

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

2011-2012  
ANNUAL REPORT



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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, sometimes 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, “The Frameworks for Teaching” Danielson Model, InTASC, and NCATE/CAEP standards as well as discipline specific learned society standards (specialty program associations).

### **Strengths**

- The School of Education seeks opportunities to expand program offerings to meet the needs of the region and to ensure that programs are readily accessible. This is evidenced by the addition of the new Master of Physical Education and Coaching online degree, the Bachelor of Teaching and Learning and a minor in Teaching and Learning in the 2011-2012 academic year.
- The School of Education has significantly increased opportunities for students to take online courses, to participate in other distance learning course offerings including evening and Saturday classes that will meet the needs of students.
- The School of Education has an outstanding assessment system for gathering, storing and analyzing data for program improvement. In the fall of 2011, the unit adopted a new assessment/data system, Chalk and Wire, to ensure the security and validity of the assessment system and analysis of data.



- The School of Education, the ERZ and the STEM Center have a strong relationship with the School of Mathematics and Sciences and the School of Arts and Humanities which results in better prepared students in the content areas and significant gains in the recruitment of English, math and science teacher candidates.
- The School of Education created a memorandum of understanding with area school district in which the district agrees to pay to cost of tuition for students who are in the Master of Arts in Teaching degree and will teach a high need content area in the district for 4 – 5 years. Five of fourteen districts have now committed to the agreement.
- The School of Education methods faculty continue to successfully partner with 3 area schools in the Monticello School District in an “immersion project” in which the P-4 and Middle Childhood methods courses are taught in authentic classroom settings in multiple disciplines and learning levels. Plans are being made to expand the program into other schools and districts.
- 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.
- The UAM School of Education was once again approved by ADE to be a supplemental services provider and expanded its role in tutoring in area public schools. The program is not only a source of income for the School of Education; it also provides practical field experiences and extra income for UAM teacher candidates and UAM faculty.
- The Educational Renewal Zone continues to be a major component of the School of Education structure and continues to enhance and support the SOE mission, goals, and objectives as well as the unit’s ability to collaborate with multiple stakeholders and other units.
- The Education Renewal Zone Project provides opportunities for the UAM School of Education, School of Arts/Humanities, and School of Science and Mathematics faculty members to co-teach with area public school faculty to enhance instructional skills, to have a better understanding of public school curriculum and to remain up-to-date in public school programs and instructional strategies.
- The School of Education continues to partner with two community colleges to offer a 2+2 partnership that allows AAT degree students to complete the last two years of the 4 year degree and receive teacher licensure. The 2+2 Community College Partnership agreement prepares teacher candidates for the underserved and diverse areas of southwest Arkansas and the Mississippi Delta Region.
- The School of Education course enrollments and the number of education majors continue to increase due to the recruitment and retention efforts of the unit.
- STEM Center Specialists in the UAM School of Education provide math/science professional development opportunities for public school teachers, university faculty, and UAM SOE candidates.
- 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 maintains a relationship with the Arkansas Department of Education that exemplifies mutual respect and collaboration to ensure quality program development.
- The SOE actively uses unit assessment data to monitor/modify/revise programs of study to meet the needs of candidates.

- The SOE faculty have advanced their knowledge and skills in providing quality on-line instruction.
- All degrees have been reduced to 120 hours to meet the requirements of ACT 747.

### **Weaknesses**

- Lack of university-wide wireless connectivity necessary to demonstrate current technological advancements in teaching
- The School of Education faculty/staff must continue to assume, in addition to the teaching, multiple responsibilities including data assessment/analysis, NCATE accreditation/program coordination, recruitment/teaching and SPA reports.
- 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.
- Lack of resources to offer attractive salaries to recruit new faculty
- Absence of the option of the Arkansas Teacher Retirement system for potential faculty from public schools

### **Opportunities for Improvements**

- 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.
- Although, the faculty have improved advising of students, improved and more consistent use of degree audits will ensure appropriate student progress and improve retention.
- Design of online courses can be improved to provide clarity of expectations, enhance understanding of assignments and communication between faculty and students.
- The SOE must continue the current efforts to work with the other units to increase the number of 7-12 secondary teachers with specific focus on mathematics and science teachers.
- The unit must focus on greater recruitment efforts for new students for the Master of Education in Educational Leadership degree.

### **Threats to Effectiveness**

- Perpetual and frequent changes in programs of study, Praxis exam requirements and licensure structure by the Arkansas Department of Education
- The lack of HLC approval for additional online graduate programs will create program viability concerns.
- Increased state and national requirements for reports and standards without sufficient additional administration assistance/support
- State funding for HIED

- Recruitment of faculty with terminal degrees will jeopardize meeting all of the standards of NCATE/CAEP
- Recruitment of faculty that enhance diversity in the unit
- 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 responsibilities
- Revisions in teacher licensure levels by the Arkansas Department of Education that result in new program development and potentially additional faculty

## **Undergraduate Program Offerings**

Undergraduate degrees and majors that lead to teacher licensure are:

- P-4 Early Childhood;
- Middle Level Childhood; (language arts/social studies and math/science emphasis areas)
- K-12 Physical Education, Health and Leisure

Degrees/majors that **do not** lead to licensure are:

- Bachelor of Science in Teaching and Learning;
- Physical Education Exercise Science Option;
- Physical Education, Health, and Leisure Non-licensure

Additional options for the preparation for initial licensure for P-4 Early Childhood Education and Middle Childhood Education are offered in the Master of Arts in Teaching (MAT) graduate degree program.

## **Graduate Program Offerings**

Graduate degrees offered in the School of Education that lead to an additional license are:

- Master of Education in Educational Leadership;
- Master of Arts in Teaching (nontraditional initial licensure degree);

The MAT degree is also the licensure route for candidate pursuing secondary content areas such as English, science, math, business, social studies, foreign language, speech, art, agriculture, etc. Individuals who meet pre-requisite requirements for the P-4 Early Childhood or Middle Childhood MAT route, 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 an initial teaching licensure as well as a master's degree.

Graduate degrees offered in the School of Education that do not lead to an additional license are:

- Master of Physical Education and Coaching (new completely online degree in 2012);
- Master of Education with concentrations in special education, teacher leader, and content areas.

### **Education Minors/Endorsements**

- Music education

Teacher 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.

- Teaching and Learning (new in 2012)  
The 18 hour Teaching and Learning minor is the newest addition to the minor offerings in the School of Education. It provides an opportunity for non-education majors to take select education courses which better prepares them for the Master of Arts in Teaching degree or to further explore an interest in teaching.
- Coaching
- Special Education graduate endorsement for additional licensure
- 5-6 Middle Level endorsement to allow P-4 licensure to teach grades 5 and 6
- Algebra I endorsement for 8<sup>th</sup> grade
- Instructional Facilitator
- ESL

### **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 until all components of the programs have been completed, including successfully passing all parts of the Praxis I, Praxis II Specialty area examination(s), Praxis II Principles of Learning and Teaching, successful completion of all signature assessment, and meeting GPA requirements.

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, 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/CAEP 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 areas. 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 programs as well as field and clinical experiences for candidates in initial and advanced licensure programs. Each of the fourteen 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 annual surveys 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, 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 stakeholders' meetings, teacher education committee meetings, cooperating teacher orientations, monthly intern seminars, and program planning meetings. Cooperating teachers also complete a survey following the clinical internship as additional feedback for data collection and analysis. Candidates also evaluate assigned internship/field experiences in the post-internship survey. Candidates also have opportunities 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. 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 Educational leadership program and school-based partners. Candidates in advanced (M.Ed.) teacher education programs complete field experiences in their schools, and if not employed in P-12 school settings, placements are provided through the collaboration of faculty, the graduate coordinator and the public schools.

The UAM School of Education (SOE) has a strong collaborative relationship with other units at the university particularly the School of Mathematics and Sciences and the School of Arts and Humanities. The SOE collaborated with both units in the design of the new Teaching and Learning minor. The School of Mathematics and Sciences, the UAM STEM Center, area public schools and the Education Renewal Zone were significant partners in recruitment efforts for high need math and science teachers.

### **Recruitment for High Need Content Licensure Areas**

The School of Education created a memorandum of understanding with area school district in which the district agrees to pay to cost of tuition for students who are in the Master of Arts in Teaching degree and will teach a high need content area in the district for 4 – 5 years. Five of fourteen districts have now committed to the agreement. The School of Mathematics and Sciences, the ERZ, the STEM Center, and area superintendents collaborated with the School of Education to meet with math and science majors to encourage teacher education as a minor.

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

The School of Education revised its transition points during the 2012 year to provide more accessibility to education classes prior to admission to teacher education. 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.

**Transition Points for School of Education Undergraduate  
Teacher Licensure Degree Programs  
(Revised September 2012)**

**Transition Point I: Pre-Admission Requirements**

- C or better in the following:
  - ENGL 1013
  - ENGL 1023
  - MATH 1003 or MATH 1043
  - COMM 1023, 2203, or 2283
- 1000- 2000 level major courses
- C or better in the following
  - 1000-2000 EDUC courses
  - EDUC 3563 Effective Instructional/Management Strategies
  - EDUC 3583 Assessment Techniques
- PRAXIS I: PPST (Passing scores for all three areas)
  - Reading
  - Writing
  - Math
- Criminal background check
- Cumulative GPA of 2.65 or better
- Two letters of recommendation for admission to teacher education
- **Teacher candidates who meet the above requirements will be admitted to the teacher education program and may then enroll in remainder of major courses (ECED, MLED, and PE)**

**Transition Point II: Teacher Education Major Degree Program of Study**

- Acquire cumulative GPA of 2.75 or better
- C or better in the following
  - EDUC 3203 Education Psychology: Developing Learners
  - EDUC 3573 Classroom Management
- Successful completion of the remainder of major degree program of study with the **exception of the clinical internship I and II and methods courses**
- Completion of pre-internship signature assessments and field experiences
- PRAXIS II: Subject Assessment(s) (Passing scores for the appropriate licensure area)
- Pre-Internship Survey

- State of Arkansas, F.B.I, and Child Maltreatment background check

**Transition Point III: Clinical Internship**

- Maintain cumulative GPA of 2.75 or Better
- C or better in major methods courses
- Successful completion of all signature assessments and field experiences
- Successful completion of formative and summative TCRI evaluations
- PRAXIS II: Principles of Learning and Teaching (Passing score for appropriate grade level)

**Transition Point IV: Program Completion**

- Cumulative GPA of 2.75 or better
- Post-Internship Survey
- Successful completion of the Teacher Work Sample Portfolio
- Successful completion of all degree requirements
- Degree conferral
- Recommendation for licensure
- Graduate Survey (1<sup>st</sup> year, 3<sup>rd</sup> year, 5<sup>th</sup> year)

**Undergraduate Teacher Education Programs for Initial Licensure**

P-4 Early Childhood

- Middle Level Childhood
- Physical Education, Health and Leisure
- P-4 Early Childhood

**Endorsements**

- 5<sup>th</sup> and 6<sup>th</sup> Grade Endorsement
- English as Second Language
- Algebra I Endorsement
- Instructional Facilitator

**Undergraduate Non-Licensure Degree**

- Bachelor of Science in Teaching and Learning (Approved July 2011)

**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 Early Childhood, Middle Childhood Education and 7-12 Secondary Content
- P-4 Instructional Specialist in Special Education
- 4-12 Instructional Specialist in Special Education
- Master of Physical Education and Coaching (Approved spring 2011)

### **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 Arkansas Department of Education removed funding for the ERZ assistant director position for the 2012-13 year.
- The unit received campus and the University of Arkansas Board of Trustee approval for a new non-licensure Bachelor of Science in Teaching and Learning undergraduate degree.
- The unit received Higher Learning Commission approval for the first UAM online degree, the Master of Physical Education and Coaching.

- The unit developed memorandums of understanding with five school districts for the option to pay tuition for high need content MAT candidates in return for 4 – 5 years teaching service in the district.
- A teaching and learning minor was approved.

**School of Education Major Data**

**Students Admitted to Teacher Education (Fall 2009-Spring 2012)**

	Fall 09	Spr 10	YTD 09-10	Fall 10	Spring 11	YTD 10-11	Fall 11	Spring 12	YTD 11-12
*P-4 Early Childhood	20	5	25	26	3	29	23	4	27
*Middle Childhood	0	2	2	8	2	10	6	0	6
*Health/PE	2	2	4	2	3	5	0	2	2
*Music Education	1	0	1	0	2	2	0	0	0
<b>Total Admitted to Teacher Education</b>	24	15	39	36	10	46	29	6	35

**Teacher Education Interns (Fall 2009 – Spring 2012)**

	Spr 09	YTD 08-09	Fall 09	Spr 10	YTD 09-10	Fall 10	Spring 11	YTD 10-11	Fall 11	Spring 12	YTD 11-12
Intern I	9	27	18	4	22	20	13	33	40	4	44
Intern II	18	21	9	18	27	4	19	23	13	39	52

**Program Completers/SOE Graduates by Licensure Areas**

<b>Initial Licensure Areas</b>	<b>09-10</b>	<b>Praxis II Passing Rate of Program Completers</b>	<b>10-11</b>	<b>Praxis II Passing Rate of Program Completers</b>	<b>11-12</b>	<b>Praxis II Passing Rate of Program Completers</b>
P-4 Early Childhood	24	100%	15	100%	14	100%
Middle Level Childhood	7	100%	4	100%	2	100%
PE Licensure	4	100%	3	100%	1	100%
Music Education	4	100%	1	100%	1	100%
<b>Master of Arts in Teaching</b>	<b>09-10</b>		<b>10-11</b>			
MAT Life Science	4	100%	1	100%	6	100%
MAT Physical Science	1	100%	0		0	100%
MAT Math	2	100%	5	100%	6	100%
MAT English	5	100%	2	100%	6	100%
MAT Social Studies	1	100%	3	100%	2	100%
MAT Foreign Language	0		0		1	100%
MAT PE	5	100%	2	100%	6	100%
MAT Middle Childhood	10	100%	19	100%	29	100%
MAT Art	1	100%	1	100%	2	
MAT Music	0		0		0	
MAT Family and Consumer Science	1	100%	1	100%	0	
MAT Agriculture	2	100%	0	100%	1	
MAT Speech	1	100%	0	100%	1	
MAT Business Technology	0		1	100%	2	
Coaching 7-12	0		1*	100%	0	
<b>Non-Licensure Degrees</b>						
PE Non-Licensure BA		NA	15	NA		
PE Non-Licensure BS		NA	9	NA		
PE/Exercise Science Option Non-Licensure		NA	5	NA		

**\* duplicate in another licensure area**

<b>Advanced Licensure Areas Completers</b>	<b>10-11</b>	<b>11-12</b>
<b>Master of Education Educational Leadership</b>	6	5
<b>Endorsement/Post Baccalaureate /Additional Licensure</b>	<b>10-11</b>	
• Special Education P-4	5	8
• Special Education 4-12	2	3
• Instructional Facilitator	0	0
• 5 – 6 Middle Level	4	
• Algebra I	0	0
• Coaching	0	
• PE/Wellness/Leisure P-8	1	
<b>Master of Education in Teacher Leader (no additional licensure)</b>	10	

**Diversity of Teacher Candidates Admitted to Teacher Education**

	<b>Spring 2009</b>	<b>Fall 2009</b>	<b>Spring 2010</b>	<b>Fall 2010</b>	<b>Spring 2011</b>	<b>Fall 2011</b>	<b>Spring 2012</b>
White	Female 15	Female 20	Female 9	Female 31	Female 7	Female 23	Female 4
	Male 2	Male 3	Male 3	Male 4	Male 2	Male 3	Male 2
Black, African American	Female 3	Female 1	Female 3	Female 1	Female 1	Female 3	Female 0
	Male 1	Male 0	Male 0	Male 0	Male 0	Male 0	Male 0
Hispanic	0	0	0	0	0	0	0

**Completers/2012 Graduate Diversity**

<b>Traditional Programs</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>
White	Female 11 Male 5	Female 24 Male 5	Female 19 Male 2	Female 14 Male 1
Black, African American	Female 5 Male 0	Female 4 Male 0	Female 2 Male 0	Female 2 Male 0
Hispanic	Female 0 Male 0	Female 0 Male 0	Female 0 Male 0	Female 0 Male 0
<b>Master of Arts in Teaching Initial License Alternative Route</b>				
White	Female 25 Male 15	Female 12 Male 7	Female 37 Male 7	Female 34 Male 10
Black	Female 1 Male 2	Female 1 Male 1	Female 2 Male 0	Female 3 Male 3
Hispanic	Female 0 Male 0	Female 0 Male 0	Female 0 Male 0	Female 0 Male 0
Asian	Female 0 Male 0	Female 0 Male 0	Female 1 Male 0	Female 1 Male 0
American Indian	Female 0 Male 0	Female 0 Male 0	Female 0 Male 0	Female 1 Male 0
<b>Advanced Licensure Programs</b>				
<b>Educational Leadership</b>				
White		Females 3 Males 1	Females 1 Males 1	Female 8 Male 1
Black		0	Females 1	Female 2

			Males 2	Male 3
Hispanic		0	0	0
<b>Instructional Specialist P-4/4-12</b>				
White			Females 4 Males 1	Female 0 Male 0
Black			Females 0 Males 0	Female 0 Male 0
Hispanic			Females 0 Males 0	Female 0 Male 0
<b>Non-Licensure Graduate Degree Master of Education</b>				
White		Female 2 Male 0		
Black		0		
Hispanic		0	0	

**School of Education Partnership Schools**

The SOE has a formal partnership with fourteen (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 2010-11 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 2011 Clinical Internship Placements in Partnership Schools**

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<b>Monticello Elementary</b> 1037 Scoggin Drive Monticello, AR 71655 870-367-4010  <b>Monticello Intermediate</b> 280 Clyde Ross Dr Monticello, AR 71655 870-367-4030	Tish Thomas <a href="mailto:tthomas@monticello.k12.ar.us">tthomas@monticello.k12.ar.us</a>	<b>Brittany Bruyette (W/F)</b> 220 Westgate Dr. Apt 6 Monticello, AR 71655 870-723-2002 <a href="mailto:Bdb1227@uamont.edu">Bdb1227@uamont.edu</a>	Intern II	Early Childhood	Dr. Terrell	N/A	Crystal Grimes (W/F) 4 <sup>th</sup> MIS  Liz Richey (W/F) 4 <sup>th</sup> MIS
		<b>Heather Adcock (W/F)</b> #2 Willow Monticello, AR 71655 870-723-3899 <a href="mailto:HLA89@sbcglobal.net">HLA89@sbcglobal.net</a>	Intern II	Early Childhood	Dr. Longing	N/A	Tina Harrison (W/F) 4 <sup>th</sup> MIS K. Montgomery (W/F) 4 <sup>th</sup> MIS
	Mary Donaldson <a href="mailto:mdonaldson@monticello.k12.ar.us">mdonaldson@monticello.k12.ar.us</a>	<b>Laura Clemons (W/F)</b> 170 Cottonwood Lane Monticello, AR 71655 <a href="mailto:Llc2121@uamont.edu">Llc2121@uamont.edu</a> 870-723-0121	Intern I	Early Childhood	Susan Sharpe	N/A	Jackie Koone (W/F) Kindergarten MES  Angie Gooding (W/F) Gina Paul (W/F) 3 <sup>rd</sup> MIS
		<b>Shelby Jarvis (W/F)</b> 1810 Gavin Lane Rison, AR 71665 <a href="mailto:Smj0230@uamont.edu">Smj0230@uamont.edu</a> 870-820-4179	Intern I	Early Childhood	Susan Sharpe	N/A	Leigh Diemer (W/F) Kindergarten MES  Gina Paul (W/F) Angie Gooding (W/F) 3 <sup>rd</sup> MIS
		<b>Ka'Misha Davis (B/F)</b> 1046 Bradley Rd 25 N. Warren, AR 71671 870-820-9059 <a href="mailto:kdd0027@uamont.edu">kdd0027@uamont.edu</a>	Intern I	Early Childhood	Dr. Jones	N/A	Melissa Reid (W/F) Kindergarten  Jill Pemberton (W/F) Wanda Jackson (B/F) 3 <sup>rd</sup> MIS
		<b>Matthew Allison (W/M)</b> 214 Ashley 495 Rd Hamburg, AR 71646 <a href="mailto:m1a0408@uamont.edu">m1a0408@uamont.edu</a> 870-831-0208	Intern I	Physical Education	Andrea Ratcliff	N/A	Danny Chisom MIS
		<b>Brian Gregory</b> 3470 Hwy. 35 East Monticello, AR 71655 <a href="mailto:Big1106@uamont.edu">Big1106@uamont.edu</a> 870-723-8653	Intern I	Physical Education	Andrea Ratcliff	N/A	Kenny Pace MMS
<b>Monticello Middle</b> 280 Clyde Ross Dr Monticello, AR 71655 870-367-4040	Jerry Martens <a href="mailto:jmartens@monticello.k12.ar.us">jmartens@monticello.k12.ar.us</a>	<b>Brian Gregory</b> 3470 Hwy. 35 East Monticello, AR 71655 <a href="mailto:Big1106@uamont.edu">Big1106@uamont.edu</a> 870-723-8653	Intern I	Physical Education	Andrea Ratcliff	N/A	Kenny Pace MMS

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<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>T. J. Weed</b> 270 Tanglewood Dr. Monticello, AR 71655 <a href="mailto:tjweed10@hotmail.com">tjweed10@hotmail.com</a> 318-417-0423	Intern I	Physical Education	Andrea Ratcliff	N/A	Greg Tiner MHS
<b>Drew Central Elem.</b> 250 University Drive Monticello, AR 71665 870.367.6893	Mike Johnston <a href="mailto:mjohnston@drewcentral.org">mjohnston@drewcentral.org</a>	<b>Sarah Eubanks (W/F)</b> 605 Old Sixteenth Section Rd Wilmar, AR 71675 870-723-8955 <a href="mailto:See5006@uamont.edu">See5006@uamont.edu</a>	Intern II	Early Childhood	Betty Evans	N/A	Meranda Cater (W/F) 4 <sup>th</sup>
		<b>Brandie Collier (W/F)</b> 114 Lisa Circle Monticello, AR 71655 <a href="mailto:collier@uamont.edu">collier@uamont.edu</a> 870-224-3103	Intern I	Early Childhood	Susan Sharpe	N/A	Melanie Brotherton (W/F) 3 <sup>rd</sup>  Liz McRae (W/F) 1 <sup>st</sup>
		<b>April Cruce (W/F)</b> 2994 Prairie Rd Hamburg, AR 71646 <a href="mailto:Alc5220@uamont.edu">Alc5220@uamont.edu</a> 870-814-2660	Intern I	Early Childhood	Susan Sharpe	N/A	Liz McRae (W/F) 1 <sup>st</sup>  Melanie Brotherton (W/F) 3 <sup>rd</sup>
		<b>Sara Watson (W/F)</b> 165 Ablescreek Rd Tillar, AR 71670 <a href="mailto:Sew3213@uamont.edu">Sew3213@uamont.edu</a> 870-723-4033	Intern I	Early Childhood	Susan Sharpe	N/A	Susan Cossey (W/F) Kindergarten  Belinda King (W/F) 4 <sup>th</sup>
		<b>Stephanie Gustafson (W/F)</b> 107 Cominto School Road Monticello, AR 71655 <a href="mailto:Sjg0031@uamont.edu">Sjg0031@uamont.edu</a> 870-723-6258	Intern I	Early Childhood	Karyn Jones	N/A	Belinda King (W/F) 4 <sup>th</sup>  Lou Arnold (W/F) 2 <sup>nd</sup>
		<b>Kayla Musgrove (W/F)</b> 1395 North Hyatt Street Lot 20 Monticello, AR 71655 <a href="mailto:Kbm6024@uamont.edu">Kbm6024@uamont.edu</a> 318-465-450	Intern I	Early Childhood	Karyn Jones	N/A	Lou Arnold (W/F) 2 <sup>nd</sup>  Susan Cossey (W/F) Kindergarten



School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<b>Drew Central Middle</b> 250 University Drive Monticello, AR 71665 870.367.5235	Joy Graham <a href="mailto:jgraham@drewcentral.org">jgraham@drewcentral.org</a>	<b>Samantha Lee (W/F)</b> 330 South Hyatt Lot 2 Monticello, AR 71655 <a href="mailto:Scl0326@uamont.edu">Scl0326@uamont.edu</a> 501-733-7540	Intern I	Middle Childhood	Pam Beard	N/A	Cindy Luper 5 <sup>th</sup>  Angela Chambers 5 <sup>th</sup>
<b>McGehee Elementary</b> 409 Oak Street McGehee, AR 71654 870-222-3670	Twilla Hardin <a href="mailto:twilla.hardin@msd.k12.ar.us">twilla.hardin@msd.k12.ar.us</a>	<b>Melissa Lamb (W/F)</b> 1413 Waldrup Lane Tillar, AR 71670 870-222-7221 <a href="mailto:Mjl0011@uamont.edu">Mjl0011@uamont.edu</a>	Intern II	Early Childhood	Dr. Jones	N/A	Anita Gill 1 <sup>st</sup>
		<b>Jessica Morris (W/F)</b> P.O. Box 275 Tillar, AR 71670 <a href="mailto:Jnm2428@uamont.edu">Jnm2428@uamont.edu</a> 870-501-0565	Intern I	Early Childhood	Betty Evans	N/A	Sara Henderson (W/F) 4 <sup>th</sup>  Ms. Cater (W/F) K
		<b>D'Erica Hansburg (B/F)</b> 1226 Short Railroad McGehee, AR 71654 <a href="mailto:Dsh0018@uamont.edu">Dsh0018@uamont.edu</a> 870-501-0386	Intern I	Early Childhood	Betty Evans	N/A	Amanda Fowler (W/F) 4 <sup>th</sup>  Faye Ezell (B/F)
<b>Eastside Elementary</b> 408 North Bradley Warren, AR 71671 870-226-6761	Sara Weaver <a href="mailto:weavers@warren.k12.ar.us">weavers@warren.k12.ar.us</a>	<b>Lauren Russell (W/F)</b> 472 Bradley 42 West Hermitage, AR 71647 870-952-0203 <a href="mailto:lbr4607@uamont.edu">lbr4607@uamont.edu</a>	Intern II	Early Childhood	Dr. Zimmerly	N/A	Joy Jackson (W/F) 3 <sup>rd</sup>  LaDonna Marsh (W/F) K
		<b>Anna Singleton (W/F)</b> 369 Glenwood Monticello, AR 71655 <a href="mailto:Aes2308@uamont.edu">Aes2308@uamont.edu</a> 870-723-2622	Intern I	Early Childhood	Karyn Jones	N/A	Jo Callaway (W/F) 1 <sup>st</sup>  Joy Jackson (W/F) 3 <sup>rd</sup>
		<b>Mary Elizabeth Brown (W/F)</b> #3 Southern Court Warren, AR 71671 <a href="mailto:Meb2104@uamont.edu">Meb2104@uamont.edu</a> 870-952-0270	Intern I	Early Childhood	Karyn Jones	N/A	Joy Jackson (W/F) 3 <sup>rd</sup>  Jo Callaway (W/F) 1 <sup>st</sup>

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<b>Warren Middle School</b> 210 John Scobey Dr Warren, AR 71671 870.226.2484	Glenetta Burks <a href="mailto:burksg@warren.k12.ar.us">burksg@warren.k12.ar.us</a>	<b>Rebecca Owens (W/F)</b> 1148 Hwy 138 Monticello, AR 71655 <a href="mailto:Rdo1504@uamont.edu">Rdo1504@uamont.edu</a> 870-224-1509	Intern I	Middle Childhood	Dr. Zimmerly	N/A	Magan Taylor (W/F) 6 <sup>th</sup>  Carolyn Larance (W/F) 5 <sup>th</sup>
		<b>Alyssa Brewer (W/F)</b> 850 Jacob Road Star City, AR 71667 <a href="mailto:Mam0113@uamont.edu">Mam0113@uamont.edu</a> 870-370-1397	Intern I	Music	Betty Evans	Webb	Daniel Williams (W/M) High School  Bobby Hagler Jr. High
<b>Jimmy Brown Elementary 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>	<b>Stephanie Trantham W/F)</b> 1215 Cane Creek Road Star City, AR 71667 870-395-0987 <a href="mailto:Sat2627@uamont.edu">Sat2627@uamont.edu</a>	Intern II	Early Childhood	Sarah Hilton	NA	Angela Moore (W/F) 2 <sup>nd</sup>
<b>Whitten Elementary</b> 175 Walnut Street Marianna, AR 72360 870-295-7118	Willie Murdock <a href="mailto:murdocw@lscd.grsc.k12.ar.us">murdocw@lscd.grsc.k12.ar.us</a>	<b>Elizabeth Walker (W/F)</b> 26 Lee Road 705 Marianna, AR 72360 <a href="mailto:Elizabeth.walker22@hotmail.com">Elizabeth.walker22@hotmail.com</a> 870-768-5664	Intern II	Early Childhood	Thressa Sims	N/A	Seretha Bracely (B/F) 3 <sup>rd</sup>
<b>Hamburg Middle</b> 412 Serrett Hamburg, AR 71646 870-853-2811	Kent Broughton <a href="mailto:kbrought@hhs.k12.ar.us">kbrought@hhs.k12.ar.us</a>	<b>Amber Swink (W/F)</b> 201 Ashley 70 Road Hamburg, AR 71646 870-831-0335 <a href="mailto:Ams2019@uamont.edu">Ams2019@uamont.edu</a>	Intern I	Middle Childhood	Dr. Zimmerly	N/A	Becky Adams (W/F) 7 <sup>th</sup> Science

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<b>Noble Elementary School</b> East Lincoln Street Hamburg, AR 71646 870.853.2836	Tracy Streeter <a href="mailto:tstreeter@hca.sesc.k12.ar.us">tstreeter@hca.sesc.k12.ar.us</a>	<b>Mary Livingston (W/F)</b> 840 Ashley 461 Hamburg, AR 71646 870-853-2511 <a href="mailto:MLL1219@UAMONT.EDU">MLL1219@UAMONT.EDU</a>	Intern II	Early Childhood	Sarah Hilton	N/A	Delores Nutter (W/F) K
		<b>Courtney Hollis (W/F)</b> 1008 Cedar Street Crossett, AR 71635 <a href="mailto:Cdh5214@uamont.edu">Cdh5214@uamont.edu</a> 870-853-7136	Intern I	Early Childhood	Sarah Hilton	N/A	Amy Blankenship (W/F) Pre-K  Carol Burgess (W/F) 3 <sup>rd</sup>
		<b>Blake Higginbotham W/M)</b> 312 South Cherry Street Hamburg, AR 71646 <a href="mailto:Mbh0323@uamont.edu">Mbh0323@uamont.edu</a> 870-831-1996	Intern I	Early Childhood	Paula Atwell	N/A	Angie Rambo (W/F) 1 <sup>st</sup>  Toni Elliott (W/F) 3 <sup>rd</sup>
		<b>Carrie Hollis (W/F)</b> 312 East Franklin Street Hamburg, AR 71646 <a href="mailto:Ch2130@uamont.edu">Ch2130@uamont.edu</a> 870-853-7763	Intern I	Early Childhood	Paula Atwell	N/A	Allyson Tullos (W/F) Kindergarten  Rebecca Bates (W/F) 2 <sup>nd</sup>
		<b>Alyson Dawson (W/F)</b> 161 Todd Moffatt Road Hamburg, AR 71646 <a href="mailto:Ajd0128@uamont.edu">Ajd0128@uamont.edu</a> 870-853-6966	Intern I	Early Childhood	Paula Atwell	N/A	Dawn Martin (W/F) 4 <sup>th</sup>  Willie Jo Johnson (B/F) Kindergarten
		<b>Emily Gardner (W/F)</b> 4410 Coronet Crossett, AR 71635 <a href="mailto:Eag5013@uamont.edu">Eag5013@uamont.edu</a> 870-500-1511	Intern I	Early Childhood	Paula Atwell	N/A	Toni Elliott (W/F) 3 <sup>rd</sup>  Angie Rambo (W/F) 1 <sup>ST</sup>

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<b>Noble Elementary School</b> East Lincoln Street Hamburg, AR 71646 870.853.2836	Tracy Streeter <a href="mailto:tstreeter@hca.sesc.k12.ar.us">tstreeter@hca.sesc.k12.ar.us</a>	<b>Ann Radford (B/F)</b> 904 South TN Street Crossett, AR 71635 870-364-3911 <a href="mailto:Amr6331@uamont.edu">Amr6331@uamont.edu</a>	Intern I	Early Childhood	Paula Atwell	N/A	C. Burgess 3 <sup>rd</sup>  Amy Blankenship Pre-Kindergarten
<b>Reed Elementary</b> 709 South Cherry Street Dumas, AR 71639 870-382-5363	JoCarol Burnett <a href="mailto:jburnett@dumas.k12.ar.us">jburnett@dumas.k12.ar.us</a>	<b>Kim Hauk (W/F)</b> 401 East Bowles Dumas, AR 71639 501-908-1210 <a href="mailto:KNH3015@uamont.edu">KNH3015@uamont.edu</a> Or <a href="mailto:kimnhauk@yahoo.com">kimnhauk@yahoo.com</a>	Intern II	Early Childhood	Karyn Jones	N/A	Joyce Plunkett (W/F) 4 <sup>th</sup>
		<b>Latrica Mingo (B/F)</b> 622 West Jones Street Dumas, AR 71639 870-377-2638 <a href="mailto:Lsm2512@uamont.edu">Lsm2512@uamont.edu</a> Or <a href="mailto:latrica_mingo@yahoo.com">latrica_mingo@yahoo.com</a>	Intern II	Early Childhood	Karyn Jones	N/A	Kristie Strother (W/F) 4 <sup>th</sup>
<b>Dumas High School</b> Dan Gill Drive Dumas, AR 71639 870-382-4151	Paul Moraro <a href="mailto:pmorara@dumas.k12.ar.us">pmorara@dumas.k12.ar.us</a>	<b>Jordan Driver (W/M)</b> P.O. Box 2 Gilmore, AR 72339 870-636-2480 <a href="mailto:Jhd0309@uamont.edu">Jhd0309@uamont.edu</a>	Intern I	Physical Education	Andrea Ratcliff	N/A	Mark Courtney (W/M)

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<b>Crossett Elementary</b> 1200 Camp Road Crossett, AR 71635 870-364-6521	Veronica Robinson <a href="mailto:vrobinson@csd.k12.ar.us">vrobinson@csd.k12.ar.us</a>	<b>Ashley Fuller (W/F)</b> 601 Cedar Street Crossett, AR 71635 870-415-1287 <a href="mailto:anf2620@uamont.edu">anf2620@uamont.edu</a>	Intern II	Early Childhood	Sarah Hilton	N/A	Traci Allen (W/F) 2 <sup>nd</sup>
		<b>Kaleigh Griffis (W/F)</b> 132 E. Johnson Ave. Crossett, AR 71635 <a href="mailto:keh0421@uamont.edu">keh0421@uamont.edu</a>	Intern II	Early Childhood	Sarah Hilton	N/A	Sandy McDill (W/F) 1 <sup>st</sup>
		<b>Bridget White (W/F)</b> 1522 Plum Street Crossett, AR 71635 870-304-1726 <a href="mailto:Biw0510@uamont.edu">Biw0510@uamont.edu</a>	Intern II	Early Childhood	Sarah Hilton	N/A	Tara Hinkle (W/F) 1 <sup>st</sup>
		<b>Alecia Davis (B/F)</b> 403 Oak Street Crossett, AR 71635 <a href="mailto:Add2122@uamont.edu">Add2122@uamont.edu</a> 870-556-0858	Intern I	Early Childhood	Debbie Givhan	N/A	Kelly Johnson (W/F) K  Ashley Smith (W/F) 1 <sup>st</sup>
		<b>Jaley Griffith (W/F)</b> 104 Hunters Ct Crossett, AR 71635 <a href="mailto:jaleyg@yahoo.com">jaleyg@yahoo.com</a> 870-500-5155	Intern I	Early Childhood	Debbi Givhan	N/A	Ashley Smith (W/F) 1 <sup>st</sup>  Kelly Johnson (W/F) K

2+2 School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<b>Hugh Goodwin</b> 201 East Fifth Street El Dorado, AR 71730 870-864-5071	Connie Reed <a href="mailto:creed@esd-15.org">creed@esd-15.org</a>	<b>Lisa Lewis (W/F)</b> 163 Hargett Road El Dorado, AR 71730 870-866-0500 <a href="mailto:Lal2210@uamont.edu">Lal2210@uamont.edu</a>	Intern I	Early Childhood	Debbie Morrison	N/A	Melissa Innman (W/F) 1 <sup>st</sup> Joan Cunningham (W/F) 3 <sup>rd</sup>
<b>Washington Middle</b> 601 Martin Luther King Jr. Boulevard El Dorado, AR 71730 870-864-5032  <b>Barton Jr. High</b> 400 West Faulkner St El Dorado, AR 71730 870-864-5051	Jody Vines <a href="mailto:jvines@esd-15.org">jvines@esd-15.org</a>	<b>Krysta Breazeale (W/F)</b> 355 Shuler Road El Dorado, AR 71731 870-918-4456 <a href="mailto:krysta_breazea6@yahoo.com">krysta_breazea6@yahoo.com</a>	Intern I	Middle Childhood	Debbie Morrison	N/A	Michelle Atkinson (W/F) 7 <sup>th</sup>  Lisa Hooks (W/F) 6 <sup>th</sup>
	Sherry Hill <a href="mailto:shill@esd-15.org">shill@esd-15.org</a>	<b>Amy Garner (W/F)</b> P.O. Box 586 El Dorado, AR 71730 870-725-2116 <a href="mailto:aesgarner@yahoo.com">aesgarner@yahoo.com</a>	Intern I	Middle Childhood	Debbie Morrison	N/A	Glenda Moore (B/F) 5 <sup>th</sup> (Math)  Sarah Huddleston (W/F) 7 <sup>th</sup> (Literacy)
		<b>John Jameson (W/M)</b> 1309 Pershing Hwy Smackover, AR 71762 <b>870-310-4697</b> <a href="mailto:Jrj2610@uamont.edu">Jrj2610@uamont.edu</a>	Intern I	Middle Childhood	Debbie Morrison	N/A	Ms. Buggs (B/F) Math  Mrs. Livingston (B/F)
		<b>Stephen Roose (W/M)</b> 301 Moorewood Rd. Apt. 605 El Dorado, AR 71730 <a href="mailto:Smr01086@uamont.edu">Smr01086@uamont.edu</a> 870-310-4028	Intern I	Middle Childhood	Debbie Morrison	N/A	Sarah Huddleston (W/F) 7 <sup>th</sup> (Literacy)  Glenda Moore (B/F) 5 <sup>th</sup> (Math)
		<b>Rebecca Streeter (W/F)</b> 123 Fawnwood El Dorado, AR 71730 870-881-9428 985-750-8189 <a href="mailto:Rds5206@uamont.edu">Rds5206@uamont.edu</a>	Intern I	Middle Childhood	Debbie Morrison	N/A	Jessica Aryee (W /F) Literacy  Brandy Davis 7 <sup>th</sup> Science

2+2 School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<b>Marvell Primary Elementary School</b> P.O. Box 1870 Marvell, AR 72366 870.829.2946	Sylvia Moore	<b>Allison Kale (W/F)</b> 407 Carruth Avenue Marvell, AR 72366 870-816-5095 <a href="mailto:aak01665@uamont.edu">aak01665@uamont.edu</a>	Intern I	Early Childhood	Thressa Sims	N/A	Mrs. Thrower (B/F) 4 <sup>th</sup>  Dana McCormick (W/F) 2 <sup>nd</sup>
		<b>Lauren Harman (W/F)</b> 1994 Hwy 49 West Helena, AR 72390 870-995-193 <a href="mailto:Lch01677@uamont.edu">Lch01677@uamont.edu</a>	Intern I	Early Childhood	Thressa Sims	N/A	Dana McCormick (W/F) 2 <sup>nd</sup>  Mrs. Thrower (B/F) 4 <sup>th</sup>
<b>Dewitt Elementary</b> 1718 South Grandview Dewitt, AR 72042 870-946-4651	Robert Franks	<b>Jennifer Hearn (W/F)</b> 504 E. 13 <sup>th</sup> Street DeWitt, AR 72042 870-946-5860 <a href="mailto:jhearn@allegiant-security.com">jhearn@allegiant-security.com</a>	Intern I	Early Childhood	Phyllis Fullerton	N/A	Keta Turner (W/F) K  Dana Horton (W/F) 3 <sup>rd</sup>
<b>Park Avenue Elementary</b> 1202 S. Park Avenue Stuttgart, AR 72160 870-673-3563	Pam Dean <a href="mailto:p.dean@sps.k12.ar.us">p.dean@sps.k12.ar.us</a>	<b>Mallory Persons (W/F)</b> 1402 South Porter Stuttgart, AR 72160 870-674-7146 <a href="mailto:Mrp1004@uamont.edu">Mrp1004@uamont.edu</a> <a href="mailto:mallorypersons@gmail.com">mallorypersons@gmail.com</a>	Intern I	Early Childhood	Phyllis Fullerton	N/A	Meredith Helms (W/F) K  Tawnya Herring (W/F) 4 <sup>th</sup>
		<b>Ashley Frizzell (W/F)</b> 1807 Peachtree Street Stuttgart, AR 72160 870-659-8802 <a href="mailto:Arf02122@uamont.edu">Arf02122@uamont.edu</a>	Intern I	Early Childhood	Phyllis Fullerton	N/A	Janith McGee (W/F) 1 <sup>st</sup> Jessica Hosman 3 <sup>rd</sup> (W/F)
		<b>Kimberly Jackson (W/F)</b> 1602 Strait Place Stuttgart, AR 72160 870-672-2799 <a href="mailto:Kimberly-jackson@hotmail.com">Kimberly-jackson@hotmail.com</a>	Intern I	Early Childhood	Phyllis Fullerton	N/A	Cindy McCarty (W/F) 1 <sup>st</sup>  Susan Youngblood 4 <sup>th</sup> (W/F)

### Spring 2012 Clinical Internship Placements in Partnership Schools

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<b>Monticello Elementary</b> 1037 Scoggin Drive Monticello, AR 71655 870-367-4010  <b>Monticello Intermediate</b> 280 Clyde Ross Dr Monticello, AR 71655 870-367-4030	Tish Thomas <a href="mailto:tthomas@monticello.k12.ar.us">tthomas@monticello.k12.ar.us</a>	<b>Jeannene Evans (B/F)</b> P.O. Box 2313 Monticello, AR 71655 <a href="mailto:jeannenekelli@yahoo.com">jeannenekelli@yahoo.com</a> 870-500-4672	Intern I	Early Childhood	Paula Atwell	N/A	Paula Lane (W/F) 1 <sup>st</sup> Grade MES
		<b>Laura Clemons (W/F)</b> 170 Cottonwood Lane Monticello, AR 71655 <a href="mailto:Llc2121@uamont.edu">Llc2121@uamont.edu</a> 870-723-0121	Intern II	Early Childhood	Susan Sharpe	N/A	Jackie Koone (W/F) Kindergarten MES
		<b>Shelby Jarvis (W/F)</b> 1810 Gavin Lane Rison, AR 71665 <a href="mailto:Smj0230@uamont.edu">Smj0230@uamont.edu</a> 870-820-4179	Intern II	Early Childhood	Susan Sharpe	N/A	Leigh Diemer (W/F) Kindergarten MES
	Mary Donaldson <a href="mailto:mdonaldson@monticello.k12.ar.us">mdonaldson@monticello.k12.ar.us</a>	<b>Ka'Misha Davis (B/F)</b> 1046 Bradley Rd 25 N. Warren, AR 71671 870-820-9059 <a href="mailto:kdd0027@uamont.edu">kdd0027@uamont.edu</a>	Intern II	Early Childhood	Dr. Jones	N/A	Jill Pemberton (W/F) Wanda Jackson (B/F) 3 <sup>rd</sup> MIS
		<b>Matthew Allison (W/M)</b> 214 Ashley 495 Rd Hamburg, AR 71646 <a href="mailto:mla0408@uamont.edu">mla0408@uamont.edu</a> 870-831-0208	Intern II	Physical Education	Andrea Ratcliff	N/A	Greg Tiner (W/M) MHS Kenny Pace (W/M) MMS
		<b>Brian Gregory (W/M)</b> 3470 Hwy. 35 East Monticello, AR 71655 <a href="mailto:Big1106@uamont.edu">Big1106@uamont.edu</a> 870-723-8653	Intern II	Physical Education	Andrea Ratcliff	N/A	Danny Chisom (W/M) MIS Greg Tiner (W/M) MHS
<b>Monticello Middle</b> 280 Clyde Ross Dr Monticello, AR 71655 870-367-4040	Jerry Martens <a href="mailto:jmartens@monticello.k12.ar.us">jmartens@monticello.k12.ar.us</a>	<b>Moriah Underhill (W/F)</b> 522 Rebecca Circle Monticello, AR 71655 <a href="mailto:Mdu3216@uamont.edu">Mdu3216@uamont.edu</a> 479-264-9408	Intern I	Middle Level	Dr. Zimmerly	N/A	Cecilia O'Briant (W/F) 6 <sup>th</sup> MMS Literacy  Monica Sims (W/F) Math MMS



School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<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>T. J. Weed (W/M)</b> 270 Tanglewood Dr. Monticello, AR 71655 <a href="mailto:tjweed10@hotmail.com">tjweed10@hotmail.com</a> 318-417-0423	Intern II	Physical Education	Andrea Ratcliff	N/A	Kenny Pace (W/M) MMS Heidi Dardenne (W/F) Drew Central Elem
<b>Drew Central Elem.</b> 250 University Drive Monticello, AR 71665 870.367.6893	Trudy Jackson <a href="mailto:tjackson@drewcentral.org">tjackson@drewcentral.org</a>	<b>Brandie Collier (W/F)</b> 114 Lisa Circle Monticello, AR 71655 <a href="mailto:collier@uamont.edu">collier@uamont.edu</a> 870-224-3103	Intern II	Early Childhood	Susan Sharpe	N/A	Melanie Brotherton (W/F) 3 <sup>rd</sup>
		<b>April Cruce (W/F)</b> 2994 Prairie Rd Hamburg, AR 71646 <a href="mailto:Alc5220@uamont.edu">Alc5220@uamont.edu</a> 870-814-2660	Intern II	Early Childhood	Susan Sharpe	N/A	Liz McRae (W/F) 1 <sup>st</sup>
		<b>Stephanie Gustafson (W/F)</b> 107 Cominto School Road Monticello, AR 71655 <a href="mailto:Sjg0031@uamont.edu">Sjg0031@uamont.edu</a> 870-723-6258	Intern II	Early Childhood	Sarah Hilton	N/A	Mary Hobbs (W/F) 4 <sup>th</sup>
		<b>Kayla Musgrove (W/F)</b> 1395 North Hyatt Street Lot 20 Monticello, AR 71655 <a href="mailto:Kbm6024@uamont.edu">Kbm6024@uamont.edu</a> 318-465-450	Intern II	Early Childhood	Sarah Hilton	N/A	Lou Arnold (W/F) 2 <sup>nd</sup>

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<b>Drew Central Middle</b> 250 University Drive Monticello, AR 71665 870.367.5235	Joy Graham <a href="mailto:jgraham@drewcentral.org">jgraham@drewcentral.org</a>	<b>Samantha Lee (W/F)</b> 330 South Hyatt Lot 2 Monticello, AR 71655 <a href="mailto:Scl0326@uamont.edu">Scl0326@uamont.edu</a> 501-733-7540	Intern II	Middle Childhood	Pam Beard	N/A	Cindy Luper 8 <sup>th</sup>  Angela Chambers 5 <sup>th</sup>
		<b>Jessica Maggard (W/F)</b> 118 Quail Run Monticello, AR 71655 <a href="mailto:Jnm6320@uamont.edu">Jnm6320@uamont.edu</a> 870-723-9494	Intern I	Physical Education	Kathy King	N/A	Angel Mathews (W/F) PE
<b>McGehee Elementary</b> 409 Oak Street McGehee, AR 71654 870-222-3670	Twilla Hardin <a href="mailto:twilla.hardin@msd.k12.ar.us">twilla.hardin@msd.k12.ar.us</a>	<b>Jessica Morris (W/F)</b> P.O. Box 275 Tillar, AR 71670 <a href="mailto:Jnm2428@uamont.edu">Jnm2428@uamont.edu</a> 870-501-0565	Intern II	Early Childhood	Betty Evans	N/A	Shirley Cater (W/F) K
		<b>D'Erica Hansburg (B/F)</b> 1226 Short Railroad McGehee, AR 71654 <a href="mailto:Dsh0018@uamont.edu">Dsh0018@uamont.edu</a> 870-501-0386	Intern II	Early Childhood	Betty Evans	N/A	Amanda Fowler (W/F) 4 <sup>th</sup>
<b>Eastside Elementary</b> 408 North Bradley Warren, AR 71671 870-226-6761	Sara Weaver <a href="mailto:weavers@warren.k12.ar.us">weavers@warren.k12.ar.us</a>	<b>Anna Singleton (W/F)</b> 369 Glenwood Monticello, AR 71655 <a href="mailto:Aes2308@uamont.edu">Aes2308@uamont.edu</a> 870-723-2622	Intern II	Early Childhood	Sarah Hilton	N/A	Jo Callaway (W/F) 1 <sup>st</sup>
		<b>Mary Elizabeth Brown (W/F)</b> #3 Southern Court Warren, AR 71671 <a href="mailto:Meb2104@uamont.edu">Meb2104@uamont.edu</a> 870-952-0270	Intern II	Early Childhood	Sarah Hilton	N/A	Joy Jackson (W/F) 3 <sup>rd</sup>

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<b>Warren Middle School</b> 210 John Scobey Dr Warren, AR 71671 870.226.2484	Glenetta Burks <a href="mailto:burksg@warren.k12.ar.us">burksg@warren.k12.ar.us</a>	<b>Rebecca Owens (W/F)</b> 1148 Hwy 138 Monticello, AR 71655 <a href="mailto:Rdo1504@uamont.edu">Rdo1504@uamont.edu</a> 870-224-1509	Intern II	Middle Childhood	Dr. Zimmerly	N/A	Carolyn Larance (W/F) 5 <sup>th</sup>
		<b>Alyssa Brewer (W/F)</b> 1006 Abernathy Rd Pine Bluff, AR 71601 <a href="mailto:Mam0113@uamont.edu">Mam0113@uamont.edu</a> 870-370-1397	Intern II	Music	Betty Evans	Webb	Daniel Williams (W/M) High School  Bobby Hagler Jr. High
<b>Hamburg Middle</b> 412 Serrett Hamburg, AR 71646 870-853-2811	Kent Broughton <a href="mailto:kbrought@hhs.k12.ar.us">kbrought@hhs.k12.ar.us</a>	<b>Amber Swink (W/F)</b> 201 Ashley 70 Road Hamburg, AR 71646 870-831-0335 <a href="mailto:Ams2019@uamont.edu">Ams2019@uamont.edu</a>	Intern II	Middle Childhood	Dr. Zimmerly	N/A	Becky Adams (W/F) 7 <sup>th</sup> Science
<b>Dumas High School</b> Dan Gill Drive Dumas, AR 71639 870-382-4151	Paul Moraro <a href="mailto:pmorara@dumas.k12.ar.us">pmorara@dumas.k12.ar.us</a>	<b>Jordan Driver (W/M)</b> P.O. Box 2 Gilmore, AR 72339 870-636-2480 <a href="mailto:Jhd0309@uamont.edu">Jhd0309@uamont.edu</a>	Intern II	Physical Education	Andrea Ratcliff	N/A	Mark Courtney (W/M)

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<b>Noble Elementary School</b> East Lincoln Street Hamburg, AR 71646 870.853.2836	Tracy Streeter <a href="mailto:tstreeter@hca.sesc.k12.ar.us">tstreeter@hca.sesc.k12.ar.us</a>	<b>Julie Johnson (W/F)</b> P.O. Box 52 Kilbourne, LA 71253 <a href="mailto:Jmj0114@uamont.edu">Jmj0114@uamont.edu</a> 318-372-1013	Intern I	Early Childhood	Sarah Hilton	N/A	Willie Johnson (B/F) K Rebecca Bates (W/F) 2 <sup>nd</sup>
		<b>Courtney Hollis (W/F)</b> 1008 Cedar Street Crossett, AR 71635 <a href="mailto:Cdh5214@uamont.edu">Cdh5214@uamont.edu</a> 870-853-7136	Intern II	Early Childhood	Sarah Hilton	N/A	Amy Blankenship (W/F) Pre-K
		<b>Blake Higginbotham W/M)</b> 312 South Cherry Street Hamburg, AR 71646 <a href="mailto:Mbh0323@uamont.edu">Mbh0323@uamont.edu</a> 870-831-1996	Intern II	Early Childhood	Paula Atwell	N/A	Angie Rambo (W/F) 1 <sup>st</sup>
		<b>Carrie Hollis (W/F)</b> 312 East Franklin Street Hamburg, AR 71646 <a href="mailto:Clh2130@uamont.edu">Clh2130@uamont.edu</a> 870-853-7763	Intern II	Early Childhood	Paula Atwell	N/A	Allyson Tullos (W/F) Kindergarten
		<b>Alyson Dawson (W/F)</b> 161 Todd Moffatt Road Hamburg, AR 71646 <a href="mailto:Ajd0128@uamont.edu">Ajd0128@uamont.edu</a> 870-853-6966	Intern II	Early Childhood	Paula Atwell	N/A	Dawn Martin (W/F) 4 <sup>th</sup>
		<b>Emily Gardner (W/F)</b> 4410 Coronet Crossett, AR 71635 <a href="mailto:Eag5013@uamont.edu">Eag5013@uamont.edu</a> 870-500-1511	Intern II	Early Childhood	Paula Atwell	N/A	Toni Elliott (W/F) 3 <sup>rd</sup>

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<b>Crossett Elementary</b> 1200 Camp Road Crossett, AR 71635 870-364-6521	Veronica Robinson <a href="mailto:vrobinson@csd.k12.ar.us">vrobinson@csd.k12.ar.us</a>	<b>Alecia Davis (B/F)</b> 403 Oak Street Crossett, AR 71635 <a href="mailto:Add2122@uamont.edu">Add2122@uamont.edu</a> 870-556-0858	Intern II	Early Childhood	Debbie Givhan	N/A	Kelly Johnson (W/F) K
		<b>Jaley Griffith (W/F)</b> 104 Hunters Ct Crossett, AR 71635 <a href="mailto:jaleyg@yahoo.com">jaleyg@yahoo.com</a> 870-500-5155	Intern II	Early Childhood	Debbie Givhan	N/A	Ashley Smith (W/F) 1 <sup>st</sup>
<b>Mineral Springs Elementary</b> P.O. Box 189 Mineral Springs, AR 71851 870-287-4746	Jeannie Gorham <a href="mailto:gorhamjeanie@yahoo.com">gorhamjeanie@yahoo.com</a>	<b>Sara Watson (W/F)</b> P.O. Box 711 Mineral Springs, AR 71851 <a href="mailto:Sew3213@uamont.edu">Sew3213@uamont.edu</a> 870-723-4033	Intern II	Early Childhood	Betty Ramsey	N/A	Peggy Fincher (W/F) Kindergarten

2+2 School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<b>Hugh Goodwin</b> 201 East Fifth Street El Dorado, AR 71730 870-864-5071	Connie Reed <a href="mailto:creed@esd-15.org">creed@esd-15.org</a>	<b>Lisa Lewis (W/F)</b> 163 Hargett Road El Dorado, AR 71730 870-866-0500 <a href="mailto:Lal2210@uamont.edu">Lal2210@uamont.edu</a>	Intern II	Early Childhood	Debbie Morrison	N/A	Melissa Innman (W/F) 1 <sup>st</sup>
<b>Washington Middle</b> 601 Martin Luther King Jr. Boulevard El Dorado, AR 71730 870-864-5032	Jody Vines <a href="mailto:jvines@esd-15.org">jvines@esd-15.org</a>	<b>Krysta Breazeale (W/F)</b> 152 Rainwater Road El Dorado, AR 71731 870-918-4456 <a href="mailto:krysta_breazeale@yahoo.com">krysta_breazeale@yahoo.com</a>	Intern II	Middle Childhood	Debbie Morrison	N/A	Lisa Hooks (W/F) 6 <sup>th</sup>
<b>Barton Jr. High</b> 400 West Faulkner St El Dorado, AR 71730 870-864-5051	Sherry Hill <a href="mailto:shill@esd-15.org">shill@esd-15.org</a>	<b>Amy Garner (W/F)</b> P.O. Box 586 El Dorado, AR 71730 870-725-2116 <a href="mailto:aesgarner@yahoo.com">aesgarner@yahoo.com</a>	Intern II	Middle Childhood	Debbie Morrison	N/A	Sarah Huddleston (W/F) 7 <sup>th</sup> (Literacy)
		<b>John Jameson (W/M)</b> 1309 Pershing Hwy Smackover, AR 71762 <b>870-310-4697</b> <a href="mailto:Jrj2610@uamont.edu">Jrj2610@uamont.edu</a>	Intern II	Middle Childhood	Debbie Morrison	N/A	Ms. Buggs-Carey (B/F) Math
		<b>Stephen Roose (W/M)</b> 301 Moorewood Rd. Apt. 605 El Dorado, AR 71730 <a href="mailto:Smr01086@uamont.edu">Smr01086@uamont.edu</a> 870-310-4028	Intern II	Middle Childhood	Debbie Morrison	N/A	Glenda Moore (B/F) 5 <sup>th</sup> (Math)
		<b>Rebecca Streeter (W/F)</b> 123 Fawnwood El Dorado, AR 71730 870-881-9428 985-750-8189 <a href="mailto:Rds5206@uamont.edu">Rds5206@uamont.edu</a>	Intern II	Middle Childhood	Debbie Morrison	N/A	Brandy Davis (W /F) 7 <sup>th</sup> Science

2+2 School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<b>Marvell Primary Elementary School</b> P.O. Box 1870 Marvell, AR 72366 870.829.2946	Sylvia Moore	<b>Allison Kale (W/F)</b> 407 Carruth Avenue Marvell, AR 72366 870-816-5095 <a href="mailto:aak01665@uamont.edu">aak01665@uamont.edu</a>	Intern II	Early Childhood	Kim Level	N/A	Mrs. Delores Thrower (B/F) 4 <sup>th</sup>
		<b>Lauren Harman (W/F)</b> 1994 Hwy 49 West Helena, AR 72390 870-995-1937 <a href="mailto:Lch01677@uamont.edu">Lch01677@uamont.edu</a>	Intern II	Early Childhood	Kim Level	N/A	Dana McCormick (W/F) 2 <sup>nd</sup>
<b>Dewitt Elementary</b> 1718 South Grandview Dewitt, AR 72042 870-946-4651	Robert Franks	<b>Jennifer Hearn (W/F)</b> 504 E. 13 <sup>th</sup> Street DeWitt, AR 72042 870-946-5860 <a href="mailto:jhearn@allegiant-security.com">jhearn@allegiant-security.com</a>	Intern II	Early Childhood	Phyllis Fullerton	N/A	Dana Horton (W/F) 3 <sup>rd</sup>
<b>Park Avenue Elementary</b> 1202 S. Park Avenue Stuttgart, AR 72160 870-673-3563	Pam Dean <a href="mailto:p.dean@sps.k12.ar.us">p.dean@sps.k12.ar.us</a>	<b>Mallory Persons (W/F)</b> 1402 South Porter Stuttgart, AR 72160 870-674-7146 <a href="mailto:Mrp1004@uamont.edu">Mrp1004@uamont.edu</a> <a href="mailto:mallorypersons@gmail.com">mallorypersons@gmail.com</a>	Intern II	Early Childhood	Phyllis Fullerton	N/A	Tawnya Herring (W/F) 4 <sup>th</sup>
		<b>Ashley Frizzell (W/F)</b> 1807 Peachtree Street Stuttgart, AR 72160 870-659-8802 <a href="mailto:Arf02122@uamont.edu">Arf02122@uamont.edu</a>	Intern II	Early Childhood	Phyllis Fullerton	N/A	Jessica Hosman 3 <sup>rd</sup> (W/F)
		<b>Kimberly Jackson (W/F)</b> 1109 E. 21st Stuttgart, AR 72160 870-672-2799 <a href="mailto:Kimberly-jackson@hotmail.com">Kimberly-jackson@hotmail.com</a>	Intern II	Early Childhood	Phyllis Fullerton	N/A	Nikki Hawkins 4 <sup>th</sup> (B/F)

**School of Education Honor Graduates 2011-12**

Total 18

BA	Boykin,Heather L	ERLYCH_MAJ	P-4 Early Childhood Education (BA)	12/21/2011	CUM LAUDE
BA	Collier,Brandie N	ERLYCH_MAJ	P-4 Early Childhood Education (BA)	5/11/2012	CUM LAUDE
BA	Dawson,Alyson J	ERLYCH_MAJ	P-4 Early Childhood Education (BA)	5/11/2012	MAGNA CUM LAUDE
BA	Fuller,Ashley N	ERLYCH_MAJ	P-4 Early Childhood Education (BA)	12/21/2011	CUM LAUDE
BA	Griffis,Kaleigh E	ERLYCH_MAJ	P-4 Early Childhood Education (BA)	12/21/2011	SUMMA CUM LAUDE
BA	Harman,Lauren C	ERLYCH_MAJ	P-4 Early Childhood Education (BA)	5/11/2012	MAGNA CUM LAUDE
BA	Hauk,Kim N	ERLYCH_MAJ	P-4 Early Childhood Education (BA)	12/21/2011	CUM LAUDE
BA	Hewitt,Sarah E	ERLYCH_MAJ	P-4 Early Childhood Education (BA)	12/21/2011	MAGNA CUM LAUDE
BA	Jackson,Kimberly N	ERLYCH_MAJ	P-4 Early Childhood Education (BA)	5/11/2012	MAGNA CUM LAUDE
BA	Lewis,Lisa A	ERLYCH_MAJ	P-4 Early Childhood Education (BA)	5/11/2012	SUMMA CUM LAUDE
BA	Trantham,Stephanie A	ERLYCH_MAJ	P-4 Early Childhood Education (BA)	12/21/2011	CUM LAUDE
BA	Davis,Tiffany S	HPE_NA_MAJ	Health & Physical Education Non-Licensure (BA)	8/8/2011	CUM LAUDE
BS	Gregory,Brian J	HPEP12_MAJ	HPE Grades P-12 (BS)	5/11/2012	MAGNA CUM LAUDE
BS	Barthel,Mary E	HPE_EX_MAJ	HPE Exercise Science Option (BS)	8/8/2011	CUM LAUDE
BS	Crisco,Vikki L	HPE_EX_MAJ	HPE Exercise Science Option (BS)	12/21/2011	CUM LAUDE
BA	Garner,Amy E	MLED_MAJ	Middle Level Education (BA)	5/11/2012	MAGNA CUM LAUDE
BA	Jameson,John R	MLED_MAJ	Middle Level Education (BA)	5/11/2012	MAGNA CUM LAUDE
BA	Swink,Amber M	MLED_MAJ	Middle Level Education (BA)	5/11/2012	MAGNA CUM LAUDE



**School of Education Majors: Fall 2009 – Fall 2011**

	Fall 2009	Fall 2010	Fall 2011
<b>Early Childhood (P-4)</b>			
Freshman	57	66	68
Sophomore	45	37	34
Junior	27	35	31
Senior	50	38	52
Pre-Freshman	1	0	0
Special (non-degree seeking)	1	0	0
Post Bachelor	1	1	1
<b>Total</b>	<b>182</b>	<b>177</b>	<b>186</b>
<b>Middle-Level Education (4-8)</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>
Freshman	15	23	24
Sophomore	9	9	13
Junior	3	9	5
Senior	11	8	14
Pre-Freshman	1	0	0
Special (non-degree seeking)	0	0	0
Post Bachelor	0	0	0
<b>Total</b>	<b>39</b>	<b>49</b>	<b>56</b>
<b>Teacher Licensure</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>
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)	0	4	1
Post Bachelor	10	0	2
<b>Total</b>	<b>10</b>	<b>4</b>	<b>3</b>
<b>Health &amp; PE- Licensure</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>
Freshman	46	48	39
Sophomore	31	19	28
Junior	16	25	18
Senior	28	17	16
Pre-Freshman	2	0	0
Special (non-degree seeking)	0	0	0

<b>Post Bachelor</b>	<b>1</b>	<b>0</b>	<b>1</b>
<b>Total</b>	<b>124</b>	<b>109</b>	<b>102</b>
<b>Teaching and Learning (BS)</b>			
			<b>Fall 2011 New Program</b>
Freshman			2
Sophomore			6
Junior			6
Senior			8
Pre-Freshman			
Special			
Post Bachelor			2
<b>Total</b>			<b>24</b>
<b>Health &amp; PE - Non-Licensure (BA/BS)</b>			
	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>
<b>Freshman</b>	<b>13</b>	<b>21</b>	<b>29</b>
<b>Sophomore</b>	<b>12</b>	<b>6</b>	<b>17</b>
<b>Junior</b>	<b>16</b>	<b>11</b>	<b>12</b>
<b>Senior</b>	<b>40</b>	<b>32</b>	<b>12</b>
<b>Pre-Freshman</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Special (non-degree seeking)</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Post Bachelor</b>	<b>2</b>	<b>0</b>	<b>1</b>
<b>Total</b>	<b>83</b>	<b>70</b>	<b>71</b>
<b>Health &amp; PE - Exercise Science</b>			
	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>
<b>Freshman</b>	<b>4</b>	<b>17</b>	<b>25</b>
<b>Sophomore</b>	<b>6</b>	<b>5</b>	<b>8</b>
<b>Junior</b>	<b>11</b>	<b>11</b>	<b>9</b>
<b>Senior</b>	<b>19</b>	<b>13</b>	<b>17</b>
<b>Pre-Freshman</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Special (non-degree seeking)</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Post Bachelor</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>40</b>	<b>46</b>	<b>59</b>
<b>Grad Ed - Secondary Emphasis (M.Ed.)</b>			
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Grad Ed - M.Ed. (Teacher Leader and SPED Emphasis)</b>			
		25	27
<b>Total</b>	<b>30</b>	<b>25</b>	<b>27</b>
<b>Grad Ed - Ed. Leadership (M.Ed.)</b>			
	17	12	8
<b>Total</b>	<b>17</b>	<b>12</b>	<b>8</b>

<b>Grad Ed - Master of Arts-Teaching (M.A.T.)</b>			
<b>Total</b>	<b>41</b>	<b>72</b>	<b>43</b>
<b>Grad Ed – Master of Physical Education and Coaching</b>			<b>New program 12</b>
<b>Total</b>			<b>12</b>
Grad Endorsement/ Cert. SPED		2	8
<b>Total</b>		<b>2</b>	<b>8</b>
<b>Unit Total for School of Education</b>	<b>566</b>	<b>566</b>	<b>599</b>
<b>Secondary Education Program (Arts/Humanities &amp; SOE)</b>			
<b>Music Education</b>			
<b>Freshman</b>	<b>11</b>	<b>10</b>	<b>26</b>
<b>Sophomore</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Junior</b>	<b>5</b>	<b>4</b>	<b>4</b>
<b>Senior</b>	<b>8</b>	<b>7</b>	<b>10</b>
<b>Pre-Freshman</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>Post Bachelor</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>31</b>	<b>27</b>	<b>47</b>

**School of Education Minors: Fall 2011**

<b>Education</b>	<b>Fall 2010</b>	<b>Fall 2011</b>
Coaching	6	16
Teaching and Learning (new spring 2012)	0	0

<b>SOE Graduates By Major 2011 -2012</b>									
<b>Undergraduate</b>							<b>Graduate</b>		
P-4 Early Childhood	Middle Level Ed 1Engl/SS 7 Math/Sci)	Health P.E. Licensure	Non-Licensure P.E. 7 BA; 3 BS	Health P.E Exer. Scien.	Music Ed.	Teaching and Learning <b>New Degree</b>	M.Ed.	Ed. Leadership	M.A.T.
38	8	3	10	9	1	1	5	3	34
<b>Total Undergraduate 70</b>							<b>Total Graduate 42</b>		

<b>SOE Graduates By Major 2010 -2011</b>									
<b>Undergraduate</b>							<b>Graduate</b>		
P-4 Early Childhood	Middle Level Ed	Health P.E.	Non-Licensure P.E.	Health P.E Exer. Scien.	Music Ed.		M.Ed.	Ed. Leadership	M.A.T.
15	4	3	26	5	1		10	6	46
<b>Total Undergraduate 54</b>							<b>Total Graduate 62</b>		

<b>SOE Graduates By Major 2009-2010</b>									
<b>Undergraduate</b>							<b>Graduate</b>		
P-4 Early Childhood	Middle Level Ed	Health P.E.	Non-Licensure P.E.	Health P.E Exer. Scien.	Music Ed.		M.Ed.	Ed. Leadership	M.A.T.
14	1	1	6	2	4		14	2	34
<b>Total Undergraduate 28</b>							<b>Total Graduate 50</b>		



Associate Degrees 2011- 2012						
P-4 Early Childhood	Middle Level Ed	Health P.E.	Non-Licensure P.E.	Health P.E Exer. Scien	Music Ed	
1	0	0	1	1	0	
<b>Total</b> <b>3</b>						

### School of Education Faculty Information

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 members 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 Student Semester Credit Hour Data**

Faculty Member	SSCH Summer II 2011	SSCH Fall 2011	SSCH Spring 2012	SSCH Summer I 2012	Total SSCH
Beard, Pam	123	258	339	150	870
Byrd, Shellye	0	102	90	0	192
Breeze', Scott	0	42	68	0	110
Crise, Robert	0	0	5	0	5
Doss, Peggy	0	0	0	0	0
Early, Alvy	0	58	0	0	58
Eargle, J	0	0	0	0	0
Fairris, S. (adjunct)	0	0	0	0	0
Frazer, Memory	99	309	459	84	951
Gentry, Julie	0	114	84	0	198
Givhan, Debbie	57	183	255	54	564
Harvey, John	32	80	0	0	112
Hill, Marcus	0	78	0	0	78
Hunnicuttt, Donna	0	96	129	0	225
Jackson, JR	0	0	0	0	0
Jackson, Trudy (Adjunct)	0	135	99	0	234
Jackson, William	0	0	60	0	60
Johnson, B.	0	435	393	0	828
Jones, CM	0	401	84	66	551
Jones, Tracie	12	60	63	0	135
King, Kathy	27	306	330	0	663
Lawley, Michael	0	0	26	0	26
Level, Kim	0	420	513	0	933
Longing, Jeff	117	246	312	153	828
Martin, Sue	9	173	93	0	275
Massey, CD	93	360	315	66	834
Manley, Kyle	0	0	0	0	0
Middleton, Matt	0	0	78	12	90
Newton, Rebecca	75	84	75	6	240
Owen, Shelley	0	0	15	0	15
Ratcliff, Andrea (adjunct)	0	39	0	0	39
Ray, Tanya	0	19	0	0	19
Richard, Gina	0	69	0	0	69
Scott, Keith	0	17	0	0	17
Shingler, Casey	0	0	64	12	76
Sharpe, G.A.	15	74	0	0	89
Smith, Billy (GA)	0	48	161	12	221

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Snow, Albert (adjunct)	0	9	0	0	9
Terrell, Max	0	138	309	0	447
West, Deborah (adjunct)	0	21	15	0	36
Wilson, Whitney	0	93	96	30	219
Zimmerly, Alayne	0	180	165	18	363
<b>Total SSCH 11-12</b>	<b>659</b>	<b>4647</b>	<b>4695</b>	<b>663</b>	<b>10,664</b>
<b>Total SSCH 10-11</b>	<b>828</b>	<b>4440</b>	<b>4411</b>	<b>830</b>	<b>10,509</b>
<b>Total SSCH 09-10</b>	<b>843</b>	<b>4192</b>	<b>4611</b>	<b>1025</b>	<b>10,671</b>
<b>Total SSCH 08-09</b>	<b>694</b>	<b>3652</b>	<b>3895</b>	<b>864</b>	<b>9,105</b>
<b>Three Year Totals 2009 - 2012</b>	<b>2330</b>	<b>13,279</b>	<b>13,717</b>	<b>2518</b>	<b>31,844</b>

### Faculty Qualification Summary

The School of Education has nine full-time faculty members with doctorate degrees, one full-time faculty member with an educational specialist degree, and four full-time faculty members with Master of Education Degrees. Of the three M. Ed faculty, one has an endorsement as a reading specialist and the other has an endorsement as a science specialist. The UAM STEM Center staff members have Master of Education degrees and additional endorsements in their area of expertise. The ERS director holds a Master of Education degree.

Faculty Member Name	Highest Degree, Field, & University	Faculty Rank	Tenure Track	Assignment
Pam Beard	Master of Elementary Education-University of Arkansas at Monticello	Instructor	Non-Tenure Track	Faculty/STEM Director
Peggy Doss	Ed.D. Higher Education-University of Arkansas at Little Rock	Professor	Tenured	Dean, Faculty
Memory Frazer	Master of Science Exercise Science-University of Southern Mississippi	Instructor	Non-Tenure Track	Faculty
Deborah Givhan	Ed.S. Special Education-University of Alabama	Instructor	Non-Tenure Track	Faculty
Donna R. Hunnicutt	Ed.D. Higher Education- University of Arkansas at Little Rock	Assistant Professor	Tenure Track	Coordinator for Graduate Programs/NCATE Coordinator/Faculty
Barbie G. Johnson	Masters of Education Physical Education-Northeast Louisiana University	Instructor	Non-Tenure Track	Faculty
C. Morrell Jones	Ph.D. Curriculum & Instruction, George Peabody College	Professor	Tenured	Faculty
Kathy B. King	Ed.D. Recreation Administration-University of Georgia	Associate Professor	Tenured	Health and Physical Education Coordinator/Faculty
Kim Level	Masters in Elementary Education- University of Arkansas at Monticello	Instructor	Non-Tenure Track	Partnership Coordinator/Faculty
Jeff Longing	Ed.D. Curriculum & Instruction, University of Louisiana Monroe	Assistant Professor	Tenure Track	Director of Educational Leadership/Faculty
Sue S. Martin	Ed.D Educational Leadership and Administration- University of Arkansas at Little Rock	Associate Professor	Tenured	P-4 Early Childhood Coordinator/Faculty
Dewayne	Ed.D. Human Performance-University of	Associate	Tenured	Faculty



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Massey	Southern Mississippi	Professor		
Max Terrell	Ph.D. Curriculum & Instruction-Indiana State University	Professor	Tenured	Faculty
Alayne Zimmerly	Ph.D Curriculum & Instruction- University of Arkansas at Fayetteville	Associate Professor	Tenured	Faculty

### Grant Awards and Projects in the School of Education

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

Grant Title	Source of Funding	Amount	Grant Date	Principal Investigator(s)	Comments
**Education Renewal Zone	ADE	\$134,023	June 2012	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, 2012	Pam Beard, Director; Gail Snider Math Specialist	Staff development or secondary math teachers
**STEM Grant for Science Specialist	ADE	\$86,500	June 30, 2012	Pam Beard, Director; Gina Richard Science Specialist	Staff development for secondary science teachers
** Supplemental Education Services Contract with ADE	ADE	Income for 2011-2012 \$194,675	Spring 2012	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
<b>Total \$501,698</b>					

### Grants Awarded in the School of Education Since 2009

Grant Title	Source of Funding	Amount	Grant Ending Date	Principal Investigator(s)	Comments
** Supplemental Education Services Contract with ADE	ADE	Income for 2010-2011 \$103,200	Spring 2011	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
Program and Faculty Development	ADE	\$2,500		Peggy Doss: SOE Dean	Provides professional development to prepare quality programs
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

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Fostering Algebraic Thinking	Arkansas Department of Higher Education: (ADHE)	\$63,170	3-21-11	Donna Hunnicutt/ Pam Beard	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
School of Education Program Support	ADE	\$10,000		Peggy Doss: SOE Dean	Provides professional development to prepare quality programs to meet new standards
Program and Faculty Development	ADE	\$5,071		Peggy Doss	Provides professional development to prepare quality programs
**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
**Praxis I Support	Wal-Mart	\$500	4-29-10	Sue Martin	Financial support for students to take the Praxis I test
**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	Pam Beard: Gina Richard 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
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
<b>TOTAL</b>	<b>\$1,152,366</b>				

## 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. Candidates are responsible for the development of an electronic portfolio.

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.

Twenty-five older PCs in the School of Education educational technology laboratory were replaced with a new portable computer laboratory with 30 laptop computers.

The School of Education purchases four Ipads for faculty use during the 2011-12 academic year.

The School of Education initiated the installation of wireless access for Willard Hall.

All SOE classrooms have Smart Room technology. Two rooms have Promethian Boards. The unit also has one CIV laboratory.

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

Wii  
 iPods  
 Interwrite White Boards  
 Six (6) document cameras  
 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  
 Three (3) GPS units

**Special SOE Projects**

**Education Renewal Zone**  
**EXECUTIVE SUMMARY**

It is the vision of the Southeast Education Renewal Zone (ERZ) along with the partners, University of Arkansas at Monticello, the Southeast Arkansas Education Service Cooperative, and area schools, to be the vehicle for communication and collaboration, to provide technical support, and facilitate the acquisition of professional development to the schools in Southeast Arkansas. This vision is to provide alignment of teaching in the classroom with the demands of the workforce in the real-world in order to prepare students for college and career readiness. It is the vision of the Southeast ERZ to help create a culture and learning environment in the schools that will promote high achievement through a real-world curriculum that is both rigorous and relevant to the needs of the students. This vision also includes the preparation of highly-qualified teachers who will ensure that all students reach their highest educational potential.

The ERZ Conceptual Framework encompasses all of the legislative purposes outlined in ACT 106. Building instructional capacity incorporates professional development, curriculum, distance learning technology, and mentoring for students, teachers, and pre-service teacher candidates which all impact both high student achievement and teacher effectiveness in the public schools. Building organization capacity incorporates parental and community involvement, enhancing leadership, and recruiting and retaining teachers in the workforce. Collaboration and evaluation are embedded in both instructional and organizational capacity components of the ERZ. The Southeast ERZ Director and Assistant Director strive to assist all partners with building both instructional and organizational capacity within the partner schools.

Building instructional capacity through professional development, curriculum, and mentoring is a vital component for impacting high student achievement and teacher effectiveness. The Southeast ERZ strives to support each partner with building instructional capacity. The Southeast ERZ has been a vital component in Southeast Arkansas since the inception of the ERZ in 2005. It began with a partnership between the University of Arkansas at Monticello, Southeast Arkansas Education Service

Cooperative, and thirteen public high schools in Southeast Arkansas. Since that time the partnership has grown to include forty-eight public schools, Southeast Arkansas Education Service Cooperative, and the University of Arkansas at Monticello. As of the 2011-2012 school year, the Southeast ERZ services forty-eight public schools of which eight schools are identified as Achieving; seven are identified in Alert; and the remaining identifications range from Targeted Improvement Year 2 through State Directed Year 8. The Southeast ERZ is a true P-16 collaboration project between UAM, Southeast Arkansas Education Service Cooperative, and the public schools in Southeast Arkansas. The ERZ is influential in providing opportunities and strengthening education among the partners to positively impact teaching and learning P-16.

A focus of the Southeast ERZ partnership is to collaborate among the partnership to provide the schools with the necessary resources and professional development to improve teaching and learning. In order for this to happen, a consistent plan of communication for discussing, organizing, and implementing the 2011-2014 Southeast Strategic Plan was developed. All partners are kept informed and given an equal opportunity for participation and evaluation. A variety of methods of communication has been established by the Southeast ERZ to accomplish this goal.

The Director and the Assistant Director have been committed and will continue to commit to spending 50% of their time in the schools to identify student achievement needs, collect requests and needs assessments for curriculum and instruction, and respond to professional development needs. The Director and Assistant Director are working among the units and offices at the University of Arkansas at Monticello as well as the education cooperative to provide needed support to all partners. Over the last six and a half years, the expansion of resources has grown to include the UAM School of Education, School of Mathematics and Natural Sciences, School of Arts and Humanities, Admissions, Student Affairs, and Academic Affairs. A Southeast ERZ Web site has been established and is maintained to provide online help and access to a variety of resources. The Southeast ERZ Advisory Committee composed of representatives from partner schools, district administrators, university professors and administrators, education cooperative representatives, parents, and community members, meet quarterly. These meetings provide opportunities for reporting information, exchanging ideas, and making decisions for future goals, projects, and events.

A vital component of the Southeast ERZ is the support provided to the public school partners. UAM faculty from the School of Education, School of Arts and Humanities, and the School of Mathematics and Natural Sciences, along with the UAM STEM Center Specialists and the School Specialty Support Team make visits to schools to provide professional development and classroom instructional support to assist with the implementation of Common Core State Standards. Since 2005, the ERZ Director and those mentioned above have made 2,249 site visits to provide needed classroom instructional support and professional development.

School Year Number of Visits Recorded

2005-2006	57
2006-2007	244
2007-2008	336
2008-2009	328
2009-2010	386
2010-2011	534
2011-2012	364
TOTAL	2,249

The Director, assisted by the Assistant Director, keeps the Chancellor, the Provost, the School of Education Dean, the School of Education faculty, the School of Arts and Humanities Dean, and the School of Mathematics and Natural Sciences Dean informed of projects and involves them in the planning and decision making through regular meetings, E-mails, and telephone conversations. The School of Education Dean, the Provost, and the Chancellor are usually present to welcome participants at ERZ meetings and events. The Dean and Provost take an active part in planning and participating in events.

The Southeast ERZ administers needs assessments, collects data, and coordinates requests for professional development and instructional support. Needs assessments are an ongoing process in order to collect data from UAM School of Education, public school administrators, UAM faculty, and public school teachers. These assessments are administered during site visits, advisory meetings, and through technology resources. They are tailored to extract needs of pre-service and in-service teachers in pedagogical practice, content knowledge, and competent use of technology. An analysis of the needs assessments are used to determine professional development requests as well as to assist the UAM School of Education in determining course needs of schools and in syllabi changes in curriculum to better prepare pre-service and in-service teachers. This process provides opportunities to regularly examine and revise pre-service programs.

A Directory of Resources is available to all partners through the Southeast ERZ Web site. In addition, all schools are made aware of professional development opportunities available from the Southeast Arkansas Education Service Cooperative and the Arkansas Department of Education through E-mails, distribution lists, and the ESC Web site. The UAM professors and instructors receive continuous updates about available professional development opportunities from the ERZ Director and Assistant Director. They have the opportunity to participate in the training offered through both the Southeast Arkansas Education Service Cooperative and Arkansas Department of Education. With the Arkansas Department of Education offering many avenues for providing professional development this allows the university professors and instructors to meet their professional development needs when convenient.

With the implementation of Common Core State Standards, there continues to be a need to revise curriculum to identify effective, research-based strategies aligned to the needs of students, such as differentiation of instruction. The Common Core State

Standards, when fully implemented, will assist all students graduating from high school to be prepared for a post-secondary education and/or a career. Common Core State Standards do not tell teachers how to teach, but provide guidance and support as teachers revise curriculum, build lesson plans, and create learning environments to assist students with gaining deeper knowledge to think critically and problem-solve. The Southeast ERZ Director and Assistant Director provide support and identify resources to partners (public schools and university) for implementing Common Core State Standards to support both the Arkansas Department of Education Common Core State Standards Strategic and Professional Development Implementation Plans.

The UAM STEM Center Specialists partnered with the Southeast ERZ to provide needed professional development and instructional support to both university professors and instructors along with all partner schools. This will continue to be a strong partnership to support the Southeast ERZ partners with the implementation of Common Core State Standards, classroom instruction, and authentic assessments.

A grant was enacted pursuant to the State Board of Education’s authority under Arkansas Code 6-11-105 and Act 34 of 2003 2nd Extraordinary Session of the 84th General Assembly for the purpose of providing funds in order for the school districts to acquire the equipment necessary for distance learning. As of the result of this funding, all partner high schools have Compressed Interactive Video equipment available. In some partner districts, there is additional equipment available. This is a very important factor for the schools in Southeast Arkansas because most are small, rural schools with high poverty rates. The districts’ distance learning programs are designed to provide advanced high school courses, advanced placement courses, enriched course content, or other academic courses to expand or enhance curriculum not otherwise available in the school districts.

The Southeast ERZ provides support about how to increase rigor in instruction and making real-world connections for the students. One way UAM supports real-world connections is through concurrent credit opportunities. Opportunities include course offerings through a partnership with Arkansas Early College High School (AECCHS) and through qualified teachers on the public school campuses. The AECCHS courses are taught through Compressed Interactive Video (CIV). All schools in Arkansas who have CIV capability are eligible to have their students take concurrent credit courses through AECCHS. Below is a table of the number of students who have received college credit through UAM for their concurrent credit courses. Concurrent credit offering from UAM are planned for the future because it benefits the students of Arkansas for a rigorous curriculum. The ERZ Director and Assistant Director will continue to support this endeavor through promotions of the opportunities to all partners and in the community.

Enrollment Term	Number of Students Enrolled
Fall 2005	210
Spring 2006	414
Fall 2006	617
Spring 2007	626



Fall 2007	422
Spring 2008	467
Fall 2008	579
Spring 2009	571
Fall 2009	442
Spring 2010	444
Fall 2010	459
Spring 2011	547
Fall 2011	481
Spring 2012	567
TOTAL	6,846

Arkansas Department of Education is taking advantage of Compressed Interactive Video Equipment but also the technology to live streaming professional development and meetings across Arkansas to school districts, education cooperatives, STEM Centers, and universities. Southeast ERZ partners are taking advantage and will continue to take advantage of this technology. This provides a more cost-effective and efficient use of time and money for the school districts. This has been a very effective way of providing professional development and information about Common Core State Standards. This has also been an effective way for the university professors and instructors to incorporate this information during instruction at the university.

Building organizational capacity through recruitment/retention initiative, parent/community support, and deepening partnerships is a vital component for impacting high student achievement and teacher effectiveness for the Southeast ERZ. Expanding the Southeast ERZ efforts to assist partner schools with staffing needs has been and will continue to be an initiative. Networking partners to assist with recruiting and retaining teachers is a high need priority in Southeast Arkansas. Recruiting and retaining highly qualified teachers is often difficult in Southeast Arkansas where the salaries can be lower and the poverty rate higher than other parts of Arkansas. Added to this problem is the fact that many schools are small, requiring multiple preparations, and responsibilities for teachers. Many schools are in isolated areas. The UAM School of Education Dean, UAM School of Mathematics and Natural Sciences Dean, and the ERZ Director are collaborating to expand recruitment efforts in the identified high-need areas. This initiative has created new partnerships with some of the area school districts. Some school districts in Southeast Arkansas are providing incentives to recruit teachers in high-need staffing areas such as, math and science. The incentives provide financial support to pay for the UAM Masters of Arts in Teaching degree which the teacher will commit to spending four or more years in the district providing classroom instruction

The Southeast ERZ is a true P-16 collaboration project between UAM, Southeast Arkansas Education Service Cooperative, and the public schools in Southeast Arkansas. The ERZ is influential in providing opportunities and strengthening education among the partners to positively impact teaching and learning P-16. A priority of the Southeast ERZ partnership will be to expand and network partners to provide the

schools with the necessary resources and professional development to improve student achievement. Networking partners through communication and collaboration is one of the most important endeavors of the Southeast ERZ. This ongoing process requires continual attention and expansion with all partners.

As ERZ partners are in the middle of implementation of Common Core State Standards, ERZ will continue to provide assistance to all partners during this process. Assistance will come from facilitation of meetings, understanding in how to prepare and teach standards-based lessons, observations of instruction, and sharing of resources to support implementation.

The implementation of the Common Core Standards also impacts the pre-service programs. UAM School of Education faculty are reviewing and revising instruction for the pre-service candidates so they are aware of the new standards and how to implement them in the classroom. Southeast ERZ and the UAM STEM Center partnered during the 2011-2012 school year to provide job-embedded professional development to the School of Education faculty as to how to deconstruct the standards, how the standards change instruction in the classroom, and how assessments will change because of the standards. The plan is to continue professional development opportunities not only for the School of Education but also for the School of Arts and Humanities and the School of Mathematics and Natural Sciences during the 2012-2013 school year. The higher education faculties are also participating in the Arkansas Department of Education Common Core State Standards Institutes.

The Southeast Education Service Cooperative and the UAM STEM Center are offering professional development on Common Core State Standards as outlined in the Arkansas Department of Education Professional Development plan. These workshops began during the 2011-2012 school year and will continue throughout the next few years to support the implementation of the Common Core State Standards. ERZ partners are able to locate information about available workshops through the ESC Web site, UAM STEM Center Web site, E-mails, and distributions lists.

The Southeast ERZ is partnering with the Arkansas Department of Education, Southeast Arkansas Education Service Cooperative, and the UAM STEM Center to provide support to area high schools that are participating in the Southern Regional Education Board Literacy Design Collaborative and Mathematics Design Collaborative Project during the 2012-2013 school year. The Southeast ERZ Director was trained in the first Cohort Train the Trainer during May 2012. Additional training is scheduled in July 2012. During 2012-2013, site visits and professional development will be provided to the participating high schools each month to embedded practices to support Common Core State Standards implementation. This will not be a one-year process but more trainers and high schools will have the opportunity to become a part of the project in the following years.

Southeast ERZ was awarded funding for the 2012-2013 school year. Funding for the Assistant ERZ Director was approved for any of the ERZ programs in the state. The

Southeast ERZ Director will continue to develop and strengthen the partnerships to improve overall school performance, student achievement, and pre-service programs. The Southeast ERZ coordinates opportunities to facilitate a sustained collaboration in order to maximize access to instructional, financial, cultural, and technological support to impact high student achievement and teacher effectiveness for P-16 education in Southeast Arkansas.

#### 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 UAM STEM Center and the University of Arkansas at Monticello School of Education have a strong relationship working together over the past thirteen years. The math and science specialists have become an important part of developing strong connections between kindergarten through twelfth grade schools and higher education. The specialists work with public school students, faculty, and administrators to impact student learning. Additionally, the specialists work with university faculty within the School of Education to provide services for public school and pre-service teachers.

Over the past year, the math and science specialist worked with 34 MAT students demonstrating and modeling math and science integration in the classroom. The focus of instruction was on creating inquiry based and problem solving lessons that focused on the CCSSM Eight Mathematical Practices. The specialists also shared information on writing pacing guides, behavioral objectives and lessons plans matched to the Arkansas Frameworks. In partnership with Mrs. Pam Beard's middle level science class, the science specialist assisted 10 interns in preparing several inquiry based lessons. These interns were presented lessons in the local middle school under the supervision of Mrs. Beard and the interns utilized resources from the STEM Center.

The science specialist facilitated a healthy skin presentation provided by Dr. Burns to provide 40 interns with materials and information to use in their classrooms. Additionally, the science specialist worked in partnership with Dr. Mary Lindsey from UAMS and the UAM School of Education to provide real world simulations occurring in the classroom on behavioral and classroom management situations to teacher intern candidates.

Gail Snider, Math Specialist provided training on the CCSS and Fraction Islands to 27 Pre-Service teachers in Dr. C.M. Jones in the Math and Science for Young Children course. Gina Richard, the Science Specialist also provided common core training in Dr. Jones class to students interning in the public schools. Specialists are scheduled to continue working with interns in Dr. C.M. Jones in the Math and Science for Young Children course, Mrs. Pam Beard's Assessment for Elementary Teachers, and Dr. Alayne Zimmerly's Teaching and Learning in the Middle Grades course. During the past seven years, the UAM STEM Center specialists have co-taught methods lessons with university faculty teaching pre-service teachers. The methods courses are embedded in the pre-service teacher internship; this allows pre-service teachers to implement the research based instructional strategies they have learned immediately with public school students. There are currently 43 pre-service teachers in the internship program. 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 860 public school students per year. Over a seven year time frame, the achievement of approximately 6020 students has potentially been impacted by lessons co-taught by the specialists and the university faculty.

The 2011-12 school year has focused on the implementation of the Common Core Standards in Math and Literacy. Awareness of the changes that will be necessary to produce qualified teachers has required the STEM Center to provide information and training to the School of Education and Math and Science faculty. The STEM Center Math Specialist has provided an overview of common core and a deconstructing math standards training for the School of Education Professors and Instructors. Training was provided to the math faculty in the UAM Math and Science department to share the Mathematical Practices and Common Core Standards that they will be preparing future teachers to teach in the public schools. On-going support and model lessons are scheduled to occur throughout the remainder of the semester. There were 16 faculty members present for the School of Education trainings and nine faculty members present for the Math Department. A total of 25 college level instructors will share with an average of 60 students per semester that will teach an average of 120 students per year when employed in the public schools and has the potential to impact 1380 students per semester. The STEM Center science specialist has provided an overview of the common core literacy standards to several of the teacher education classrooms and will provide on-going support to the classrooms throughout the remainder of the semester.

The UAM math and science specialists have collaborated with Dr. Jim Edson in the School of Mathematics and Natural Science to plan and provide ongoing monthly professional development in the Southeast Arkansas Science and Teacher Alliance (SEASTA) meetings. The specialists have worked over the past six years to provide opportunities for professional development in science, math, technology, Common Core, family math and science night, and parental involvement. The collaborative efforts between the UAM STEM Center for Math and Science and the School of Mathematics and Natural Sciences in hosting the monthly SEASTA meetings has the potential to impact the achievement of 2,000 public school students per year. The STEM Center science specialist has been an entity between the public schools and the UAM School of Mathematics and Natural Sciences.

In partnership with the School of Mathematics and Natural Sciences and the School of Education, the UAM STEM Center director and math specialist wrote and received the No Child Left Behind Algebra I grant during the summer of 2011. The math specialist facilitated, presented, and supported the Algebra I teachers during the ten days of training with follow-up

during the school year. The math specialist was on site to debrief each module of training and discuss where the eight mathematical practices from the Common Core Standards for Math were demonstrated in each lesson. There were 16 Algebra I teachers that participated in the two week training in the summer followed by two follow up days in the fall. The 16 teachers taught an average of 120 public school students per year. The development of the grants and training that resulted from the partnership between the School of Education, the School of Mathematics and Natural Sciences, and the UAM STEM Center math and science specialists has the potential to impact the achievement of 1,920 public school students per year.

The math specialist is currently coordinating and facilitating efforts between Monticello High School and the University of Arkansas at Monticello to vertically align mathematics courses. The team consists of high school mathematics teachers, the high school math instructional facilitator, the UAM STEM Center math specialist, university mathematics professors and the ERZ director to facilitate the shift from high school to college math more successful and rewarding. The focus is currently on the Algebra course work beginning in Algebra I moving through Algebra II, and Transitions to College Algebra. The Common Core Standards will be used to align common vocabulary, lessons and strategies across the curriculum. Collaboration throughout the year is organized electronically as team members work to complete the process. The UAM math and science specialists have worked collaboratively with the Southeast Arkansas Educational Cooperative Specialists. This year, the specialists formed a Professional Learning Community, which meets once a month, to align our work to meet the needs of teachers, instructional facilitators and administrators as we impact student achievement. This PLC has designed, distributed and disaggregated a needs survey to determine how to best support the schools in our area. This information provides a foundation for our work throughout the southeast AR area in regards to the professional development the STEM Center and the SEARK Coop is providing.

The science specialist has co-presented Picture Perfect science and Content Literacy workshops through the Southeast Arkansas Service Cooperative with the science and literacy specialists at the coop, which were attended by 52 participants. These science contents workshops have the potentials to impact the achievement of 8,000 middle school and high school students.

The math and science specialist at the UAM STEM Center continue to partner with the math, science, and literacy specialists at the Southeast Arkansas Educational Service Cooperative in providing services to the instructional facilitators in the southeast region. Eighteen instructional facilitators are currently receiving services from the specialists at the UAM STEM Center and the Southeast Arkansas Educational Service Cooperative based on need. The UAM STEM Center specialists have utilized Diane Sweeney's "Student Centered Coaching" book to provide specified services to 6 of the 18 instructional facilitators involved. These instructional facilitators have been provided services within the scope of the book as determined by their needs to provide optimum services within their district. These 6 instructional facilitators from 6 districts have the potential to impact 8,641 students from Drew Central, Hamburg, Dumas, and Star City School Districts.

The math specialist partnered with the ERZ to provide Common Core math information to the School of Mathematics faculty at UAM. Thirteen professors, instructors and staff members received training on how the process of deconstructing common core standards for understanding works, and how the Common Core positively impacts students entering the university.

Instructors and Professors at the university level are interested in partnering with the STEM Center and ERZ to provide content training to middle and upper level public school teachers that feel unprepared to teach the more rigorous standards. The potential impact of this situation is immeasurable as college faculty train teachers to prepare high school students for college.

Through a strong partnership with the Education Renewal Zone, the specialists assist in making connections between the University of Arkansas at Monticello and the public schools in the Southeast Arkansas region. The math and science specialists provide monthly reports to the ERZ Director indicating the schools to which support and assistance have been provided. The promotional resources provided by the ERZ are distributed by the STEM Center to teachers and staff within the schools. This provides the opportunity to support the work of the ERZ and STEM Center as well as the School of Education and UAM.

The math and science specialists at the UAM STEM Center consider it a high priority to support our schools. This includes the 20 schools currently in school improvement as well as the 9 schools that are achieving. In 2011-12 the Southeast Arkansas Region celebrated 10 schools making progress toward being achieving schools. Highlighted below are some of the types of support provided to each of the fourteen districts in our area, as well as additional districts that have sought out our assistance over the past year.

Cleveland County Elementary School was impacted by the work of the science specialist during the past year. Gina Richard provided a model lesson using Lab Quests with pre and post observations for Rebecca McGee's fourth grade class.

Crossett Elementary, Middle School, and High School were impacted by the work of the math specialist during the past year. Algebra I and Middle School support was provided on site to teachers and instructional facilitators with three model lessons 15 observations, resources, and professional development. Elementary staff and the Instructional Facilitator were trained and supported in Deconstructing the Common Core Standards for Math.

Dermott High School was impacted by the work of the science specialist. The Seventh grade Science department participated in a Professional Learning Community provided at UAM. Gina Richard at the UAM STEM Center facilitates the seventh grade PLC which focuses the determined needs of the teachers. The PLC has focused on classroom management and differentiation in the classroom this year.

Dewitt Elementary, Middle and High School were impacted by the work of the math and science specialist. Math and Science PLC meetings were attended and supported by the math and science specialist throughout the 2011-12 year. Model lessons in math and science were presented and debriefed in elementary science classrooms and high school math classrooms. The Math Specialist presented Professional Development on Common Core Standards for Math, and attended the monthly District Leadership Team meetings.

Drew Central Elementary, Middle School, and High School have been impacted by the work of the specialists in their buildings throughout the past year. The STEM Science Specialist modeled science lessons in the elementary classroom with pre and post conferences. The Math Specialist provided fraction island training in the middle school classes along with the

instructional facilitator to support the eight mathematical practices in the common core standards. Professional Development was provided to middle and high school teachers to guide them in their implementation of the Common Core next year. Student Centered Coaching support was provided to the curriculum director and high school instructional facilitator as the process was implemented in high school. Gina Richard supports high school biology teacher through PLC participation with other high school biology teachers in the region to build capacity with the content teachers and focus on the science component within the Common Core for science teachers.

Dumas Elementary and High School were impacted by the work of the specialists in their buildings throughout the past year. The instructional facilitator at Dumas Elementary School participated in the “STEMming Out in PLC’s” professional development provided by the UAM STEM Center. This training focuses on instructional facilitators teaming to develop STEM Kits to take to classrooms to model STEM lessons in math and science. Gail Snider, Math Specialist trained and is currently supporting Deconstructing the Common Core Standards at the elementary school. High school teachers are supported by Gina Richard, Science Specialist through the biology PLC.

Hamburg Elementary, Middle School and High School were impacted by the work of the math and science specialists in their buildings throughout the year. The math and science specialist work with the instructional facilitator and elementary principal to model, observe, support and provide resources to the math and science teachers. The math specialist provided professional development in fraction islands to the 3-5 staff to model strategies with the eight mathematical practices in Common Core. The focus at Noble and Albritton Elementary schools has been on the implementation of Common Core in grades K-2 and the awareness and preparation to implement in 3-5. Elementary and middle school classes have been trained and are currently being supported in the deconstruction of the Common Core Standards in Math. For the 2011-2012 school year, the middle school has been utilizing professional development hours to bring awareness to their science, social studies, and technical subject’s staff of the Common Core standards within the Literacy Component and increasing student performance with open response performance. The science specialist has provided continuous support to this school with professional development session catered around these needs to bring the awareness to the document to the implementation phase within the classroom. The high school algebra I teachers completed the NCLB algebra I training in the summer and are implementing lessons from these modules in the Algebra I classroom with plans to introduce the Common Core State Standards.

Hermitage Elementary and High School were impacted by the work of the specialists in their buildings throughout the year. Support was provided to the elementary school through the building level team meetings in the Response to Intervention process. Observations and model lessons were provided by the math and science specialists in the Algebra I and Chemistry classrooms. Five days of training was provided by the STEM Center Math Specialist to prepare the eighth grade Algebra I teacher for ADE approved endorsement to teach the course.

Lakeside Elementary and High school were impacted by the work of the math and science specialist throughout the year. Ongoing on-site professional development in fraction islands showcasing the eight mathematical practices, and deconstructing the common core standards in

math has been provided by the math specialist in classrooms and PLC's. Professional development in content literacy has been provided by the science specialist to the staff to support Common Core. The science specialist has provided professional development and support by developing a PLC at UAM for biology teachers. Several biology teachers from Lakeside High School have joined this PLC.

McGehee Elementary and High school were impacted by the work of the math and science specialist throughout the year. Professional development was provided by the math and science specialists to the building level team members to develop a family math and science night. Plans to share the Common Core Standards with parents were included in the family night. Support was provided to the school throughout the process as they planned the event. The science specialist supported the high school science teacher at McGehee High School through the Chemistry PLC. McGehee Elementary teachers and instructional facilitator were trained and supported by the math specialist in Deconstructing the Common Core Standards for Math. The math specialist supported the Algebra I teacher throughout the Algebra I training through the NCLB grant.

Monticello Intermediate, Middle and High Schools were impacted by the work of the math and science specialist throughout the year. The math and science specialist provided training, resources, support, model lessons, observations, and guidance in preparing to implement Common Core in the classrooms. The science specialist attends weekly science PLC meetings through the year at the Intermediate School. The Math specialist provided Algebra I endorsement training for the eighth grade Algebra I teacher to obtain certification and supports the ninth grade Algebra I teachers that were trained through the Algebra I grant last summer. The math specialist works with the intermediate school instructional facilitator and principal to inform teacher, staff, parents and students about the changes full implementation of the CCSS for Math will bring. The science specialist supports the middle school biology and high school chemistry teachers through PLC's facilitated by the UAM STEM Center. The math specialist facilitates and supports the efforts of the high school math faculty and UAM faculty to align the Common Core Standards.

Star City Elementary, Middle School and High School were impacted by the work of the math and science specialist throughout the year. The math specialist has provided professional development and on-going support for Fraction Islands in grades 3-5 and Deconstructing the Common Core Standards in grades K-5 at the elementary school. Support and on-going collaboration is occurring with the math teacher to prepare for professional development in data modeling for grades 6-7 to help teachers with content in the CCSS for math. The math specialist along with the Star City Instructional Facilitator has also provided support, planning, and assistance to the Algebra I teachers in preparing for the EOC Algebra I test and supporting the training from the summer Algebra I training. The specialists have also teamed with the math instructional facilitator to develop STEM Kits to assist teachers in STEM education in the math and science classroom. The science specialist has provided resources, and professional development in science focused on implementation of the CCSS. The science specialist has continuous support to the middle school this school year in to prepare the grades 6-8 teachers for the implementation of CCSS. Additionally, onsite visits for classroom observations with pre and post conferences, model lessons, co-teaching, participating in PLC's to strengthen student



learning were and continue to be provided. Targeted job-embedded professional development has also been provided within the grade level bands. Science fair support and resources have been provided to the high school.

Warren Elementary, Middle School and High School were impacted by the work of the math and science specialist throughout the year. The math specialist provided training on the eight mathematical practices to the staff of the elementary school to begin conversations about support of CCSS in math from other disciplines. The science specialist has been ongoing support for the high school science teachers through modeling and observation of effective strategies in the Science classroom. The science specialist also supports the science faculty by attending PLC's on site at Warren High School, as well as facilitating effective PLC's teams of Biology teachers in the region on site at UAM.

Woodlawn Elementary School was impacted by the work of the math and science specialist throughout the year. The specialists teamed with the math instructional facilitator to develop STEM kits to assist teachers in classrooms with STEM education. The UAM STEM Center has designed an official logo and launched this logo within the university system and schools this school year. This logo will become synonymous with the STEM Center and the message the math and science specialists convey in their work of promoting STEM education.

To continue the promotion of STEM education, the UAM STEM Center analyzed the degree and program offerings at the main university at the Monticello location and the two satellite campuses in McGehee and Crossett and determined the STEM related degrees. The UAM STEM Center developed the catchphrase "Choose STEM at UAM" in order to promote STEM within the high school environments. This phrase is being publicized to bring awareness to the STEM degrees at UAM and this information is shared with high school students as the math and science specialists provide services to the schools.

The UAM STEM Center received an \$11,700 grant award from the Arkansas Science and Technology Authority to promote technology use in the classroom in 2011. These funds were used to buy technology for teachers in 11 school districts. Professional development was provided during the school year as the teachers implemented the technology in the classroom and received additional support from the science specialist from on-site visits. These grant funds allowed teachers to improve STEM curriculum and awareness in their schools and increase the 21st century skills needed for teaching students.

A \$500 mini grant was awarded to the UAM STEM Center science department in 2011 from the Arkansas STEM Coalition in cooperation with the Arkansas Community Foundation to purchase science resources for middle school teachers. These funds are allocated to increase STEM awareness within the classroom in biotechnology, biology, chemistry and in the physical sciences. Kits will be available for teachers to check out that provides inquiry based learning experiences with STEM challenges to be provided in the classroom setting.

The Arkansas STEM Coalition also awarded the UAM STEM Center with a science equipment grant for \$13,000 made available through the Arkansas Committed to Education Foundation.

These funds have been allocated and are targeted to purchase science equipment within the grade K-6 classroom setting. Star City Middle School, Noble/Albritton Elementary School, and Portland Elementary School were selected to receive up to \$4,000 of equipment and will be receiving professional development on STEM focused equipment and resources to increase student learning. The science specialist at the STEM center will be providing supportive services in the form of professional development and on-site visits to these three schools to aid in the delivery of inquiry based lessons with a STEM focus in mind.