty in university and public school classrooms and collaborate in professional presentations

School of Education SSCH: 2008 - 2009

Faculty Member	Summer II 2008	Fall 2008	Spring 2009	Summer I 2009	Total SSCH
Shellye Byrd	63	177	192	0	432
Dan Fodrocy	34	0	111	0	145
Debbie Givhan	48	222	129	54	453
Betty Gragg	123	0	0	0	123
CM Jones	51	224	127	21	423
Tracie Jones	30	42	57	0	129
Kathy King	27	360	306	0	693
Jeff Longing	132	261	273	45	711
Sue Martin	18	135	46	0	199
Dwayne Massey	72	405	327	129	933
Rebecca Newton	75	243	180	18	516
Chris Ratcliff	18	0	0	0	18
Donald Dykes	0	62	60	12	134
Memory Frazer	0	228	332	98	658
Donna Hunnicutt	0	147	117	104	368
Carlos James	0	84	0	30	114
Barbie Johnson	0	198	288	0	486
Vera Lang Brown	0	102	159	0	261
Kim Level	0	183	345	0	528
Gwaine Mathews	0	11	17	22	50
Matt Middleton	0	8	82	0	90
Marla Ramirez	0	33	0	0	33
Albert Snow	0	216	180	18	414
Max Terrell	0	150	219	42	411
Derrick Warehime	0	14	17	78	109
Alyane Zimmerly	0	147	189	114	450
J. Williams	0	0	0	78	78
<b>Total SSCH 2008-09</b>	<b>691</b>	<b>3652</b>	<b>3753</b>	<b>863</b>	<b>8959</b>

**Faculty Qualification Summary**

<b>Faculty Member Name</b>	<b>Highest Degree, Field, &amp; University</b>	<b>Assignment: Indicate the role of the faculty member</b>	<b>Faculty Rank</b>	<b>Tenure Track</b>	<b>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</b>	<b>Teaching or other professional experience in P-12 schools</b>
Brown, Vera	Ph.D. Ed Administration, Iowa State University	Faculty	Associate Professor	YES	Leadership in Professional Organizations a) Vice President and Board Member of Arkansas Association of Teacher Educators – ArATE b) Association of Teacher Educators Academy member – (ATE), c) National Association of University Women Recommendations Committee (NAUW), d) Founder of Monticello Branch of NAUW e) Secretary- Arkansas Policy for Education Administration (ArPEA) f) Member of Arkansas Scholastic School Audit – evaluates school programs	Supervised candidate completing Internship Fall 2007)for Building Level Administration; supervised intern (2006-2007) who completed the Master of Arts of teaching in Art Education; supervised intern who completed the P-4 Early Childhood Education Program (ECE) 2006-2007
Doss, Peggy	Ed. D, Higher Ed. Adm., UALR	Dean, faculty	Professor	YES	Presenter, A.D.E. mentor, Building Adm. Trainer; Member AACTE; Presenter, SEARK Ed. Coop Ed. Renewal Zone Conf.	24 years of P-12 experience Elem. Teacher, 4th-6th Elem. Principal 2nd-3rd
Givhan, Deborah	Educational Specialist, Special Education University of Alabama	Faculty	Instructor		Prog. Dev. For Instruct. Spec. for Gr. 4-12; Member of Statewide Personnel Dev. Task force, UAM ERZ liaison for Star City Schools	10 yrs., Early Childhood Sp. Ed. Evaluation & Instruct., MS Dept. of Health, District IV; 7yrs., Early Childhood Sp. Ed. Teacher, Columbus, MS; 3yrs., Sp. Ed. Teacher for 4 &5 yr. olds, Starkville, MS
Hunnicutt, Donna	Doctor of Education, Higher Education University of Arkansas at Little Rock	Coordinator for Graduate Programs/NCATE Coordinator	Assistant Professor	YES	Presented a poster session Building a Candidate Database at the National Middle School Association Symposium in Destin, FL- February, 2007. Co-Presented a professional paper Understand Diversity to Improve Student Learning at the ArACTE Conference in Clarksville, AR- April, 2008	P-5 Grade Computer Lab Facilitator and Direct Instruction Teacher 7-12 Business Technology Teacher
Jones, C.M.	Ph.D., Instr. & Curr., George Peabody College for Teachers	Faculty	Professor	YES	Consultant to AR Early Education Programs; Presented Southern Early Childhood Association, Arkansas Early Childhood Ass., & Weekday Early Education, State Baptist Convention	8 years teaching Math and Science, 2 years as a Principal, 2 years as a Superintendent, 2 years as a Math and Science Supervisor, and 36 years in higher education
King, Kathy	Ed.D.* Recreation Administration*University of Georgia	Health and Physical Education Program Coordinator	Associate Professor	YES	Wrote Transition to Teaching grant Recreation Vice President of Arkansas Association of Health, Physical Education, Recreation and Dance for three years	High School Art in Marshall, Texas

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Level, Kim	Masters of Ed. In elem. Ed.	Partnership Coordinator	Instructor		Presented at the AR Reading Ass. Conf. on Phonemic Awareness in Young Children	21 yrs. experience in elem. school, 3yrs., Reading Specialist w/ AR Reading First, Southeast Arkansas Educational Service Cooperative
Longing, Jeff	Ed. D. University of Louisiana at Monroe Curriculum and Instruction:	Faculty	Instructor		Presented at National ATE Meeting in New Orleans February 26, 2008 Presented at Hampton High School February 21, 2008 Facilitated Edline Training at Woodlawn High School November 1, 2007 Presented at ArATE Fall Conference September 28, 2007 Presented at ARDLA (Arkansas Distance Learning Association) Conference October 20, 2006	Taught computer technology courses over a seven-year period in the Hamburg School District (Grades 8 to 12).
Martin, Sue	Ed.D, Un. Of AR, Ed. Leadership & Adm.	P-4 Coordinator	Assistant Professor	YES	UAM Graduate Committee; UAM CASA Committee; SEARK Arts Council	18 yrs. Experience, Teaching in PS; 11 yrs. Experience as Elem. Principal
Massey, Dewayne	EdD Human Performance and Recreation The University of Southern Mississippi	Faulty	Assistant Professor	YES	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	Secondary- 2 years
Terrell, S. Max	Ph.D. in Curriculum and Instruction, Indiana State University	Faculty	Professor	YES	Presented a paper entitled, From Start to Finish: Making Field Experiences and Internships Practical and Relevant in M.A.T. and Undergraduate Programs at the national ATE conference on February 26, 2008 in New Orleans, LA. Presented a paper entitled, From Start to Finish: Making Field Experiences Practical and Relevant at the ArATE Fall Conference on September 28, 2007 at the University of Arkansas Pine Bluff	Indiana Life License in Secondary Social Studies
Zimmerly, Alayne	Ph.D., Un. of AR, Fayetteville, Curriculum and Instruction	Faculty	Assistant Professor	YES	UAM ERZ Liaison for Monticello High school	1 year, first grade experience

**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 Date	Principal Investigator(s)	Comments
Professional Program/Faculty Development	Arkansas Department of Education	\$10,000 initial funding (\$8809.25 balance)	No ending date	Peggy Doss: SOE Dean	Provides professional development to prepare quality programs to meet new standards
School of Education Program Enhancement	Arkansas Department of Education	\$5,071.57	No ending date	Peggy Doss	Provides professional development to prepare quality programs
Professional Development	Arkansas Department of Education	\$2,500	No ending date	Peggy Doss: SOE Dean	
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.
SMART Grant for Algebra I	Arkansas Science & Technology Authority	\$5,000	May 2010	Deanna Duncan	Assists public school teachers in the development of Algebra I lesson plans to be placed on the ASTA SMART web portal and made available to other Algebra I teachers in the state.
Spanish For Teachers	Arkansas Department of Higher Education	50,963.04 (\$997 balance)	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
Math Specialist	Arkansas Department of Education	\$85,500	June 30, 2009	Peggy Doss: SOE Dean/ Deanna Duncan: Math Specialist	Staff development for secondary math teachers
Science Specialist	Arkansas Department of Education	\$85,500	June 30, 2009	Peggy Doss: SOE Dean/ Pam Beard: Science Specialist	Staff development for secondary science teachers
Supplemental Services Provider Grant	Arkansas Department of Education	\$25, 886 (\$ 16,687.16 balance)	January-June 2008	Marilyn Carpenter: SOE Faculty	Interns, UAM faculty, and other qualified tutors provide supplemental instruction for public school districts in southeast Arkansas in after school settings
Arkansas Administrator Licensure		(\$143.60 balance)		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	
<b>TOTAL</b>		<b>403,144.90</b>			

**Grants Awarded in the School of Education Since 2005**

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)	September 2009	D. Hunnicutt: SOE Graduate Coordinator/ NCATE Coordinator	Provides 180 teachers over a five year period to teach in the delta
Educational Renewal Zone	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.
Math Specialist	Arkansas Department of Education	\$85,500	June 30, 2009	Peggy Doss: SOE Dean/ Deanna Duncan: Math Specialist	Staff development for secondary math teachers
Science Specialist	Arkansas Department of Education	\$85,500	June 30, 2009	Peggy Doss: SOE Dean/ Pam Beard: Science Specialist	Staff development for secondary science teachers
NCLB ESL Teaching Methods	Arkansas Department of Higher Education	\$ 46,859	September 2008	Marla Ramirez: SOE Faculty/ Kim Level: SOE Partnership Director	Provides professional development for Public School faculty in English As Second Language teaching strategies and methods
Supplemental Services Provider Grant	Arkansas Department of Education	\$25, 886	June 2008	Marilyn Carpenter: SOE Faculty	Interns, UAM faculty, and other qualified tutors provide supplemental instruction for public school districts in southeast Arkansas in after school settings
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
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
ESL Teaching Methods	Arkansas Department of Higher Education	\$28,987	May 2007	Marla Ramirez	
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.
Dealing with Data in Mathematics and Science	Arkansas Department of Higher Education	\$33,835	May 2007	Sue Martin; Deanna Duncan	
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
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
<b>TOTAL</b>		<b>2,964,123</b>			

School of Education Scholarly Activities 2005-2008						
Activity	Faculty Name	Faculty Rank	Tenured/Tenure Track	2005-2006	2006-2007	2007-2008
Conference/ Professional Development Presentations  86% of the faculty Presented at Conferences in 2007-2008	Dr. Peggy Doss	Professor	Tenured	6	12	8
	Dr. Sue Martin	Assistant Professor	Tenure Track	1	2	2
	Dr. Donna Hunnicutt	Assistant Professor	Tenure Track	4	7	9
	Dr. Vera Brown	Associate Professor	Tenured	1	3	2
	Dr. Alayne Zimmerly	Assistant Professor	Tenure Track		1	2
	Dr. C. M. Jones	Professor	Tenured	5	5	5
	Dr. Albert Lee Snow	Assistant Professor	Tenure Track	*NA	N/A	N/A
	Dr. Dewayne Massey	Assistant Professor	Tenure Track	1		
	Dr. S. Max Terrell	Professor	Tenured	2	1	1
	Dr. Kathy King	Associate Professor	Tenured	2	1	
	Dr. Marla Ramirez	Assistant Professor	Tenure Track	3	1	N/A
	Dr. Marilyn Carpenter	Assistant Professor	Tenure Track	1	3	N/A
	Dr. Scott Burkett	Assistant Professor	Tenure Track	2	N/A	N/A
	Ms. Kim Level	Instructor		2	3	2
	Ms. Debbie Givhan	Instructor				4
	Mr. Jeff Longing	Instructor		1	1	1
	**Ms. Memory Frazer	Instructor		1	1	1
	**Ms. Mary Jo Barnett	Academic Support		N/A	2	2
	**Ms. Deanna Duncan	Academic Support		10	10	6
	**Ms. Pam Beard	Academic Support		11	6	11
**Ms. Tracie Jones	Academic Support		N/A	2	3	
Public School Collaboration  100% of the faculty are Collaborating with the Public Schools Public School Collaboration (Continued)  100% of the faculty are Collaborating with the Public Schools	Dr. Peggy Doss	Professor	Tenured	4	4	4
	Dr. Sue Martin	Assistant Professor	Tenure Track	2	2	2
	Dr. Donna Hunnicutt	Assistant Professor	Tenure Track	2	2	2
	Dr. Vera Brown	Associate Professor	Tenured	3	3	3
	Dr. Alayne Zimmerly	Assistant Professor	Tenure Track	1	3	4
	Dr. C. M. Jones	Professor	Tenured	3	3	3
	Dr. Albert Lee Snow	Assistant Professor	Tenure Track	N/A	N/A	N/A
	Dr. Dewayne Massey	Assistant Professor	Tenure Track	1	1	1
	Dr. S. Max Terrell	Professor	Tenured	2	2	2
	Dr. Kathy King	Associate Professor	Tenured	2	2	2
	Dr. Marla Ramirez	Assistant Professor	Tenure Track	3	3	N/A
	Dr. Marilyn Carpenter	Assistant Professor	Tenure Track	9	5	N/A
	Dr. Scott Burkett	Professor	Tenure Track	1	N/A	N/A
	Ms. Kim Level	Instructor		13	13	13
	Ms. Debbie Givhan	Instructor		1	2	2
	Mr. Jeff Longing	Instructor		1	1	1
	**Ms. Memory Frazer	Instructor		1	1	1
	**Ms. Mary Jo Barnett	Academic Support		N/A	13	13
	**Ms. Deanna Duncan	Academic Support		13	13	13
	**Ms. Pam Beard	Academic Support		13	13	13
**Ms. Tracie Jones	Academic Support		N/A	13	13	

School of Education Scholarly Activities 2005-2008						
Activity	Faculty Name	Faculty Rank	Tenured/Tenure Track	2005-2006	2006-2007	2007-2008
Research/ Publications Submitted/Publications  4 (29%) of the faculty Conducting Research in 2007-2008	Dr. Peggy Doss	Professor	Tenured			
	Dr. Sue Martin	Assistant Professor	Tenured Track			
	Dr. Donna Hunnicutt	Assistant Professor	Tenure Track	***1	***1	2
	Dr. Vera Brown	Associate Professor	Tenured			
	Dr. Alayne Zimmerly	Assistant Professor	Tenure Track			
	Dr. C. M. Jones	Professor	Tenured			
	Dr. Albert Lee Snow	Assistant Professor	Tenure Track	1		
	Dr. Dewayne Massey	Assistant Professor	Tenure Track	3	2	2
	Dr. S. Max Terrell	Professor	Tenured			
	Dr. Kathy King	Associate Professor	Tenured	1	1	1
Research/ Publications Submitted/ Publications  4 (29%) of the faculty Conducting Research in 2007-2008 (Continued)	Dr. Marla Ramirez	Assistant Professor	Tenure Track	1	1	N/A
	Dr. Marilyn Carpenter	Assistant Professor	Tenure Track	4	4	N/A
	Dr. Scott Burkett	Assistant Professor	Tenure Track		N/A	N/A
	Ms. Kim Level	Instructor				
	Ms. Debbie Givhan	Instructor				
	Mr. Jeff Longing	Instructor			***1	***1
	**Ms. Memory Frazer	Instructor				
SPA/State Reports  100% of the faculty Wrote a Portion of SPA Reports or State Reports in 2007-2008	Dr. Peggy Doss	Professor	Tenured	7	7	7
	Dr. Sue Martin	Assistant Professor	Tenure Track	2	2	1
	Dr. Donna Hunnicutt	Assistant Professor	Tenure Track	7	7	7
	Dr. Vera Brown	Associate Professor	Tenured	1	1	1
	Dr. Alayne Zimmerly	Assistant Professor	Tenure Track	1	1	1
	Dr. C. M. Jones	Professor	Tenured	1	1	1
	Dr. Albert Lee Snow	Assistant Professor	Tenure Track	1	N/A	N/A
	Dr. Dewayne Massey	Assistant Professor	Tenure Track	1	1	1
	Dr. S. Max Terrell	Professor	Tenured	1	1	1
	Dr. Kathy King	Associate Professor	Tenured	1	1	1
	Dr. Marla Ramirez	Assistant Professor	Tenure Track	2	2	N/A
	Dr. Marilyn Carpenter	Assistant Professor	Tenure Track	1	1	N/A
	Dr. Scott Burkett	Assistant Professor	Tenure Track	1	N/A	N/A
	Ms. Kim Level	Instructor		N/A	1	1
	Ms. Debbie Givhan	Instructor		N/A	1	1
	Mr. Jeff Longing	Instructor		1	1	1
	**Ms. Memory Frazer	Instructor		1	1	1

School of Education Scholarly Activities 2005-2008						
Activity	Faculty Name	Faculty Rank	Tenured/Tenure Track	2005-2006	2006-2007	2007-2008
SOE Plans 100% of the faculty collaborated on the development of the SOE Plans in 2007-2008 SOE Plans 100% of the faculty collaborated on the development of the SOE Plans in 2007-2008 (Continued)	Dr. Peggy Doss	Professor	Tenured	4	4	4
	Dr. Sue Martin	Assistant Professor	Tenure Track	3	3	3
	Dr. Donna Hunnicutt	Assistant Professor	Tenure Track	4	4	4
	Dr. Vera Brown	Associate Professor	Tenured	3	3	3
	Dr. Alayne Zimmerly	Assistant Professor	Tenure Track	3	3	3
	Dr. C. M. Jones	Professor	Tenured	1	1	1
	Dr. Albert Lee Snow	Assistant Professor	Tenure Track	N/A	N/A	N/A
	Dr. Dewayne Massey	Assistant Professor	Tenure Track	2	2	2
	Dr. S. Max Terrell	Professor	Tenured	2	2	2
	Dr. Marla Ramirez	Assistant Professor	Tenure Track	3	3	N/A
	Dr. Marilyn Carpenter	Assistant Professor	Tenure Track	2	2	N/A
	Dr. Scott Burkett	Professor	Tenure Track	1	N/A	N/A
	Dr. Kathy King	Associate Professor	Tenured	1	1	1
	Ms. Kim Level	Instructor		1	1	1
	Ms. Debbie Givhan	Instructor		2	2	2
	Mr. Jeff Longing	Instructor		2	2	2
	**Ms. Memory Frazer	Instructor		1	1	1
	**Ms. Mary Jo Barnett	Academic Support		N/A	2	2
	**Ms. Deanna Duncan	Academic Support		1	1	1
	**Ms. Pam Beard	Academic Support		2	2	2
**Ms. Tracie Jones	Academic Support		N/A	2	2	
Grant Submitted/ Funded  56% of the faculty Developed and Submitted a Grant in 2007-2008  Grant Submitted/ Funded (Continued) 56% of the faculty Developed and Submitted a Grant in 2007-2008	Dr. Peggy Doss	Professor	Tenured	2	4	5
	Dr. Sue Martin	Assistant Professor	Tenure Track			
	Dr. Donna Hunnicutt	Assistant Professor	Tenure Track	1		1
	Dr. Vera Brown	Associate Professor	Tenured	4	2	6
	Dr. Alayne Zimmerly	Assistant Professor	Tenure Track			
	Dr. C. M. Jones	Professor	Tenured			
	Dr. Albert Lee Snow	Assistant Professor	Tenure Track	N/A	N/A	N/A
	Dr. Dewayne Massey	Assistant Professor	Tenure Track	2		
	Dr. S. Max Terrell	Professor	Tenured			
	Dr. Kathy King	Associate Professor	Tenured	1	2	2
	Dr. Marla Ramirez	Assistant Professor	Tenure Track	1	3	N/A
	Dr. Marilyn Carpenter	Assistant Professor	Tenure Track			N/A
	Dr. Scott Burkett	Assistant Professor	Tenure Track			N/A
	Ms. Kim Level	Instructor				1
	Ms. Debbie Givhan	Instructor				1
	Mr. Jeff Longing	Instructor				
	**Ms. Memory Frazer	Instructor				
	**Ms. Mary Jo Barnett	Academic Support		N/A	2	6
	**Ms. Deanna Duncan	Academic Support		1		3
	**Ms. Pam Beard	Academic Support				1

School of Education Scholarly Activities 2005-2008						
Activity	Faculty Name	Faculty Rank	Tenured/Tenure Track	2005-2006	2006-2007	2007-2008
National and State Conferences Attended  92% of the faculty Attended National and State Conferences in 2007-2008	Dr. Peggy Doss	Professor	Tenured	4	9	3
	Dr. Sue Martin	Assistant Professor	Tenure Track	5		1
	Dr. Donna Hunnicutt	Assistant Professor	Tenure Track	3	6	3
	Dr. Vera Brown	Associate Professor	Tenured	2	2	2
	Dr. Alayne Zimmerly	Assistant Professor	Tenure Track	N/A		2
	Dr. C. M. Jones	Professor	Tenured	3	3	3
	Dr. Albert Lee Snow	Assistant Professor	Tenure Track	N/A	N/A	N/A
	Dr. Dewayne Massey	Assistant Professor	Tenure Track	1		
	Dr. S. Max Terrell	Professor	Tenured	2	3	2
	Dr. Kathy King	Associate Professor	Tenured		4	1
	Dr. Marla Ramirez	Assistant Professor	Tenure Track	3	3	N/A
	Dr. Marilyn Carpenter	Assistant Professor	Tenure Track		2	N/A
	Dr. Scott Burkett	Assistant Professor	Tenure Track		N/A	N/A
	Ms. Kim Level	Instructor		3	N/A	2
	Ms. Debbie Givhan	Instructor		1	2	2
	Mr. Jeff Longing	Instructor		1	2	1
**Ms. Memory Frazer	Instructor				1	
Professional Memberships  100% of the faculty were Members in Professional Organizations in 2007-2008	Dr. Peggy Doss	Professor	Tenured	5	5	5
	Dr. Sue Martin	Assistant Professor	Tenure Track	3	3	3
	Dr. Donna Hunnicutt	Assistant Professor	Tenure Track	3	5	5
	Dr. Vera Brown	Associate Professor	Tenure	7	7	7
	Dr. Alayne Zimmerly	Assistant Professor	Tenure Track	2	5	5
	Dr. C. M. Jones	Professor	Tenured	7	7	7
	Dr. Albert Lee Snow	Assistant Professor	Tenure Track	N/A	N/A	N/A
	Dr. Dewayne Massey	Assistant Professor	Tenure Track	2	2	2
	Dr. S. Max Terrell	Professor	Tenured	11	11	11
	Dr. Kathy King	Associate Professor	Tenured	12	12	12
	Dr. Marla Ramirez	Assistant Professor	Tenure Track	2	2	N/A
	Dr. Marilyn Carpenter	Assistant Professor	Tenure Track	4	4	N/A
	Dr. Scott Burkett	Assistant Professor	Tenure Track	2	N/A	N/A
	Ms. Kim Level	Instructor		3	3	3
	Ms. Debbie Givhan	Instructor		2	1	1
	Mr. Jeff Longing	Instructor		2	1	1
**Ms. Memory Frazer	Instructor		3	3	3	

\*N/A=Not employed as a faculty member during this year

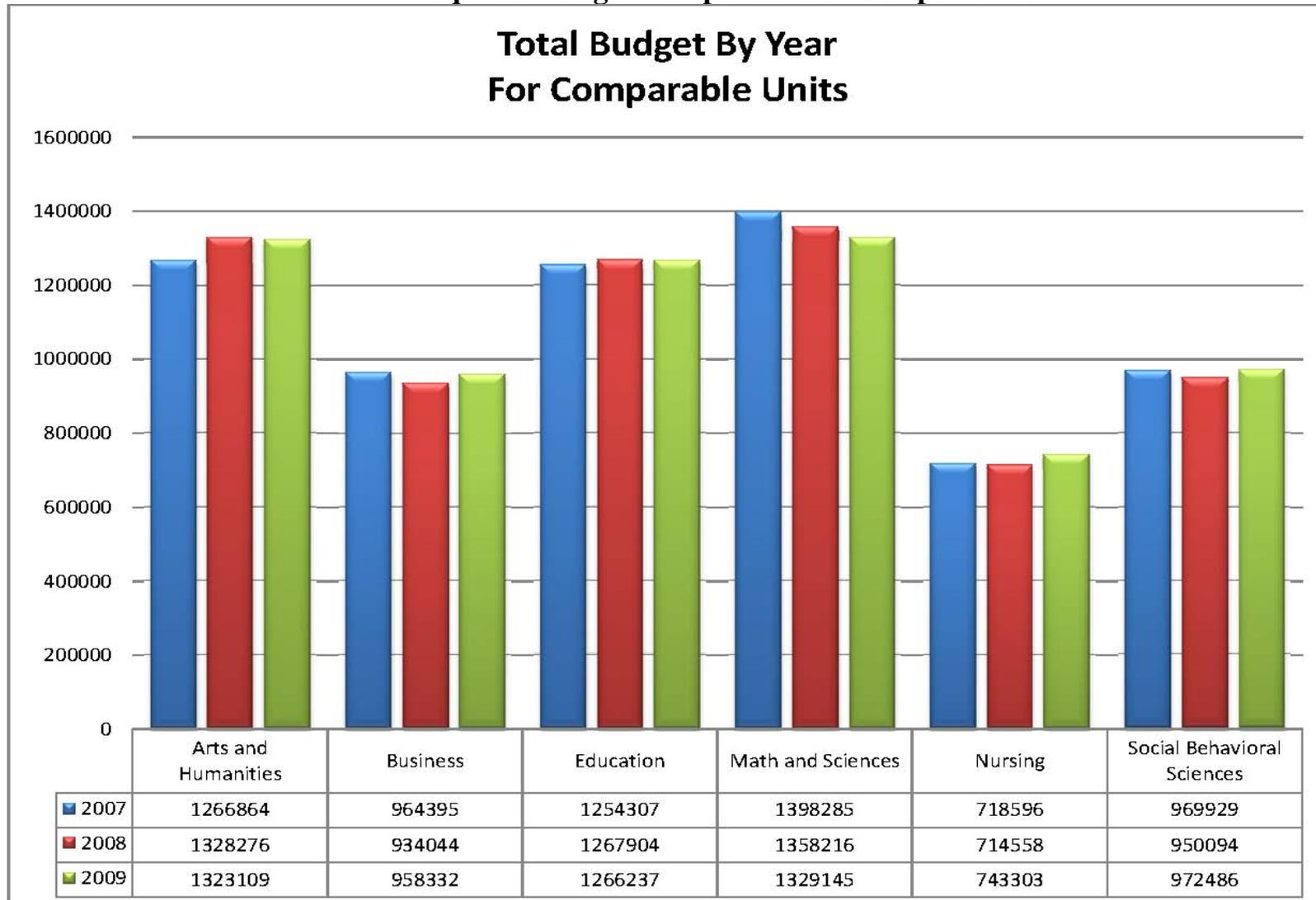
\*\*Not a teacher education faculty member

\*\*\*Dissertation Research

<b>School of Education Service Activities 2005-2008</b>						
<b>Activity</b>	<b>Faculty Name</b>	<b>Faculty Rank</b>	<b>Tenured/Tenure Track</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
University Committees  77% of the faculty serve on one or more University Committee in 2007-2008	Dr. Peggy Doss	Professor	Tenured	10	6	6
	Dr. Sue Martin	Assistant Professor	Tenure Track	3	5	4
	Dr. Donna Hunnicutt	Assistant Professor	Tenure Track	4	4	5
	Dr. Vera Brown	Associate Professor	Tenured	2	2	2
	Dr. Alayne Zimmerly	Assistant Professor	Tenure Track	1	1	1
	Dr. C. M. Jones	Professor	Tenured			
	Dr. Albert Lee Snow	Assistant Professor	Tenure Track	*NA	N/A	N/A
	Dr. Dewayne Massey	Assistant Professor	Tenure Track			
	Dr. S. Max Terrell	Professor	Tenured	4	4	6
	Dr. Kathy King	Associate Professor	Tenured	4	4	4
	Dr. Marla Ramirez	Assistant Professor	Tenure Track	2	2	N/A
	Dr. Marilyn Carpenter	Assistant Professor	Tenure Track			N/A
	Dr. Scott Burkett	Assistant Professor	Tenure Track		N/A	N/A
	Ms. Kim Level	Instructor			1	1
	Ms. Debbie Givhan	Instructor				
	Mr. Jeff Longing	Instructor		2	2	2
**Ms. Memory Frazer	Instructor		2	2	2	
SOE Committees  100% of the faculty serve on one or more SOE Committee in 2007-2008	Dr. Peggy Doss	Professor	Tenured	Ex-officio Member of all SOE Committees		
	Dr. Sue Martin	Assistant Professor	Tenure Track	1	2	3
	Dr. Donna Hunnicutt	Assistant Professor	Tenure Track	Ex-officio Member of all SOE Committees		
	Dr. Vera Brown	Associate Professor	Tenured	3	4	4
	Dr. Alayne Zimmerly	Assistant Professor	Tenure Track	N/A	4	4
	Dr. C. M. Jones	Professor	Tenured	3	3	3
	Dr. Albert Lee Snow	Assistant Professor	Tenure Track	N/A	N/A	N/A
	Dr. Dewayne Massey	Assistant Professor	Tenure Track	3	3	3
	Dr. S. Max Terrell	Professor	Tenured	6	7	7
	Dr. Kathy King	Associate Professor	Tenured	2	2	2
Dr. Marla Ramirez	Assistant Professor	Tenure Track	5	5	N/A	

<b>School of Education Service Activities 2005-2008</b>						
<b>Activity</b>	<b>Faculty Name</b>	<b>Faculty Rank</b>	<b>Tenured/Tenure Track</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
SOE Committees  100% of the faculty serve on one or more SOE Committee in 2007-2008	Dr. Marilyn Carpenter	Assistant Professor	Tenure Track	3	3	N/A
	Dr. Scott Burkett	Assistant Professor	Tenure Track	1	N/A	N/A
	Ms. Kim Level	Instructor		3	3	3
	Ms. Debbie Givhan	Instructor		3	3	3
	Mr. Jeff Longing	Instructor		6	6	6
	**Ms. Memory Frazer	Instructor		2	2	2
	**Ms. Mary Jo Barnett	Academic Support		2	2	2
	**Ms. Deanna Duncan	Academic Support		1	1	1
	**Ms. Pam Beard	Academic Support		2	2	2
	**Ms. Tracie Jones	Academic Support		2	2	2
Community Activities  100% of the faculty worked with various community groups in 2007-2008	Dr. Peggy Doss	Professor	Tenured	11	15	16
	Dr. Sue Martin	Assistant Professor	Tenure Track	6	5	5
	Dr. Donna Hunnicutt	Assistant Professor	Tenure Track	4	4	4
	Dr. Vera Brown	Associate Professor	Tenured	3	2	3
	Dr. Alayne Zimmerly	Assistant Professor	Tenure Track	2	2	2
	Dr. C. M. Jones	Professor	Tenured	2	2	2
	Dr. Albert Lee Snow	Assistant Professor	Tenure Track	N/A	N/A	N/A
	Dr. Dewayne Massey	Assistant Professor	Tenure Track	3	1	2
	Dr. S. Max Terrell	Professor	Tenured	5	2	4
	Dr. Kathy King	Associate Professor	Tenured	2	2	2
	Dr. Marla Ramirez	Assistant Professor	Tenure Track	4	4	N/A
	Dr. Marilyn Carpenter	Assistant Professor	Tenure Track	3	3	N/A
	Dr. Scott Burkett	Assistant Professor	Tenure Track	2	N/A	N/A
	Ms. Kim Level	Instructor		4	4	4
	Ms. Debbie Givhan	Instructor		3	3	3
	Mr. Jeff Longing	Instructor		4	4	4
	**Ms. Memory Frazer	Instructor		4	4	4

**NCATE Required Budget Comparisons of Campus Units**



## **UAM School of Education Technology**

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

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

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

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

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

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

- Wii
- iPods
- Interwrite Boards
- Elmos
- Three (3) digital video cameras
- Three (3) digital still camera
- Four (4) LCD Projectors
- Apple Power Mac G4
- Two (2) DVD players
- Three (3) scanners
- Eleven (11) Laptops

## Special Projects

### 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.

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 2008-09 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

### **School of Education Math/Science Center Project**

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.