

UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF EDUCATION

2009-2010
ANNUAL REPORT

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DEAN, SCHOOL OF EDUCATION
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The Mission of the UAM School of Education

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

The Vision of the UAM School of Education

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

School of Education Conceptual Framework

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

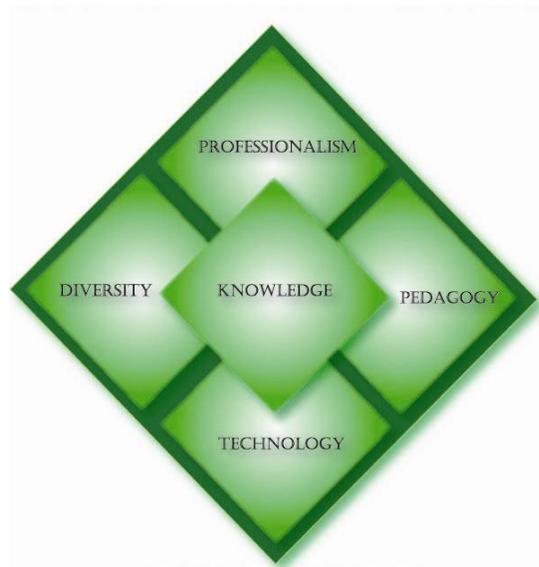
We believe faculty and candidates value teaching and learning in a culturally diverse population where P-12 grade students can learn. We believe that our philosophy is supported by our core beliefs, which are based upon the five strands of the conceptual framework.

Philosophy of the Unit : *Multi-Faceted Educators*

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

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

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



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

Knowledge

Initial Candidates

We believe multi-faceted initial teacher candidates:

- must possess in-depth content knowledge, as well as knowledge in the arts, sciences and the foundations of education,
- must attain and be able to apply knowledge of learners and how learning occurs, and
- must understand and be able to create positive school-community relationships.

Advanced Candidates

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

- must have and be able to apply in-depth content knowledge; and,
- must be recognized experts in the content they teach.

Pedagogy

Initial Candidates

We believe multi-faceted initial teacher candidates:

- create classroom environments in which students are actively engaged in learning that promotes academic, social, and emotional learning for a diverse population,
- have diverse, well-planned, and sequenced experiences in P-12 schools,
- possess the pedagogical knowledge to effectively teach all students.
- are skilled in the assessment of student learning,
- use formal and informal assessments and other data to evaluate/adjust instruction and student learning.

- design meaningful learning experiences based on students' individual developmental needs.

Advanced Candidates

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

- demonstrate exceptional expertise in pedagogical knowledge,
- share their expertise through effective leadership and mentoring of others,
- select, develop and implement effective research-based instructional strategies,
- use formal and informal assessments and other data to reflect on their practice and to improve individual student learning,
- promote the use of research and technology to improved instructional strategies, and;
- create positive learning climate and culture for all students.

Diversity

Initial Candidates

We believe multi-faceted initial teacher candidates:

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

Advanced Candidates

We believe that multi-faceted advanced educators:

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

Professionalism

Initial Candidates

We believe multi-faceted initial teacher candidates:

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

Advanced Candidates

We believe advanced multi-faceted advanced educators:

- reflect professional dispositions expected of the profession,
- are role models for fairness and integrity in working with their colleagues, students, families, and the community at-large, and;
- create professional learning communities through positive team leadership and shared decision-making,
- promote parental involvement in student learning for improved student success.

Technology

Initial Candidates

We believe multi-faceted initial teacher candidates:

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

Advanced Candidates

We believe multi-faceted educators:

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

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

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

Purpose of the Unit

Through a partnership with the Education Renewal Zone (ERZ), 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

- The UAM School of Education is an NCATE accredited teacher preparation program.
- All UAM School of Education programs of study are nationally recognized by national specialty program associations.
- Many UAM School of Education faculty members co-teach with area public school faculty to enhance skills and to remain up-to-date in public school programs and instructional strategies.
- UAM faculty are partnering with faculty of 3 campuses in the Monticello Public Schools for a pilot initiative to blend the P-4 and Middle Childhood methods into authentic school settings.
- School of Education faculty collaborate with the UAMS for grants/trainings in the area of health and wellness.

- School of Education partners with two community colleges to offer a 2+2 partnership that allows AAT degreed students to complete the last two years of the 4 year degree and receive teacher licensure.
- School of Education course enrollments and the number of education majors have increased due, in part, to the aggressive recruitment and retention efforts of the unit.
- School of Education faculty and teacher education candidates serve public school 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 collaborative partnerships with thirteen area school districts as well as articulation agreements for associate degree to bachelor degree programs of study 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.
- Specialists in the UAM School of Education STEM Center provide math/science professional development opportunities for public school teachers and UAM SOE candidates.
- The Educational Renewal Zone enhances and supports the SOE mission, goals, and objectives as well as the unit'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 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 prepare teacher candidates for the underserved and diverse areas of southwest Arkansas and the Mississippi Delta Region.
- The SOE actively uses unit assessment data to monitor/modify/revise programs of study to meet the needs of candidates.
- The Master of Arts in Teaching degree offers a non-traditional route that meets the needs of the partner schools for middle level and secondary teachers.

Weaknesses

- The School of Education faculty/staff must assume, in addition to their teaching responsibilities, multiple responsibilities including data assessment/analysis, program coordination, recruitment/teaching and program coordination.
- Some School of Education faculty members continue to need professional development in effective instructional strategies that meet the diverse needs of the student population.

- Some faculty should better incorporate instructional technology in their classroom instruction.
- 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.
- Upgrading of technology is a growing challenge as fiscal resource are diminished by current economic conditions

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

- Competition of on-line degree programs from other institutions and national for-profits organizations
- Difficulty in acquiring approval from ADE, ADHE, and other approval bodies to offer on-line degrees threaten viability of programs.
- 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.
- ADHE program viability policies that threaten high need content licensure areas such as middle childhood education and math/science education
- Increased state and national accountability requirements/reporting that creates additional work for faculty that already have multiple roles

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, Health and Leisure. Programs that do not lead to licensure are the Physical Education Exercise Science Option and the non-licensure program in Physical Education, Health, and Leisure.

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 level degree. Individuals who hold a bachelor degree in a content area or have 30 content related hours in a content area may enroll in the MAT alternative licensure graduate program and teach for one year with a provisional license while completing the twelve (12) month program of study. Upon successful completion of the program, teacher candidates receive initial teaching licensure as well as a Master's degree.

Programs of study for endorsements for 5-6 middle childhood, special education, instructional facilitator, Algebra I at 8th grade, ESL, and coaching are also offered.

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 the year-long clinical internship to ensure that candidates and other school personnel develop and demonstrate skills in content knowledge, pedagogy, dispositions, instructional technology, and professionalism.

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

The University of Arkansas at Monticello School of Education is committed to collaboration with its stakeholders in all 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 of 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

5th and 6th Grade Endorsement
English as Second Language
Algebra I Endorsement
Instructional Facilitator

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): Middle Childhood Education and 7-12 Secondary
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)

Program/Curriculum Revisions/Updates

- The unit received approval from the Arkansas Department of Education to offer an endorsement for the instructional facilitator.
- The unit developed an articulation agreement with Henderson State University for the acceptance of the UAM instructional facilitator endorsement toward the HSU Master of Education in Curriculum Administration.
- Reductions in state funding resulted in the loss of the ERZ assistant director position.
- An additional physical education faculty position was approved for the School of Education.
- The Dewitt School District became a member of the Southeast Arkansas Education Cooperative and, as a result, a partner district with the UAM School of Education.
- The UAM School of Education and the Monticello Intermediate School developed a “Methods Immersion” pilot project during the spring 2010 semester in which MIS faculty and the UAM method course faculty partner to provide extended learning opportunities for interns in pedagogy. A portion of the SOE methods courses are taught on the school site and learning is enhanced as UAM faculty and interns observe in “master teacher” classrooms at MIS.

Undergraduate Admitted Teacher Education Candidates (Fall 2007-Spring 2010)

	Fall 07	Spr 08	YDT 07-08	Fall 08	Spr 09	YDT 08-09	Fall 09	Spr 10	YDT 09-10
*P-4 Early Childhood				19	16	35	20	5	25
*Middle Childhood				3	1	4	0	2	2
*Health/PE				3	2	5	2	2	4
*Music Education				2	2	4	1	0	1
Total Admitted to Teacher Education	27	7	34	27	21	48	24	15	39
Intern I	27	3	30	18	9	27	18	9	27
Intern II	9	27	36	3	18	21	9	18	27
Program Completers			36			21			27
Program Completer Praxis Passing Rate			100%			100%			100%

Program Completers/Viability by Licensure Areas

Initial Licensure Areas	09-10
P-4 Early Childhood	24
Middle Level Childhood	7
PE Licensure	4
Music Education	4
Master of Arts in Teaching	09-10
MAT Life Science	4
MAT Physical Science	1
MAT Math	2
MAT English	5
MAT Social Studies	1
MAT Foreign Language	0
MAT PE	5
MAT Middle Childhood	10
MAT Art	1
MAT Music	0
MAT Family and Consumer Science	1
MAT Agriculture	2
MAT Speech	1

Advanced Licensure Areas	09-10
Master of Education Educational Leadership	9
Endorsement/Post Baccalaureate	09-10
Special Education P-4	4
Special Education 4-12	2
Instructional Facilitator	0
5 – 6 Middle Level	3
Algebra I	0
Coaching	1
Master of Education in Teacher Leader (no additional licensure)	2

Diversity of Teacher Candidates Admitted to Teacher Education Program

	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
White	Female 22	Female 3	Female 19	Female 15	Female 20	Female 9
	Male 3	Male 2	Male 5	Male 2	Male 3	Male 3
Black, African American	Female 2	Female 2	Female 3	Female 3	Female 1	Female 3
	Male 0	Male 0	Male 0	Male 1	Male 0	Male 0
Hispanic	0	0	0	0	0	0

Diversity of Initial/Advanced Licensure Program Completers/Graduates

Traditional Programs	07-08	08-09	09-10
White	31	Female 11 Male 5	Female 24 Male 5
Black, African American	4	Female 5 Male 0	Female 4 Male 0
Hispanic	0	Female 0 Male 0	Female 0 Male 0
Master of Arts in Teaching Initial License Alternative Route	07-08	08-09	09-10
White	Female 25 Male 7	Female 25 Male 15	Female 12 Male 7
Black	Female 1 Male 0	Female 1 Male 2	Female 1 Male 1
Hispanic	Female 1 Male 0	Female 0 Male 0	Female 0 Male 0

Advanced Licensure Programs			
Educational Leadership			
White			Females 3 Males 1
Black			0
Hispanic			0
Special Education			0
Non-Licensure Graduate Degree			
Master of Education			
White			Female 2 Male 0
Black			0
Hispanic			0

UAM School of Education Partnership Schools

The SOE has a formal partnership with thirteen (14) regional school districts and districts in the service area of the two community colleges with which the SOE has a partnership agreement. The following chart illustrates the number and placements of clinical interns in school districts during the 2009-10 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 2009 Clinical Internship Placements in Partnership Schools

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<p>Monticello Elementary 1037 Scoggin Drive Monticello, AR 71655 870-367-4010</p> <p>Monticello Intermediate 280 Clyde Ross Dr Monticello, AR 71655 870-367-4030</p>	<p>Tish Thomas tthomas@monticello.k12.ar.us</p>	<p>Ashley Gray (W/F) 7 Red Oak Monticello, AR 71655 870-304-7528 aag1124@uamont.edu</p>	Intern I	Early Childhood	Martin	N/A	Donna Forrest (W/F) 1 st MES
		<p>Janet Lane (W/F) 510 W. Union Monticello, AR 71655 870-723-0158 Janvug_13@yahoo.com</p>	Intern I	Early Childhood	Karyn Jones	N/A	Michelle Reed (W/F) 1 st MES
	<p>Mary Donaldson mdonaldson@monticello.k12.ar.us</p>	<p>Susan Starks (W/F) 455 Rebecca Circle Monticello, AR 71655 870-367-3739/723-0865 sms2027@uamont.edu</p>	Intern I	Early Childhood	Paula Atwell	N/A	Bonnie Smith (W/F) 1 st MES
		<p>Meredith Wright (W/F) 366 Rabb Road Monticello, AR 71655 870-866-6078 mjw0623@uamont.edu</p>	Intern I	Early Childhood	Sandy Funderburg	N/A	Paula Lane (W/F) 1 st MES
		<p>Cristal Hill (W/F) 329 Hwy. 172 Monticello, AR 71655 870-367-0734 cristallynnhill@yahoo.com</p>	Intern II	Early Childhood	Sandy Funderburg	N/A	Linda Tyler (W/F) K
		<p>Allison Dunn (W/F) 790 Hwy 138 East Tillar, AR 71670 870-814-0215 Abd6307@uamont.edu</p>	Intern II	Early Childhood	Paula Atwell	N/A	Jackie Koone (W/F) K

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Monticello Middle 280 Clyde Ross Dr Monticello, AR 71655 870-367-4040 Monticello Intermediate 280 Clyde Ross Dr Monticello, AR 71655 870-367-4030	Jay Hughes jhughes@monticello.k12.ar.us Mary Donaldson mdonaldson@monticello.k12.ar.us	Blake Abbott (W/M) 909 Ouachita 97 Bearden, AR 71720 870-313-9181 Saa2010@uamont.edu	Intern II	Mid-Level	Zimmerly	N/A	Misty Morgan (W/F) 7 th Science
		Kara Roy (W/F) P. O. Box 864 Brinkley, AR 72021 870-319-5139 KBR0612@uamont.edu	Intern I	Mid-Level	Karyn Jones	N/A	Amy Talley (W/F) 5 th MIS
		Sarah Ward Forrest (W/F) 484 Midways Rt Monticello, AR 71655 501-215-1172 sew1326@uamont.edu	Intern I	Mid-Level	Karyn Jones	N/A	Cookie Crossett 5 th MIS
		Ben Miller (W/M) 937 N. Boyd Monticello, AR 71655 870-918-1361 BDM1007@uamont.edu	Intern I	Physical Education	Barbie Johnson	N/A	Steve Fleming MMS Greg Tiner MIS
Monticello High 390 Clyde Ross Drive Monticello, AR 71655 870-367-4050	Kenny Pennington kpennington@monticello.k12.ar.us	John Kloap (W/M) P.O. Box 2047 Monticello, AR 71655 870-659-5965 johnkloap@gmail.com	Intern II	Music Ed.	Givhan	John Webb	Matt Teague (W/F) MHS Band Carrie Teague (W/F) MMS Band Dupree Kelly (W/F) K-2 MES

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Rison Elementary PO Box 600 Rison, AR 71665 870.325.6894	Ron Sims rsims@rison.k12.ar.us	Kirby Turner (W/F) 107 Brewster St. Fordyce, AR 71742 Knt1210@uamont.edu	Intern II	Early Childhood	Paula Atwell	N/A	Becky Rawls (W/F) Kindergarten Gina Young (W/F) 3 rd Grade
Rison High School P. O. Box 600 Rison, AR 71665 870-325-6241	Brian Brown brownb@rison.k12.ar.us	Lydia Ball (W/F) 141 Market St. Apt. 416 Monticello, AR 71655 870-224-5621 Leg0224@uamont.edu	Intern I	Music Education	Karyn Jones	John Webb	Ethel Pierce (W/F) High School
Drew Central Middle School 440 Hwy. 83 S. Monticello, AR 71665 870.367.5235	Joy Graham jgraham@drewcentral.org	Karen Thiele (W/F) 600 N. Gabbert Apt. 1 Monticello, AR 71655 870-460-9857 Klt1204@uamont.edu	Intern I	Middle Childhood	Zimmerly	N/A	Clark Wilmoth (W/M) 6 th
Drew Central Elem. 440 Hwy. 83 S. Monticello, AR 71665 870.367.6893	Mike Johnston mjohnston@drewcentral.org	Casey Wade (W/F) 217 E. Allen Street Monticello, AR 71655 870-654-3532 Ccp1226@uamont.edu	Intern I	Early Childhood	Karyn Jones	N/A	Susan Cossey (W/F) Kindergarten
		Keri Grider Cater (W/F) 391 E. Willis Ave. Monticello, AR 71655 870-820-4297 Krg1509@uamont.edu	Intern II	Early Childhood	Givhan	N/A	Jerrilynn Mapp (B/F) 1 st Grade

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Eastside Elementary 408 N. Bradley Warren, AR 71671 870.226.6761	Sarah Weaver weavers@warren.k12.ar.us	Lindsey White Vickers (W/F) 1419 West Pine Warren, AR 71671 870-820-0585 Lew2120@uamont.edu	Intern II	Early Childhood	Givhan	N/A	La Donna Marsh (W/F) K
		Ashley Loomis (W/F) 570 West Pine Warren, AR 71671 870-820-5508 Ashley188@yahoo.com	Intern II	Early Childhood	Givhan	N/A	Jo Ellen Callaway (W/F) 1 st Barbara Benton (B/F) 3 rd
		Leslie Nichols (W/F) 104 Bradley 97 Warren, AR 71671 870-820-1565 ljn2118@uamont.edu	Intern I	Early Childhood	Atwell	N/A	Felecia Bennett K Donna Hairston (W/F) 2nd
		Krista Sutherland (W/F) 231 Bradley 41 Warren, AR 71671 870-820-0812 KDS2113@uamont.edu	Intern I	Early Childhood	Atwell	N/A	Rose Miller 1 st Amy Cortright 3rd

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
McGehee Elementary 409 Oak Street McGehee, AR 71654 870-222-5400	Linda Tullos linda.tullos@msd.k12.ar.us	Mary McCollum (W/F) 705 Grandview McGehee, AR 71654 870-222-5119 MJM3416@uamont.edu	Intern I	Early Childhood	Atwell	N/A	Kristi Hogue (W/F) 1 st
Crossett Middle School 100 Petersburg Rd Crossett, AR 71635 870-364-4712	Jim Lucas jlucas@csd.k12.ar.us	Payton Hanry (W/F) 401 Cedar Street Crossett, AR 71635 870-415-0445/870-364-4193 hanry@cei.net	Intern I	Middle Childhood	Longing	N/A	Brenda Stroud (W/F) 6 th Vicki McMahan (W/F) 7 th Kristy Stephenson (W/F) 8 th
Eastside Elementary 408 N. Bradley Warren, AR 71671 870.226.6761 Brunson Elementary 212 John Scobey Dr Warren, AR 71671 870.226.2351 Warren Middle School 210 John Scobey Dr Warren, AR 71671 870.226.2484 Warren High School 803 North Walnut Warren, AR 71671 870-226-6736	Sarah Weaver weavers@warren.k12.ar.us Maxwell Williams williamsm@warren.k12.ar.us Glenetta Burks burksg@warren.k12.ar.us Gary Jackson jackson@warren.k12.ar.us	Kelli Stevens (W/F) 308 CR 3307 Atlanta, TX 75551 903-490-3280 kls3203@uamont.edu Kerry Blakemore (B/M) 462 South Hyatt Monticello, AR 71655 903-714-9571 Kmb2117@uamont.edu	Intern I	Music Education	Martin	Les Pack	John McBee (W/M) Warren High School Daniel Williams (W/M) Warren Middle School Melissa McBee (W/F) Warren Elementary Laura Ferguson (W/F) Warren High School
			Intern I	Music Education	Martin	Les Pack	John McBee (W/M) Warren High School Daniel Williams (W/M) Warren Middle School Melissa McBee (W/F) Warren Elementary Laura Ferguson (W/F) Warren High School

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Hamburg Allbritton Elementary 517 East Lincoln Street Hamburg, AR 71646 870.853.2820 Hamburg Junior High 412 Serrett Hamburg, AR 71646 870-853-2811	Lisa Atkins latkins@hhs.k12.ar.us Kent Broughton kbrought@hhs.k12.ar.us	Kacy Gill (W/F) 345 Ashley 254 Crossett, AR 71635 870-723-0284 bkgill@hughes.net	Intern I	Middle Childhood	Snow	N/A	Melissa Bell (W/F) 5 th
Jimmy Brown Elementary School 206 Cleveland Star City, AR 71667 870-628-5111 Star City Middle School 206 Cleveland Star City, AR 71667 870-628-5125 Star City High School 206 Cleveland Star City, AR 71667 870-628-5111	Hope Robinson hrobinso@starcity.k12.ar.us Susan White swhite@starcity.k12.ar.us Mike Walker mwalker@starcity.k12.ar.us	Jared Dutton (W/M) 3609 Jacob Rd Star City, AR 71667 870-918-8933 Dutton5104@yahoo.com	Intern II	Physical Education	Barbie Johnson	N/A	Jon Welch (W/M) High School Josh Brown (W/M) Middle School Jim Teague (W/M) High School Paul Pickens (W/M) Jimmy Brown Elem
Star City Middle School 206 Cleveland Star City, AR 71667 870-628-5125	Susan White swhite@starcity.k12.ar.us	Shawn Curtis (W/M) 2163 Jacob Rd Star City, AR 71667 870-370-3621 sac1018@uamont.edu	Intern I	Middle Childhood	Zimmerly	N/A	Mary Black 6 th Lisa McGriff 8 th
Jimmy Brown Elementary School 206 Cleveland Star City, AR 71667 870-628-5111	Hope Robinson hrobinso@starcity.k12.ar.us	Brittney Copeland (W/F) 7598 Cane Creek Rd Star City, AR 71667 870-628-4364 BDC0327@uamont.edu	Intern I	Early Childhood	Karyn Jones	N/A	Pam Haley (W/F) 1 st April Guenther (W/F) 3 rd

2+2 School	Principal	2+2 Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Northwest Elementary 1600 N. College Ave, El Dorado, AR 71730 870-864-5078	Melissa Powell mpowell@hg.scsc.k12.ar.us	Sharon Cameron (W/F) 4219 Lynn Drive El Dorado, AR 71730 870-866-2292 Sharon4705@yahoo.com	Intern I	Early Childhood	Mary Pat Cook	N/A	Lisa Henry (W/F) 1 st Nancy Bailey (W/F) 3 rd
		Varonica Kennedy (B/F) 1206 Texas Ave El Dorado, AR 71730 870-866-8799 varonicakennedy@yahoo.com	Intern I	Early Childhood	Mary Pat Cook	N/A	Julia Cole (W/F) 2 nd Sharon Patterson (W/F) 4 th
J. F. Wahl Elementary 125 Hickory Hill Dr Helena, AR 72342 870.338.4404	Becky Alexander balexander@hwh.grsc.k12.ar.us	Jeremy Reynolds (W/M) P.O. Box 50 Barton, AR 72312 870-995-8280 jeremyr_l@yahoo.com	Intern I	Early Childhood	Samella Williams	N/A	Angela Jacobs (B/F) 2 nd
		Carlecia Gentry (B/F) 321 N. 9 th Street West Helena, AR 72390 870-572-3582 crg611@yahoo.com	Intern I	Early Childhood	Samella Williams	N/A	Laura Coleman (B/F) 3 rd
Whitten Elementary School 175 Walnut Street Marianna, AR 72360 870.295.7120	Lillie Sexton sexton@wes.grsc.k12.ar.us	Vivian Perry (B/F) 33 Edgewood Circle West Helena, AR 72390 870-572-3426/995-2309 vfperry2@yahoo.com	Intern I	Early Childhood	Samella Williams	N/A	Janet Thomas (B/F) 1 st
Park Avenue Elementary 1202 S. Park Avenue Stuttgart, AR 72160 870-673-3563	Dr. Tracy Tucker ttucker@sps.k12.ar.us	Renee Turner (W/F) P. O. Box 135 406 W. 6 th St. Altheimer, AR 72004 870-847-1864 reneesealyturner@yahoo.com	Intern I	Early Childhood	Phyllis Fullerton	N/A	Lisa Morris (W/F) 2 nd

2+2 School	Principal	2+2 Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
DeWitt Elementary 601 S. Union St DeWitt, AR 72042 870-946-4651	Robert Franks rffl60@hotmail.com	Bobbi Pace (W/F) 322 E. 2 nd Dewitt, AR 72042 870-946-1658/946-5634 BJP5208@uamont.edu	Intern I	Early Childhood	Phyllis Fullerton	N/A	Keta Turner (W/F) Kindergarten Dana Horton (W/F) 3 rd
Clarendon Elementary P. O. Box 248 Clarendon, AR 72029 870-747-3383	Dr. Ruby Ellis ellisr@lions.grsc.k12.ar.us	Danielle Smith (W/F) 21301 Hwy 17 Clarendon, AR 72029 501-412-8156 pink_pixie06@hotmail.com	Intern I	Early Childhood	Phyllis Fullerton	N/A	Rhonda Boston(W/F) 2 nd Carlee Latham (B/F) 3rd
		Lisa Steeland (W/F) P. O. Box 118 Clarendon, AR 72029 870-747-5725 steeland472@gmail.com	Intern I	Early Childhood	Phyllis Fullerton	N/A	Carlee Latham (B/F) 3 rd Rhonda Boston(W/F) 2 nd

Spring 2010 Clinical Internship Placements in Partnership Schools

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Monticello Elementary 1037 Scoggin Drive Monticello, AR 71655 870-367-4010 Monticello Intermediate 280 Clyde Ross Dr Monticello, AR 71655 870-367-4030	Tish Thomas tthomas@monticello.k12.ar.us Mary Donaldson mdonaldson@monticello.k12.ar.us	Ashley Gray (W/F) 7 Red Oak Monticello, AR 71655 870-304-7528 aag1124@uamont.edu	Intern II	Early Childhood	Martin	N/A	Donna Forrest (W/F) 1 st MES
		Janet Lane (W/F) 510 W. Union Monticello, AR 71655 870-723-0158 Janvug_13@yahoo.com	Intern II	Early Childhood	Karyn Jones	N/A	Michelle Reed (W/F) 1 st MES
		Susan Starks (W/F) 455 Rebecca Circle Monticello, AR 71655 870-367-3739/723-0865 sms2027@uamont.edu	Intern II	Early Childhood	Paula Atwell	N/A	Jackie Koone (W/F) Kindergarten MES
		Meredith Wright (W/F) 366 Rabb Road Monticello, AR 71655 870-866-6078 mjw0623@uamont.edu	Intern II	Early Childhood	Sandy Funderburg	N/A	Paula Lane (W/F) 1 st MES
		Sydney McKiever (W/F) 1384 E. Shelton/P.O. Box 817 Monticello, AR 71655 870-723-6397 sat1113@uamont.edu	Intern I	Early Childhood	Dr. Jones	N/A	MES Joy Jackson 3 rd MIS

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Monticello Middle 280 Clyde Ross Dr Monticello, AR 71655 870-367-4040 Monticello Intermediate 280 Clyde Ross Dr Monticello, AR 71655 870-367-4030	Jerry Martens jhughes@monticello.k12.ar.us Mary Donaldson mdonaldson@monticello.k12.ar.us	Alex Fryer (W/M) 504 Oak Street Crossett, AR 71635 870-500-1889 fryer_alex@yahoo.com	Intern I	Physical Education	Kathy King	N/A	Steve Fleming MMS
		Kara Roy (W/F) P. O. Box 864 Brinkley, AR 72021 870-319-5139 KBR0612@uamont.edu	Intern II	Mid-Level	Karyn Jones	N/A	Misti Morgan (W/F) 7 th Science MMS
		Sarah Ward Forrest (W/F) 484 Midways Rt Monticello, AR 71655 501-215-1172 sew1326@uamont.edu	Intern II	Mid-Level	Karyn Jones	N/A	Cookie Crossett 5 th MIS
		Ben Miller (W/M) 937 N. Boyd Monticello, AR 71655 870-918-1361 BDM1007@uamont.edu	Intern II	Physical Education	Barbie Johnson	N/A	Danny Chisom MIS
Rison High School P. O. Box 600 Rison, AR 71665 870-325-6241	Brian Brown brownb@rison.k12.ar.us	Lydia Ball (W/F) 141 Market St. Apt. 416 Monticello, AR 71655 870-224-5621 Leq0224@uamont.edu	Intern II	Music Education	Karyn Jones	John Webb	Ethel Pierce (W/F) High School

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Drew Central Middle School 440 Hwy. 83 S. Monticello, AR 71665 870.367.5235	Joy Graham jgraham@drewcentral.org	Karen Thiele (W/F) 600 N. Gabbert Apt. 1 Monticello, AR 71655 870-460-9857 Klt1204@uamont.edu	Intern II	Middle Childhood	Zimmerly	N/A	Clark Wilmoth (W/M) 6 th
		Betty Squyres (W/F) 18 Cypress Monticello, AR 71655 870-224-6577 bms3129@uamont.edu	Intern I	Middle Childhood	Zimmerly		Mrs. Chambers 5 th
Drew Central Elem. 440 Hwy. 83 S. Monticello, AR 71665 870.367.6893	Mike Johnston mjohnston@drewcentral.org	Casey Wade (W/F) 217 E. Allen Street Monticello, AR 71655 870-654-3532 Ccp1226@uamont.edu	Intern II	Early Childhood	Karyn Jones	N/A	Mary Hobbs (W/F) 4 th
Eastside Elementary 408 N. Bradley Warren, AR 71671 870.226.6761	Sarah Weaver weavers@warren.k12.ar.us	Rebecca Ozment (W/F) 605 East Central Street Warren, AR 71671 870-820-3557 becca-lynn2006@yahoo.com	Intern I	Early Childhood	Martin	N/A	Amy Cortright 3 rd Jo Ellen Callaway 1 st
		Leslie Nichols (W/F) 104 Bradley 97 Warren, AR 71671 870-820-1565 ljn2118@uamont.edu	Intern II	Early Childhood	Atwell	N/A	Felecia Bennett (W/F) K
		Krista Sutherland (W/F) 231 Bradley 41 Warren, AR 71671 870-820-0812 KDS2113@uamont.edu	Intern II	Early Childhood	Atwell	N/A	Rose Miller (W/F) 1 st

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
McGehee Elementary 409 Oak Street McGehee, AR 71654 870-222-5400	Linda Tullos linda.tullos@msd.k12.ar.us	Mary McCollum (W/F) 705 Grandview McGehee, AR 71654 870-222-5119 MJM3416@uamont.edu	Intern II	Early Childhood	Atwell	N/A	Kristi Hogue (W/F) 1 st
Crossett Middle School 100 Petersburg Rd Crossett, AR 71635 870-364-4712	Jim Lucas jlucas@csd.k12.ar.us	Payton Hanry (W/F) 401 Cedar Street Crossett, AR 71635 870-415-0445/870-364-4193 hanry@cei.net	Intern II	Middle Childhood	Longing	N/A	Brenda Stroud (W/F) 6 th
Eastside Elementary 408 N. Bradley Warren, AR 71671 870.226.6761	Sarah Weaver weavers@warren.k12.ar.us	Kelli Stevens (W/F) 308 CR 3307 Atlanta, TX 75551 903-490-3280 kls3203@uamont.edu	Intern II	Music Education	Martin	Les Pack	John McBee (W/M) Warren High School
Brunson Elementary 212 John Scobey Dr Warren, AR 71671 870.226.2351	Maxwell Williams williamsm@warren.k12.ar.us						Daniel Williams (W/M) Warren Middle School
Warren Middle School 210 John Scobey Dr Warren, AR 71671 870.226.2484	Glenetta Burks burksq@warren.k12.ar.us						Melissa McBee (W/F) Warren Elementary
Warren High School 803 North Walnut Warren, AR 71671 870-226-6736	Gary Jackson jacksong@warren.k12.ar.us						Laura Ferguson (W/F) Warren High School
		Kerry Blakemore (B/M) 462 South Hyatt Monticello, AR 71655 903-714-9571 Kmb2117@uamont.edu	Intern II	Music Education	Martin	Les Pack	John McBee (W/M) Warren High School
							Daniel Williams (W/M) Warren Middle School
							Melissa McBee (W/F) Warren Elementary
							Laura Ferguson (W/F) Warren High School

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<p>Hamburg Allbritton Elementary 517 East Lincoln Street Hamburg, AR 71646 870.853.2820</p> <p>Hamburg Junior High 412 Serrett Hamburg, AR 71646 870-853-2811</p>	<p>Lisa Atkins latkins@hhs.k12.ar.us</p> <p>Kent Broughton kbrought@hhs.k12.ar.us</p>	<p>Kacy Gill (W/F) 345 Ashley 254 Crossett, AR 71635 870-723-0284 bkgill@hughes.net</p>	Intern II	Middle Childhood	Snow	N/A	Melissa Bell (W/F) 5 th
<p>Noble Elementary School East Lincoln Street Hamburg, AR 71646 870.853.2836</p>	<p>Tracy Streeter tstreeter@hca.sesc.k12.ar.us</p>	<p>Sarah Beavers (W/F) 1017 Hwy 65 South Eudora, AR 71640 870-355-4121 /870-265-6503 rtstbeavers@yahoo.com</p>	Intern I	Early Childhood	Atwell	N/A	<p>Mrs. Nutter Kindergarten</p> <p>Mrs. Elliott 3rd</p>
<p>Star City Middle School 206 Cleveland Star City, AR 71667 870-628-5125</p>	<p>Susan White swhite@starcity.k12.ar.us</p>	<p>Shawn Curtis (W/M) 2163 Jacob Rd Star City, AR 71667 870-370-3621 sac1018@uamont.edu</p>	Intern II	Middle Childhood	Zimmerly	N/A	Mary Black 6 th
<p>Jimmy Brown Elementary School 206 Cleveland Star City, AR 71667 870-628-5111</p>	<p>Hope Robinson hrobinso@starcity.k12.ar.us</p>	<p>Brittney Copeland (W/F) 7598 Cane Creek Rd Star City, AR 71667 870-628-4364 BDC0327@uamont.edu</p>	Intern II	Early Childhood	Karyn Jones	N/A	April Guenther (W/F) 3 rd

2+2 School	Principal	2+2 Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Northwest Elementary 1600 N. College Ave, El Dorado, AR 71730 870-864-5078	Melissa Powell mpowell@hg.scsc.k12.ar.us	Sharon Cameron (W/F) 4219 Lynn Drive El Dorado, AR 71730 870-866-2292 Sharon4705@yahoo.com	Intern II	Early Childhood	Mary Pat Cook	N/A	Lisa Henry (W/F) 1 st
		Varonica Kennedy (B/F) 1206 Texas Ave El Dorado, AR 71730 870-866-8799 varonicakennedy@yahoo.com	Intern II	Early Childhood	Mary Pat Cook	N/A	Sharon Patterson (W/F) 4 th
J. F. Wahl Elementary 125 Hickory Hill Dr Helena, AR 72342 870.338.4404	Becky Alexander balexander@hwh.grsc.k12.ar.us	Jeremy Reynolds (W/M) P.O. Box 50 Barton, AR 72312 870-995-8280 jeremyr_l@yahoo.com	Intern II	Early Childhood	Samella Williams	N/A	Judy Cross 4 th
		Carlecia Gentry (B/F) 321 N. 9 th Street West Helena, AR 72390 870-572-3582 crg611@yahoo.com	Intern II	Early Childhood	Samella Williams	N/A	Laura Coleman (B/F) 3 rd
Whitten Elementary School 175 Walnut Street Marianna, AR 72360 870.295.7120	Lillie Sexton sexton@wes.grsc.k12.ar.us	Vivian Perry (B/F) 33 Edgewood Circle West Helena, AR 72390 870-572-3426/995-2309 vperry2@yahoo.com	Intern II	Early Childhood	Samella Williams	N/A	Janet Thomas (B/F) 1 st
Park Avenue Elementary 1202 S. Park Avenue Stuttgart, AR 72160 870-673-3563	Dr. Tracy Tucker ttucker@sps.k12.ar.us	Renee Turner (W/F) P. O. Box 135 406 W. 6 th St. Altheimer, AR 72004 870-847-1864 reneesealyturner@yahoo.com	Intern II	Early Childhood	Phyllis Fullerton	N/A	Cindy Dickson Kindergarten

2+2 School	Principal	2+2 Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
DeWitt Elementary 601 S. Union St DeWitt, AR 72042 870-946-4651	Robert Franks rffl60@hotmail.com	Bobbi Pace (W/F) 322 E. 2 nd Dewitt, AR 72042 870-946-1658/946-5634 BJP5208@uamont.edu	Intern II	Early Childhood	Phyllis Fullerton	N/A	Keta Turner (W/F) Kindergarten
Clarendon Elementary P. O. Box 248 Clarendon, AR 72029 870-747-3383	Dr. Ruby Ellis ellisr@lions.grsc.k12.ar.us	Danielle Smith (W/F) 21301 Hwy 17 Clarendon, AR 72029 501-412-8156 pink_pixie06@hotmail.com	Intern II	Early Childhood	Phyllis Fullerton	N/A	Rhonda Boston(W/F) 2 nd
		Lisa Steeland (W/F) P. O. Box 118 Clarendon, AR 72029 870-747-5725 steeland472@gmail.com	Intern II	Early Childhood	Phyllis Fullerton	N/A	Carlee Latham (B/F) 3 rd

School of Education Honor Graduates 2009-10

5/14/2010	HEALTH & PE EXE	Caldwell Craig T	Magna Cum Laude
5/14/2010	HEALTH & PE EXE	Gardner Matthew W	Cum Laude
5/14/2010	HEALTH & PE EXE	Greer Heather N	Summa Cum Laude
5/14/2010	HEALTH & PE EXE	Owens Tasha E	Cum Laude
5/14/2010	HEALTH & PE EXE	Randall Lindsey R	Magna Cum Laude
5/14/2010	HEALTH & PE EXE	Temple Kayla M	Magna Cum Laude
5/14/2010	HEALTH & PE EXE	Zakrzewski Stephanie	Cum Laude
5/14/2010	HPE/BA/NON LICENSURE	Tipton Rebecca A	CUM LAUDE
5/14/2010	P-4 EARLY CHILDHOOD	Cameron Sharon A	CUM LAUDE
12/23/2009	P-4 EARLY CHILDHOOD	Cater Keri R	CUM LAUDE
5/14/2010	P-4 EARLY CHILDHOOD	Copeland Brittney D	MAGNA CUM LAUDE
12/23/2009	P-4 EARLY CHILDHOOD	Loomis Ashley N	MAGNA CUM LAUDE
5/14/2010	P-4 EARLY CHILDHOOD	McCollum Mary J	SUMMA CUM LAUDE
5/14/2010	P-4 EARLY CHILDHOOD	Perry Vivian F	CUM LAUDE
5/14/2010	P-4 EARLY CHILDHOOD	Smith Danielle N	MAGNA CUM LAUDE
5/14/2010	P-4 EARLY CHILDHOOD	Starks Susan M	MAGNA CUM LAUDE
5/14/2010	P-4 EARLY CHILDHOOD	Steeland Lisa A	SUMMA CUM LAUDE
5/14/2010	P-4 EARLY CHILDHOOD	Sutherland Krista D	MAGNA CUM LAUDE
5/14/2010	P-4 EARLY CHILDHOOD	Turner Renee S	CUM LAUDE
12/23/2009	P-4 EARLY CHILDHOOD	Vickers Lindsey E	CUM LAUDE
5/14/2010	MIDDLE LEVEL EDUC	Forrest Sarah E	SUMMA CUM LAUDE
5/14/2010	MIDDLE LEVEL EDUC	Roy Kara B	SUMMA CUM LAUDE
5/14/2010	MIDDLE LEVEL EDUC	Thiele Karen L	MAGNA CUM LAUDE

School of Education Majors: Fall 2007 – Fall 2009

	Fall 2007	Fall 2008	Fall 2009
Early Childhood			
(P-4)			
Freshman	45	66	57
Sophomore	35	28	45
Junior	38	34	27
Senior	57	31	50
Pre-Freshman	2	2	1
Special (non-degree seeking)	0	0	1
Post Bachelor	1	1	1
Total	178	162	182
	Fall 2007	Fall 2008	Fall 2009
Middle-Level Education (4-8)			
Freshman	4	11	15
Sophomore	4	2	9
Junior	6	7	3
Senior	3	3	11
Pre-Freshman	1	1	1
Special (non-degree seeking)	0	0	0
Post Bachelor	2	0	0
Total	20	24	39
	Fall 2007	Fall 2008	Fall 2009
Teacher Licensure			
Freshman	0	0	0
Sophomore	0	0	0
Junior	0	0	0
Senior	0	0	0
Pre-Freshman	0	0	0
Special (non-degree seeking)	1	0	0
Post Bachelor	17	8	10
Total	18	8	10
	Fall 2007	Fall 2009	Fall 2009
Health & PE- Licensure			
Freshman	24	36	46
Sophomore	21	17	31
Junior	27	16	16
Senior	8	22	28

Pre-Freshman	2	2	2
Special (non-degree seeking)	0	0	0
Post Bachelor	1	2	1
Total	83	95	124
Health & PE - Non-Licensure (BA/BS)			
Freshman	8	9	13
Sophomore	9	11	12
Junior	14	19	16
Senior	25	27	40
Pre-Freshman	0	1	0
Special (non-degree seeking)	0	0	0
Post Bachelor	0	0	2
Total	56	67	83
Health & PE - Exercise Science			
Freshman	9	4	4
Sophomore	1	8	6
Junior	6	10	11
Senior	5	8	19
Pre-Freshman	1	0	0
Special (non-degree seeking)	0	0	0
Post Bachelor	0	0	0
Total	22	30	40
Grad Ed - Secondary Emphasis (M.Ed.)			
Total	0	0	0
Grad Ed - M.Ed. (Teacher Leader)			
Total	50	33	30
	Fall 2007	Fall 2008	Fall 2009
Grad Ed - Ed. Leadership (M.Ed.)			
Total	18	17	17
Grad Ed - Master of Arts-Teaching (M.A.T.)			
Total	49	41	41
Unit Totals	494	477	566
Secondary Education Program (Arts/Humanities & SOE)			

Music Education			
Freshman			11
Sophomore			5
Junior			5
Senior			8
Pre-Freshman			1
Post Bachelor			1
Total			31

Summary: SOE Course Enrollment Totals by Area/Semester 2009-2010

Courses	Summer II 2009	Fall 2009	Spring 2010	Summer I 2010
Undergraduate Course Prefix				
EDUC Core	14	390	439	74 (includes 56 MAT intro. candidates)
ECED: P-4 Early Childhood	2	339	179	6
MLED: Middle Childhood	0	60	18	0
PE: Licensure/Non-Licensure	126	773	886	195
EXSC: Exercise Science	32	47	146	0
Graduate				
EDFD: Master of Education; Master of Arts in Education; M. Ed Educational Leadership	102	22	4	20
EDLD: M.Ed in Educational Leadership	7	22	23	13
SPED: Special Education	12	17	27	0

❖ (Attachment A: Enrollment Summary Report)

Number of SOE Graduates

2008-2009 by Major/Concentration

Undergraduate						Graduate	
P-4 Early Childhood;	Middle Level Education	Health P.E.	Non-Licensure P.E.	Health P.E Exer. Scien.	M.Ed.	Ed. Leadership	M.A.T.
14	1	1	6	2	14	2	34
Total Undergraduate 24						Total Graduate 50	

2009-2010 by Major/Concentration

Undergraduate						Graduate	
P-4 Early Childhood;	Middle Level Education	Health P.E.	Non-Licensure P.E.	Health P.E Exer. Scien.	M.Ed.	Ed. Leadership	M.A.T.
24	7	3	21	12	8	8	31
Total Undergraduate 67						Total Graduate 47	

SOE Middle Level Education Graduates with Areas of Emphasis

Deg	Date	Major	First Emphasis	Second Emphasis	Name
BA	5/14/2010	MIDDLE LEVEL	English	Science	Curtis Shawn A
BA	5/14/2010	MIDDLE LEVEL	English	Science	Forrest Sarah E
BA	5/14/2010	MIDDLE LEVEL	English	Science	Harry Payton J
BA	5/14/2010	MIDDLE LEVEL	ENGLISH/SOCIAL		Gill Kacy J
BA	5/14/2010	MIDDLE LEVEL	Science	English	Roy Kara B
BA	5/14/2010	MIDDLE LEVEL	Science	English	Thiele Karen L
BA	5/14/2010	MIDDLE LEVEL	Soc Studies/Sci		Abbott Steven A

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: 2009 - 2010					
Faculty Member	SSCH Summer II 2009	SSCH Fall 2009	SSCH Spring 2010	SSCH Summer I 2010	Total SSCH
Shellye Byrd	60	246	177	21	213
Alvy Early	0	62	0	16	78
Dan Fodrocy	34	0	0	0	34
J Eargle	0	0	0	51	51
Debbie Givhan	78	189	150	60	477
JR Jackson	0	11	19	39	69
Trudy Jackson	0	0	33	0	33
CM Jones	6	279	151	33	469
Tracie Jones	0	69	66	0	135
Kathy King	78	348	402	0	828
Jeff Longing	135	270	273	72	750
Sue Martin	21	218	46	3	288
Dwayne Massey	132	336	327	129	924
Rebecca Newton	51	255	180	78	564
Donald Dykes	0	0	72	28	100
Memory Frazer	57	337	391	66	851
Donna Hunnicutt	27	144	117	0	288
Carlos James	0	14	0	20	34
B.Johnson(adjunct)	0	246	300	0	546
Vera Lang Brown	0	167	197	0	364
Kim Level	0	375	354	0	729
G. Mathews	0	0	127	26	153
Mike Newell	0	50	141	0	191
Nicole Smith	0	0	0	8	8
Albert Snow	142	264	222	168	796
Troy Stubbs	48	72	0	0	120
Max Terrell	0	84	273	45	402
D. Warehime	8	0	88	0	96
Alyane Zimmerly	0	156	288	162	606
Total SSCH 2009-10	843	4192	4611	1025	10,671
Total SSCH 2008-09	691	3652	3753	863	8959

Faculty Qualification Summary

Dr. Jeff Longing completed the Doctorate of Education in Curriculum and Supervision from the University of Louisiana at Monroe and was promoted to the tenure-track rank of assistant professor. As of May 2010, the School of Education had eleven faculty members with doctorate degrees, one faculty member with an educational specialist degree, and one faculty member with a Master’s Degree and an endorsement as a reading specialist.

The UAM STEM Center staff members have Master degrees and additional endorsements in their area of expertise. The ERS director and assistant director have Master degrees.

Faculty Member Name	Highest Degree, Field, & University	Assignment: Indicate the role of the faculty member	Faculty Rank	Tenure Track
Brown, Vera	Ph.D. Ed Administration, Iowa State University	Faculty	Associate Professor	YES
Doss, Peggy	Ed. D, Higher Ed. Adm., UALR	Dean, faculty	Professor	YES
Givhan, Deborah	Educational Specialist, Special Education University of Alabama	Faculty	Instructor	
Hunnicut, Donna	Doctor of Education, Higher Education University of Arkansas at Little Rock	Coordinator for Graduate Programs/NCATE Coordinator	Assistant Professor	YES
Jones, C.M.	Ph.D., Instr. & Curr., George Peabody College for Teachers	Faculty	Professor	YES
King, Kathy	Ed.D.* Recreation Administration*University of Georgia	Health and Physical Education Program Coordinator	Associate Professor	YES
Level, Kim	Masters of Ed. In Elem. Ed.	Partnership Coordinator	Instructor	
Longing, Jeff	Ed. D. University of Louisiana at Monroe Curriculum and Instruction	Faculty	Assistant Professor	Yes
Martin, Sue	Ed.D, Un. Of AR, Ed. Leadership & Adm.	P-4 Coordinator/faculty	Assistant Professor	YES
Massey, Dewayne	EdD Human Performance and Recreation The University of Southern Mississippi	Faulty	Assistant Professor	YES
Snow, Albert	Ed.D University of Southern Mississippi	Faculty	Assistant Professor	Yes
Terrell, S. Max	Ph.D. in Curriculum and Instruction, Indiana State University	Faculty	Professor	YES
Zimmerly, Alayne	Ph.D., Un. of AR, Fayetteville, Curriculum and Instruction	Faculty	Assistant Professor	YES

Active/Current Grant Awards 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.

**** Indicates grants acquired in the 2009-2010 year**

Grant Title	Source of Funding	Amount	Grant Date	Principal Investigator(s)	Comments
**Fostering Algebraic Thinking	Arkansas Department of Higher Education: (ADHE)	\$58,621	5-11-10	Donna Hunnicutt	Prepares mathematics teachers in grades 6-10 to foster algebraic thinking and to be able to conduct hands-on investigations, learn the language of algebraic thinking, structure thinking, and create problem solving skills
**UAM Autism Project	ADE	\$7990	12-28-09	Debbie Givhan	Provides opportunities for teachers, parents and paraprofessionals to receive training/mentoring regarding the characteristics of autism and the use of Structured Teaching and Visual Supports in increase successful integration of students with autism into the classroom
**Praxis I Support	Wal-Mart	\$500	4-29-10	Sue Martin	Financial support for students to take the Praxis I test
**Education Renewal Zone	ADE	\$210,332	June 2010	Tracie Jones: ERZ Director	Assists public schools in Southeast Arkansas to improve school performance, student academic achievement, develop collaboration among public schools, university and educational cooperative and support teacher recruitment.
**STEM Grant for Math Specialist	ADE	\$86,500	June 30, 2010	Peggy Doss; SOE Dean Deanna Duncan: Math Specialist	Staff development or secondary math teachers
**STEM Grant for Science Specialist	ADE	\$86,500	June 30, 2010	Peggy Doss: SOE Dean/ Pam Beard: Science Specialist	Staff development for secondary science teachers
**Supplemental Education Services	ADE	\$36,200	Spring 2009	Kim Level: SOE Partnership Coordinator	Interns, UAM faculty, and other qualified tutors provide supplemental instruction for public school districts in southeast Arkansas in after school settings
School of Education Program Support	ADE	\$10,000	No ending date	Peggy Doss: SOE Dean	Provides professional development to prepare quality programs to meet new standards
Program and Faculty Development	ADE	\$5,071	No ending date	Peggy Doss	Provides professional development to prepare quality programs
Program and Faculty Development	ADE	\$2,500	No ending date	Peggy Doss: SOE Dean	Provides professional development to prepare quality programs
Total \$504,214					

Grants Awarded in the School of Education Since 2007

Grant Title	Source of Funding	Amount	Grant Ending Date	Principal Investigator(s)	Comments
Arkansas Science & Technology Authority	ADHE	5,000	May 2010	Deanna Duncan	Assists public school teachers in the development of Algebra I lesson plans to be placed on the ASTA SMART web portal and made available to other Algebra I teachers in the state.
Spanish For Teachers	ADHE	50,963	May 2009	Marla Ramirez: SOE Isabel Bacon: Arts and Humanities	A 3 hour graduate course for public school teachers to learn the application of linguistics to mainstream curricula through the study of a foreign language.
AR Adm. Licensure	Walton Fd.	392	NA	Vera Lang Brown:	Assistance for minority candidates to take state test
Minority Recruitment	Walton Foundation	31,695	No ending date	Vera Lang Brown	
Recruitment	ADHE	367	May 2008	Vera Lang Brown:	Recruits students, particularly minorities and women, into math and science teaching
Transition to Teaching	U.S. Department of Education	Original Funding: \$1,450,000 Over 5 years (\$290,000)	September 2009	D. Hunnicutt: SOE Graduate Coordinator/ NCATE Coordinator	Provides 180 teachers over a five year period to teach in the delta
Educational Renewal Zone	ADE	\$142,747	June 2009	Mary Jo Barnett: ERZ Director	Assists public schools in Southeast Arkansas to improve school performance, student academic achievement, develop collaboration among public schools, university and educational cooperative and support teacher recruitment.
Math Specialist	ADE	\$85,500	June 30, 2009	Peggy Doss: SOE Dean/ Deanna Duncan: Math Specialist	Staff development for secondary math teachers
Science Specialist	ADE	\$85,500	June 30, 2009	Peggy Doss: SOE Dean/ Pam Beard: Science Specialist	Staff development for secondary science teachers
English As Second Language	ADHE	\$ 46,859	September 2008	Marla Ramirez: SOE Faculty	Provides books, meals, and stipends for public school teachers to take courses for ESL endorsement
NCLB ESL Teaching Methods	ADHE	\$ 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

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Minority Recruitment and Retention	ADHE	2,963	May 2008	Vera Lang Brown: SOE Faculty	Supports minorities entering the teaching profession
Supplemental Services Provider Grant	ADE	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	ADHE	5000	May 2008	V. Brown: SOE Faculty	Supports minorities entering the teaching profession
Math Specialist	ADE	85,500	June 30, 2008	Peggy Doss	Staff development for secondary math teachers
Science Specialist	ADE	85,500	June 30, 2008	Peggy Doss	Staff development for secondary science teachers
Educational Renewal Zone	ADE	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'	ADHE	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	ADE	5000	June 2007	Mary Jo Barnett	Materials and supplies to install additional Smart Room technology in SOE
Education Renewal Zone	ADE	1500	June 2007	Mary Jo Barnett	Funds to purchase video for Smart Room
Math Specialist	ADE	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	ADE	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	
TOTAL	\$2,569,867				

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

VCR Television combo

Three (3) scanners

Eleven (11) Laptops

Special SOE Projects

Education Renewal Zone **EXECUTIVE SUMMARY**

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

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

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

Much effort has been made by the Southeast ERZ Director and Assistant Director to communicate and collaborate with all partners and to ensure that all receive information and have opportunities to be heard. An Advisory Group composed of representatives from all partnerships meets four times a year. Additional representatives were added this year to ensure representation of all groups. When necessary, additional Advisory Group Meetings can be initiated. Numerous focus meetings are held on a regular basis, and additional focus groups

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

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

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

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

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

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

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

ERZ/UAM School of Education School Partnership Data

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

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

School of Education STEM Center

The UAM STEM Center on the campus of the University of Arkansas at Monticello is located in the School of Education. The mission of the center is to improve Mathematics and Science Education in the Southeast Arkansas area through the implementation of programs which enhance the math and science knowledge of students and teachers. The Center supports the objectives of national, state and local math and science organizations which include: NCTM, NSTA, ACTM, ASTA, SEACTM, and SEASTA.

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

The math and science center also houses an extensive materials and resource center on the first floor of Willard Hall. The center was threatened with the possibility of budget reductions/elimination of funding as a result of major budget reductions at the Arkansas Department of Education. STEM Center and SOE staff prepared a grant proposal for the 2010-2011 academic year and were successful in acquiring funding for next academic year. Continuation of funding will be performance based and competitive.

The last eight years the University of Arkansas at Monticello (UAM) Math and Science Specialists have become an important part of developing strong connections between K-12 public schools and higher education. The specialists work with public school faculty, students, and administrators to impact student learning. Additionally, the specialists work with university faculty within the School of Education and the School of Mathematics and Natural Sciences to provide services for public school teachers and for pre-service teachers.

During the past five years, the specialists have co-taught methods lessons with university faculty teaching pre-service teachers. The specialists have co-taught various lessons with Dr. C.M. Jones in the Math and Science for Young Children course each year. Additionally, they have co-taught lessons with Dr. Alayne Zimmerly in the Teaching and Learning in the Middle Grades. The methods courses are embedded in the pre-service teachers' internship; this allows pre-service teachers to implement the research-based instructional strategies they have learned immediately with public school students. An average of 26 pre-service teachers are in the internship per year. The pre-service teachers work with an average of 20 public school students per year. By co-teaching lessons for the pre-service teachers in the methods courses the specialists have the potential to impact the achievement of 520 public school students per year. Over a five year timeframe, the achievement of approximately 2,600 public school students have potentially been impacted by the lessons co-taught by the specialist and the university faculty.

The specialists have worked jointly with Dr. Vera Brown in Needs of Diverse Learners course and with Dr. Jeff Longing in Instructional Technology course to provide pre-service teachers with the knowledge of how to integrate technology into the curriculum and into

their instruction. Additionally, they have demonstrated how to integrate math and science into the curriculum while working with both Dr. Brown and Dr. Longing.

Over the last year, the UAM Math and Science Specialists have been trained to work on Smart Accountability School Improvement Specialty Teams. The UAM Math and Science Specialists work with the district administrators and school staff, use data analysis to identify students within subgroups and students representing small numbers within subgroups to plan targeted interventions for all underachieving students that are identified in the Academic Improvement Plan for math and/or literacy and Intensive Reading Interventions. In cooperation with Ms. LaDonna Spain, the ADE School Improvement Specialist at the Southeast Arkansas Education Service Cooperative the UAM Math and Science Specialists currently serve on five Smart Accountability School Specialty Teams: Monticello High School, Drew Central High School, McGehee High School, Dermott High School, and Crossett High School. By serving on these teams the specialists have potentially impacted the achievement of 2,500 public school students this year.