UNIVERSITY OF ARKANSAS AT MONTICELLO

SCHOOL OF EDUCATION

2015 -2016
ANNUAL REPORT

DR. PEGGY DOSS
DEAN, SCHOOL OF EDUCATION
AUGUST 1, 2015

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.

<u>Professionalism</u>

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.

6

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 was initially accredited by the National Council for the Accreditation of Teacher Education in 1964. The unit continues to be accredited by the Council for the Accreditation of Educator Preparation (CAEP, formally NCATE) which is the profession's mechanism to help establish high quality teacher preparation. Accreditation by CAEP 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 continue to collaborate with their colleagues in the arts and sciences and the public schools to ensure effective partnerships, and meaningful learning experiences.

Purpose of the Unit

Through a partnership with the Education Renewal Zone (ERZ), Southeast Arkansas Education Service Cooperative, the UAM STEM Center, 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, Arkansas Teaching Standards (InTASC Standards), the Common Core Standards and NCATE/CAEP standards as well as discipline specific learned society standards (specialty program associations).

Strengths

- The School of Education developed new courses (Praxis Core preparation courses) to prepare students for success on the math, reading and writing basic skill tests required by the state.
- 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 all School of Education graduate degrees being 100% online.
- The School of Education makes every effort to develop additional alternative routes to serve non-traditional populations.

- The School of Education has an outstanding assessment system for gathering, storing and analyzing data for program improvement. The unit uses an electronic 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 has memorandums 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 UAM School of Education is a CAEP accredited teacher preparation program.
- All UAM School of Education programs of study are nationally recognized by national specialty program associations.
- The Educational Renewal Zone and the UAM STEM Center continue to be major components of the School of Education structure and continue 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.
- 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 continually advances their knowledge and skills in providing quality on-line instruction.
- The unit increased the undergraduate and graduate enrollment in the 2014-15 year.

Weaknesses

- The extensive responsibilities of the School of Education faculty/staff continue to be a concern. In addition to their teaching responsibilities, each faculty member must assume additional duties including data assessment/analysis, accreditation/program coordination, serving on unit accreditation committees, partnering with area public schools, recruitment, and serving on degree development committees.

- Time for scholarly activity continues to be a challenge for faculty who are also responsible for program coordination, preparing reports, and serving on committees for the SOE and the university as a whole.
- Lack of resources to offer attractive salaries to recruit highly qualified faculty continues to be a focus for improving faculty recruitment.
- The absence of the option of the Arkansas Teacher Retirement system for new faculty from public schools continues to negatively influence faculty recruitment.

Opportunities for Improvements

- The university and the School of Education must continue to find innovative strategies to enhance the recruitment and retention of a diverse faculty.
- Continuing support must be given for academically at-risk pre-candidates to prepare for the Praxis Core examination. Finding resources to provide intervention services when pre-candidates do not acquire the state passing score will be necessary.
- Although, the faculty are generally very student oriented and appropriately advise students, they must improve the use of advisement reports to reduce errors in advising as well as appropriate student progress toward graduation.
- Faculty must continue to improve online teaching strategies to student acquisition of content, instructor-student communication, faculty engagement in instruction, clarity of expectations, and enhance understanding of assignments.
- 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 English, mathematics and science educators.
- The unit must continue to focus on greater recruitment efforts for new students for graduate degrees.

Threats to Effectiveness

- Ongoing threats posed by for-profit and anti-teacher preparation program national organizations (NCTQ)
- Pending federal regulations regarding report card data measuring success.
- Perpetual and frequent changes in programs of study, degree programs, Praxis exam requirements and licensure structure required by the Arkansas Department of Education
- Increased state and national requirements for reports and standards without sufficient additional unit administration assistance/support
- Lack of increases in state funding for HIED
- Increased state and national accountability requirements/reporting that creates additional work for faculty that already have multiple responsibilities
- Ongoing 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; (licensure and degree ends spring 2018)
- K-6 Elementary Education
- Middle Level Childhood; (language arts, social studies, 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;
- BA Physical Education, Health, and Leisure Non-licensure
- BS Physical Education, Health, and Leisure Non-licensure

Additional options for the preparation for teacher licensure for Middle Childhood Education and 7-12 content licenses are offered in the Master of Arts in Teaching (MAT) graduate degree program.

Online Graduate Program Offerings

Online graduate degrees offered in the School of Education that lead to an additional license are:
- Master of Education in Educational Leadership;
- Master of Education with a concentration in special education,
- 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 Middle Childhood MAT route 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 a standard teaching licensure as well as a master's degree. Teacher candidates interested in music education may pursue a music education degree or choose to major in music and complete an alternative route to teacher licensure in the Master of Arts in Teaching advanced degree program.

Online graduate degrees offered in the School of Education that **do not lead** to an additional license are:
- Master of Physical Education and Coaching
- Master of Education with concentrations in teacher leader or content areas.

Education Minors/Endorsements

- K-12 Music education minor
- Coaching minor
- Teaching and Learning minor
- K-12 Special Education graduate endorsement for additional licensure
- K-12 District Administrator endorsement for additional licensure

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 Core, Praxis II Specialty area examination(s), 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 inclusive of a one-year internship. 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, the Arkansas Department of Higher Education, and the Higher Learning Commission.

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 (48 clock hours) 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 (1080 clock hours) 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 fifteen primary partner districts provide opportunities for early field experiences as well as placements for the clinical interns in the P-4 Early Childhood, K-6 Elementary, Middle Childhood, and Physical Education programs as well as 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 employer surveys and used to evaluate and improve programs of study as well as 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 design and determine the specific field and internship placements. The partners also collaborate to design and 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 interact with students from diverse populations and of special needs.

The unit educational leadership advanced licensure program for building level administration requires a total of 220 clock 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 design and assign 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 Teaching and Learning minor. The School of Mathematics and Sciences, the UAM STEM Center, area public schools and the Education Renewal Zone are significant partners in recruitment efforts for high need math and science teachers.

The School of Education has a fully developed electronic evaluation/data analysis system (Chalk and Wire) and continuously searches for stronger methods in the collection and use of data. The unit faculty and staff makes changes in programs of study, course design, instructional strategies, field experiences and internships based on the data. It also systematically studies the effects of any changes to assure that programs are strengthened. The unit hosts teacher education and advisory council meetings twice each year to involve stakeholders (teacher candidates, UAM faculty, public school faculty/administrators, and SEARK Cooperative staff in the review of data and suggested outcomes.

NCATE/CAEP standards require robust data on each undergraduate teacher education candidate during each transition point throughout their program of study to measure the candidates' knowledge of content, knowledge of and ability to apply pedagogy, assessment techniques, instructional technology, and classroom management Candidates are also assessed on professional dispositions as an educator including their ability to collaborate in a team setting.

 The sources of the data for undergraduate teacher candidates are **Praxis Core and Praxis II scores**, scores from the **Principles of Teaching and Learning Praxis exam**, scores on

signature assessments imbedded in specific coursework**, field experience logs and reflections**, ratings on candidate **disposition rubrics** completed by university faculty and public school teachers at multiple points in the program, **GPA**, specific **grade requirements** in various courses**,** scores on **work sample portfolios** completed by candidates in the clinical internship semesters and ratings on the **Teacher Candidate Rating Instrument** complete by the cooperating teacher and the university supervisor 3 times by each for a total of 6 evaluations during the two semesters of the clinical internship. In addition, **clinical interns complete a post-internship survey** and **graduate and employer surveys** are conducted once per year.

The unit improved the system for collecting and analyzing follow-up survey data for program improvement by identifying a specific focus for surveys and creating a more formalized process for gathering, collecting, and analyzing survey data to ensure a higher rate of return. Changes in the methods of collecting and analyzing unit data were implemented to simplify the process and to produce more meaningful information. The unit now conducts a survey of completers as a part of their exit process. Additionally, the unit sends follow-up graduate and employer surveys each spring semester. Surveys are sent electronically through Chalk and Wire for ease of completion and return. This system allows the data to be collected and analyzed almost instantaneously and in a more efficient and productive manner.

Employers are surveyed each year to determine consumer satisfaction regarding the performance of UAM School of Education graduates. The rate of return has increased by 15% since 2013-14. Employers scored the UAM School of Education 3.72 of 5.00 on the overall satisfaction of graduate performance as compared to 3.66 in the 2013-14 year. Results of UAM School of Education graduate satisfaction surveys indicate **a 4.08 on a 5.00 scale** overall satisfaction of how well they were prepared. **4.09 was the state average.**

Employer/Principal Survey How well are UAM graduates prepared to:	2011-2012 Rating Average out of 5.0 45% Rate of Return	2012-2013 Rating Average out of 5.0 52% Rate of Return	2013-2014 Rating Average out of 5.0 39% Rate of Return	2014-2015 Rating Average out of 5.0 54% Rate of Return
Monitoring students' progress using strategies that are appropriate to learning outcomes.	3.71	3.80	3.88	3.76
Interpreting data from standardized assessments.	3.52	3.58	3.73	3.54
Employing a cycle of planning, implementing and evaluating instruction.	3.57	3.60	3.54	3.70
Providing constructive feedback on students' individual work and behavior.	3.71	3.70	3.31	3.33
Analyzing the effects of your teaching on the learning environment and student outcomes.	3.67	3.65	3.42	3.61
Engaging in self- improvement and professional development activities.	3.90	4.00	3.54	3.50

Using a variety of strategies to engage students in critical thinking.	3.52	3.61	3.23	3.50
Engaging students in learning activities and projects that require them to demonstrate problem-solving skills.	3.52	3.53	3.50	3.43
Analyzing students' learning needs to accommodate linguistic and cultural differences.	3.33	3.41	3.00	3.41
Encouraging the exploration of diverse points of view.	3.43	3.50	3.50	3.67
Following the Code of Ethics and Principles of Professional Conduct for educators.	4.05	4.50	4.77	4.50
Modifying instructional plans based on assessment of student outcomes.	3.67	3.67	3.58	3.76
Working collaboratively with parents and families to meet students' needs.	3.81	3.90	4.08	3.90
Working with other faculty and school administrators to improve the educational experiences of students.	4.00	3.98	4.08	4.00
Maintaining an orderly and disciplined classroom conducive to student learning.	3.76	3.88	3.42	3.88
Using technology as a resource to enhance student learning.	4.10	4.50	4.00	4.00
Using technology for personal and teacher productivity.	4.00	4.10	3.92	4.00
Using technology to engage students in authentic, complex tasks.	3.76	3.88	3.50	3.42
Overall Performance Rating			3.66	3.72

2014-15 Novice Teacher Survey Results (Data is only collected in May of each year by ADE and not available for teacher preparation programs until August or September)

Instructions were as follows: "Please choose the number that most accurately reflects your level of preparation for each of the s

SCALE: **1.** Not at all prepared **2.** Inadequately prepared **3.** Adequately prepared **4.** Well prepared **5.** Very well prepared

Novice Teacher Survey Results	UAM scores (n=89)	
	4.13	
	4.18	
	4.13	
	4.21	
	4.16	
	4.24	
	4.22	
	4.00	
	3.83	
	4.10	
	3.97	
	4.07	
	3.98	
	3.96	
	4.01	
	4.08	

Source: ADE Novice Teacher Surveys – May 2014

Praxis® Licensure Test Pass Rates

The Praxis® Tests reported herein are those assessments that are required for teacher licensure in Arkansas. Pass rates reflect the numbers of students taking each test for the **first time** between 9/1/13 and 8/31/14, and the numbers passing each test on the first attempt. UAM completers have 100% passing rate because degrees are not conferred until passing scores are met. Data include both traditional and nontraditional programs.

Licensure Test Pass Rates.

TEST NAME				
Early Childhood: Content Knowledge	24	24	100.00	99.17

TEST NAME	# of UAM Test Takers	# Passing	Pass Rate (%)	State Pass Rate (%)
Elementary Education: Multi-Subject Mathematics (subtest)	2	*	*	38.82
Elementary Education: Multi-Subject Reading Language Arts (subtest)	2	*	*	90.59
Elementary Education: Multi-Subject Science (subtest)	2	*	*	67.39
Elementary Education: Multi-Subject Social Studies (subtest)	2	*	*	77.65
Health and Physical Education: Content Knowledge	3	*	*	96.21
Middle School: Multi-Subject English Language Arts (subtest)	1	*	*	100.00
Middle School: Multi-Subject Mathematics (subtest)	1	*	*	100.00
Middle School: Multi-Subject Science (subtest)	1	*	*	100.00
Middle School: Multi-Subject Social Studies (subtest)	1	*	*	100.00
Music: Content and Instruction	1	*	*	56.82
Music: Content Knowledge	3	*	*	78.26
Physical Education: Content and Design	2	*	*	39.48
Principles of Learning and Teaching: Early Childhood	18	9	50.00	84.62
Principles of Learning and Teaching: Grades 5-9	9	7	77.78	86.96
Principles of Learning and Teaching: Grades 7-12	33	26	78.79	88.01

TEST NAME	# of UAM Test Takers	# Passing	Pass Rate (%)	State Pass Rate (%)
Principles of Learning and Teaching: Grades K-6	2	*	*	78.85
School Leaders Licensure Assessment	1	*	*	88.45

Teacher Candidate Rating Instrument (Clinical Intern Evaluation)

Another major source of data for the teacher preparation program is the **Teacher Candidate Rating Instrument** which is used by public school cooperating teachers and the university supervisors to rate observed lessons by the clinical intern. It is **the Teacher Excellence and Support System (TESS)** adopted in 2012 by the state of Arkansas to evaluate teachers. The School of Education has carefully aligned the five strands of the conceptual framework to state and national standards and the Danielson Frameworks for Teaching model for all initial and advanced programs to provide validity for its own program. Specific assessment identified as signature assessments have also been aligned with these standards to provide the School of Education with the data necessary to determine if candidates (students) are meeting the unit goals. There are seventeen major assessments that are considered undergraduate unit assessments for the School of Education. The seventeen assessments are completed by all undergraduate teacher education candidates (students) seeking a teaching licensure regardless of their program of study. Based on analysis of the data, the School of Education was able to determine degree areas that were performing significantly higher or lower than other degree programs. Based on the data below the School of Education was able to conduct an analysis of the overall performance in each of the undergraduate programs based on the same assessment and same standards.

School of Education Teacher Candidate Rating Instrument: Data Results for 2014-2015

The data below are based on a scale of **target (3), acceptable (2), or unacceptable (1)**. Target level is more difficult to achieve and is primarily reached after extensive experience. Charlotte Danielson, nationally recognized consultant and author of the Danielson Model for Teacher Evaluation states in regard to reaching the target level, "Teachers may visit there, but not live there."

Fall 2014 Summative Evaluation of Clinical Interns	P-4 Early Childhood		Middle Childhood		Physical Education		Music Education		**Total**	
	n	**mean**	**n**	**mean**	**n**	**mean**	**n**	**mean**	**n**	**mean**
Clinical Internship I Cooperating Teacher	19	2.54	2	2.55	3	2.50	1	2.50	**25**	**2.53**
University Supervisor	19	2.35	2	1.95	3	2.50	1	2.09	**25**	**2.33**

Clinical Internship II

	n	mean	n	mean	n	mean	n	mean	n	mean
Cooperating Teacher	4	2.89	2	2.98	3	3.00	2	3.00	**11**	**2.95**
University Supervisor	4	2.80	2	3.00	3	2.79	2	2.95	**11**	**2.85**

Spring 2015 Summative Evaluation of Clinical Interns	P-4 Early Childhood		Middle Childhood		Physical Education		Music Education		Total	
	n	**mean**	**n**	**mean**	**n**	**mean**	**n**	**mean**	**n**	**mean**
Clinical Internship I										
Cooperating Teacher	8	2.64	1	2.68	0	0	1	2.41	**10**	**2.62**
University Supervisor	8	2.51	1	2.59	0	0	1	1.91	**10**	**2.45**
Clinical Internship II										
Cooperating Teacher	19	2.90	2	2.93	3	3.00	1	2.73	**25**	**2.91**
University Supervisor	19	2.88	2	3.00	3	2.79	1	2.68	**25**	**2.89**

The Teacher Education Committee, made up of School of Education faculty, public school administrators and teachers, faculty from Arts and Humanities, Social and Behavioral Sciences, and Mathematics and Natural Sciences, meets twice a semester to evaluate the capacity and effectiveness of the School of Education assessment system. Unit Program Committees meet annually to review the effectiveness of the assessment system and to determine any changes needed to produce more meaningful and useful data to improve candidate performance and program operations. Chalk and Wire is utilized to ensure a valid and effective means to gather and analyze candidate and program data. The unit has utilized the data to ensure that the assessment procedures and the unit operations are fair, accurate, and consistent. The unit disaggregates and analyzes these data to evaluate candidate performance and to make program improvements. These data are based on multiple assessments administered during various transition points throughout the program and after program completion. These data are disaggregated by individual degrees, alternate route programs, and off-campus programs. Data are regularly and systematically compiled, aggregated, summarized, analyzed, and reported publicly through stakeholders' meetings for the purpose of improving candidate performance, program quality, and unit operations. The unit also systematically studies the effects of data driven decisions to assure that programs are strengthened without adverse consequences. The unit has established an assessment plan that provides guidance and a timeline for data collection and analysis.

Program improvement initiatives for the 2014-15 academic year

- Addition of Learning By Design and Universal Design for Learning instructional models
- UAM STEM Center emphasis on New Generation Science Standards
- Emphasis on instruction on TESS and LEADS teacher and administrator evaluation models
- Additional professional development workshops for SOE faculty to improve effectiveness of instructional strategies
- Creation of new district administrator endorsement program of study for licensure
- Modeling of best instructional practices by SOE faculty
- Partnering with the STEM Center and ERZ specialist to support SOE classroom instruction through team-teaching and special classroom demonstrations of instructional strategies
- The addition of two new courses to help prepare students for success on the Praxis Core Exams.

The School of Education candidate performance data is also listed on the unit website for consumer information. http://www.uamont.edu/Education/consumerinformation.htm

Recruitment for High Need Content Licensure Areas

The School of Education continues to have memorandums of understanding with area school districts 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 committed to the agreement. The School of Mathematics and Sciences, the ERZ, the STEM Center, and area superintendents collaborate with the School of Education to meet with math and science majors to encourage teacher education as a minor.

The unit also utilizes UAM student NetList, local billboards, and radio advertisement for recruitment purposes. The unit annually hosts hot dog picnics for UAM and public school students and UAM faculty attend and have exhibits at local and state teacher recruitment events. The Education Leadership Coordinator makes personal contacts with area public school teachers to encourage them to pursue the Master of Education in Education Leadership online master's degree. The ERZ regularly sends e-blast to public schools in the region and state to share UAM course offerings and opportunities.

Matriculating through the Teacher Preparation Program

The School of Education revised its transition points during the 2013 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, CAEP, 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

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
  - Any General Education courses taken in Transition Point I
- **B or better in the following:**
  - EDUC 1143 Education, Schools, and Society
  - EDUC 2233 Instructional Technology
  - EDUC 2253 Needs of Diverse Learners in Inclusive Settings
  - READ 2023 Introduction to Teaching Reading
  - EDUC 3583 Assessment Techniques
  - EDUC 3573 Classroom Management
  - All 1000- 2000 level Major courses
- **C.A.S.E PRAXIS Core (Passing scores for all three areas)**
- **Cumulative GPA of 2.75 or better**
- Interview

Transition Point II: Teacher Education Major Degree Program of Study
- **C or better in all General Education courses**
- **B or better in the following**
  - EDUC 3203 Educational Psychology: Developing Learners
  - EDUC 3563 Effective Instructional and Management Strategies
  - All 3000-4000 level Major courses
- **PRAXIS II: Subject Assessment(s) (Passing scores for the appropriate licensure area)**

*Transition Point III: Clinical Internship I
- **Cumulative GPA of 3.0 or Better**
- **B or better in major methods courses**

*Transition Point IV: Clinical Internship II

- **Maintain Cumulative GPA of 3.0 or Better**
- **PRAXIS II: Principles of Learning and Teaching (Passing score for appropriate grade level)**

<u>**Transition Point V: Program Completion**</u>
- **Cumulative GPA of 3.0 or better**
- **Completion of the Teacher Work Sample Portfolio**
- **Completion of all degree requirements**

*The break-down of actual clock hours/weeks in the Internship I and II is as follows:

Internship I: 16 Weeks:
- One week in-service
- Fifteen weeks four days in the schools all day (Monday, Tuesday, Thursday, Friday).
- Fifteen weeks one day on campus all day (Wednesday).
- Total time in the schools minus the days on the UAM campus = 13 weeks

Internship II: 15 weeks:
- Monday thru Friday in the schools all day

Over two semesters candidates are in the schools for a total of **28 weeks** and a minimum of **1120 hours**. In addition to the 1120 hours in the classroom candidates are expected to attend parent teacher conferences each semester, participate in morning and afternoon duty with their cooperating teacher, and attend any parent night/open house events hosted by the schools.

Graduate Program Goals

The advanced programs in the School of Education are developed around standards that govern accomplished teaching, including the ELCC, CEC, NCATE/CAEP, Arkansas standards (ISSLC), 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)

Significant School of Education Data Section

Students Admitted to Teacher Education (Fall 2011-Spring 2015)

	Fall 11	Spring 12	YTD 11-12	Fall 12	Spring 13	YTD 12-13	Fall 13	Spring 14	YTD 13-14	Fall 14	Spring 15	YTD 14-15
*P-4 Early Childhood	23	4	27	2	25	27	17	6	23	14	3	17
*Middle Childhood	6	0	6	0	8	8	2	1	3	2	0	2
*Health/PE	0	2	2	5	8	13	1	2	3	1	0	1
*Music Education	0	0	0	2	5	7	2	1	3	4	0	4
Total Admitted to Teacher Education	29	6	35	9	46	55	22	10	32	21	3	24

Teacher Education Undergraduate Interns (Fall 2011 – Spring 2014)

	Fall 11	Spring 12	YTD 11-12	Fall 12	Spring 13	YTD 12-13	Fall 13	Spring 14	YTD 13-14	Fall 14	Spring 15	YTD 14-15
Intern I	40	4	44	28	13	51	30	11	41	25	9	34
Intern II	13	39	52	4	28	32	13	30	43	10	25	35

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 2012-13 academic years. The clinical internship is coordinated by the School of Education partnership coordinator. The coordinator is responsible for the placement of interns in area schools, gaining the input from teacher candidates and cooperating teachers in placement and for providing clinical experiences in diverse settings that meet the teacher candidates' needs. The placement decision is made by a committee that includes stakeholders from the various school districts, SOE faculty and the clinical interns.

Fall 2014 Clinical Internship Placements in Partnership Schools

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Monticello Elementary 1037 Scoggin Drive Monticello, AR 71655 870-367-4010	Cindy Hilburn cindy.hilburn@billies.org	**Kathleen Couch** Pine Valley Apt F245 Monticello, AR 71655 MKC2005@uamont.edu 501-626-5320	Intern II	Early Childhood	Melissa Wilson	N/A	Emily White (W/F) K
		Brittney Winningham 1806 North Independence Place Fayetteville, AR 72704 BNW03473@uamont.edu 479-790-5010	Intern I	Early Childhood	Melissa Wilson	N/A	Erin Englekes (W/F) 3rd Karyn Jones (W/F) 3rd Sarah Newton (W/F) 1st
Monticello Intermediate 280 Clyde Ross Dr Monticello, AR 71655 870-367-4030	Mary Donaldson mary.donaldson@billies.org	**Megan Spencer** 174 North Emery Cabot, AR 72023 MJS3429@uamont.edu 501-773-4027	Intern I	Early Childhood	Kathleen Shahan	N/A	Amy Rosegrant (W/F) 4th Heather Boykin (W/F) 4th Haley Patrick (W/F) K
		Morgan Curry 146 Elm Court Monticello, AR 71655 MBC1126@uamont.edu 870-820-2556	Intern I	Early Childhood	Sue Martin	N/A	Tammy Busch (W/F) K Carmen Fair (H/F) 3rd Tina Harrison (W/F) 3rd
		Catie Kulbeth 102 Baker Cemetery Road Monticello, AR 71655 **CJK2102@uamont.edu** 870-723-0646	Intern I	Early Childhood	Sue Martin	N/A	Sarah Hilton (W/F) 1st Cathy Denison (W/F) Tina Harrison (W/F) 3rd
		Kaitlin Spencer P.O. Box 12 Monticello, AR 71657 KET06493@uamont.edu 870-866-2664	Intern II	Music	John Webb	N/A	Haley Greer (W/F) MIS Jessica Pettigrew (W/F) MES

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Monticello Elementary 1037 Scoggin Drive Monticello, AR 71655 870-367-4010 **Monticello Intermediate** 280 Clyde Ross Dr Monticello, AR 71655 870-367-4030	Cindy Hilburn cindy.hilburn@billies.org Mary Donaldson mary.donaldson@billies.org	**Katlynn Hashem** 188 Allen Drive Monticello, AR 71655 KCH6021@uamont.edu 870-723-7300	Intern II	Physical Education	Barbie Johnson	N/A	Danny Chisom MIS 3-5 Randy Harvey MES K-2
		Drew Southerland 1214 Hwy 31 South Lonoke, AR 72086 JAS2131@uamont.edu 501-266-0176	Intern II	Physical Education	Kathy King	N/A	Randy Harvey MES K-2 Danny Chisom MIS 3-5
Monticello Middle 280 Clyde Ross Dr Monticello, AR 71655 870-367-4040	Kevin Hancock Kevin.hancock@billies.org	**Destiny McNeil** 186 Circle Acres Drive Monticello, AR 71655 biblenurse@yahoo.com 870-723-4209	Intern II	Middle Level	Alayne Zimmerly	N/A	Cookie Crossett (W/F) 6th Lang. Arts
		Nicole Muniz 946 N. Chester Street Monticello, AR 71655 ANM2227@uamont.edu 870-723-0336	Intern II	Middle Level	Alayne Zimmerly	N/A	Holly Montgomery (W/F) 6th Math
		Blake Hogue 303 Elm Court Monticello, AR 71655 BEH0427@uamont.edu 870-723-5620	Intern I	Physical Education	Jeff Longing		Kenny Pace (W/M) MMS 6-8

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Monticello High School 390 Clyde Ross Dr Monticello, AR 71655 870-367-4050	Judy Holaway Judy.holaway@billies.org	**Tyler Caruthers** Chinkapin #2 Monticello, AR 71655 TJC10965@uamont.edu 225-247-8895	Intern I	Physical Education	Kathy King	N/A	Marty Davis (B/M) MHS 9-12
Drew Central Elem. 250 University Drive Monticello, AR 71665 870.367.6893	Trudy Jackson tjackson@drewcentral.org	**Shayla Olson** 802 Garnett Rd Monticello, AR 71655 Sko01033@uamont.edu 479-936-0351	Intern II	Early Childhood	Paula Atwell	N/A	Nola Gober (W/F) 3rd
		Jason Handly 605 Elm Street Monticello, AR 71655 JRH1622@uamont.edu 870-723-9591	Intern II	Early Childhood	Debbie Givhan	N/A	Melanie Brotherton (W/F) 3rd
		Breanna Taylor 40 Barrett Lane Batesville, AR 72501 BKT09513@uamont.edu 501-425-3592	Intern I	Early Childhood	Wanda Jackson	N/A	Mary Hobbs (W/F) 4th Teri Caldwell (W/F) K
		Hannah Pendley 119 McIntyre Road Monticello, AR 71655 HRP10019@uamont.edu 205-522-3852	Intern I	Early Childhood	Waynette Woodall	N/A	Eva Arrington (W/F) 4th Bonnie Cruce (W/F) 1st

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Drew Central High 250 University Drive Monticello, AR 71655 870.367.6076	Melissa Vincent mvincent@drewcentral.org	**John-Paul Castro** 3703 Porter Street Texarkana, AR 71854 JXC4301@uamont.edu 870-648-5520	Intern I	Music	John Webb	N/A	John Kloap (W/M) High School
Eastside Elementary 408 N. Bradley Warren, AR 71671 870-226-6761	Sara Weaver sara.weaver@warrensd.org	**Chasity Hamilton** 105 South Bradley Street Warren, AR 71671 CBH02455@uamont.edu 870-820-4288	Intern I	Early Childhood	Waynette Woodall	N/A	Joy Jackson (W/F) K Jessica Murphy (W/F) 3rd
Jimmy Brown Elementary 206 Cleveland Street Star City, AR 71667 870.628.5111	Paul Pickens Paul.pickens@scmail.k12.ar.us	**Samantha Mann** 133 Clearview Road Monticello, AR 71655 SGB1611@uamont.edu 870-723-7844	Intern I	Early Childhood	Waynette Woodall	N/A	Marche Brown (W/F) 1st Allison Dunn (W/F) 3rd
		Candace Mullikin 204 Roosevelt Drive Star City, AR 71667 MCM1020@uamont.edu 870-370-5385	Intern I	Early Childhood	Waynette Woodall	N/A	Nicole Kelly (W/F) K Angela Moore (W/F) 2nd
Lakeside Elementary 1110 S Lakeshore Dr. Lake Village, AR	Cristy Stone cstone@lakeside.sesc.k12.ar.us	**La Niece Edwards** 623 Lee Street Lake Village, AR 71653	Intern I	Early Childhood	Paula Atwell	N/A	Lucille Calvin (B/F) K Leigha Hennington (W/F) 3rd

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Star City High School 206 Cleveland Street Star City, AR 71667 870-628-4111	Mike Walker Mike.walker@scmail.k12.ar.us	**Drake Snyder** 2068 Kepler Road Star City, AR 71667 RDS6202@uamont.edu 870-370-1992	Intern I	Physical Education	Barbie Johnson	N/A	Jett Furneaux High School
Star City Middle School 206 Cleveland Street Star City, AR 71667 870-628-5125	Susan White Susan.white@scmail.k12.ar.us	**Krista Williams Cotton** 20555 Hwy 11 North Star City, AR 71667 KNW5021@uamont.edu 870-370-3070	Intern I	Middle Level	Krissi Wall	N/A	Lisa McGriff (Asian/F) 7/8 Social Studies Brooks Rowland (W/F) 7/8 Lang. Arts
		Jacklyn Nelson 319 Hwy 229 Fordyce, AR 71742 JRN14424@uamont.edu 870-250-1440	Intern I	Middle Level	Krissi Wall	N/A	Casey Curtis (W/F) 7/8 Math Samantha Eifling (W/F) 6 Science
McGehee Elementary 409 Oak Street McGehee, AR 71654 870-222-5400	Twilla Hardin twilla.hardin@msd.k12.ar.us	**Meredith Day** 165 Riley Road McGehee, AR 71654 MLD14557@uamont.edu 870-501-2377	Intern I	Early Childhood	Paula Atwell	N/A	Shirley Cater (W/F) K Crystal Hawkins (W/F) 2nd
		Christain Stowe 113 North Third Street Tillar, AR 71670 CGS1302@uamont.edu 870-501-4220	Intern I	Early Childhood	Paula Atwell	N/A	Anita Gill (W/F) 1st Stacy Baker (W/F) 4th

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Noble/Albritton Elementary 206 S. Bartlett Hamburg, AR 71646 870-853-2820	Tricia Johnson	**Andrea Martin** 194 Ashley Road 71 Hamburg, AR 71646 AMM2013@uamont.edu 870-814-8992	Intern I	Early Childhood	Kathleen Shahan	N/A	Vanessa Rodgers (W/F) 3rd Stephanie Johnston (W/F) K
Hampton High School P.O. Box 1176 Hampton, AR 71744 870-798-2742	Bryan Sanders bsanders@hampton.k12.ar.us	**Caira Newton** P.O. Box 871 Hampton, AR 71744 Cen09129@uamont.edu 870-918-5834	Intern II	Physical Education	Jeff Longing	N/A	Wes Ables (W/M) 7-12
Crossett Elementary School 1100 Camp Road Crossett, AR 71635 870-364-6521	Veronica Robinson vrobinson@csd.k12.ar.us	**MacKenzie Rush** 188 Ashley 304 Rd Crossett, AR 71635 Mrr1112@uamont.edu 870-500-8855	Intern II	Early Childhood	Kathleen Shahan	N/A	Gina Wall (W/F) 1st
		Christina Thurman 2101 82 W. Crossett, AR 71635 CJF05518@uamont.edu 501-554-1423	Intern I	Early Childhood	Kathleen Shahan	N/A	Melissa Clayton (W/F) 2nd Kelly McGhee (W/F) K
		Leah Vandiver 1206 Hickory Street Crossett, AR 71635 LKV08052@uamont.edu 870-500-6535	Intern I	Early Childhood	Kathleen Shahan	N/A	Traci Allen (W/F) 2nd Monica Giles (B/F) K

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Rison Elementary P.O. Box 600 Rison, AR 71665 870-325-6894	Jeff McKinney Jeff.mckinney@clevelandcountyschooldistrict.org	**Lindsey Hankins** 8150 Highway 63 Rison, AR 71665 LDH09713@uamont.edu 870-489-6791	Intern I	Early Childhood	Paula Atwell		Rebecca Harlow (W/F) 3rd Becky Rawls (W/F) K

2+2 School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Gillett Elementary School **P.O. Box 700** **DeWitt, AR 72042** 870-548-2466	Rachel Mitchell rmitchell@dewitt.k12.ar.us	**Sammie Chappell** 306 South Madison Street DeWitt, AR 72042 SJB15711@uamont.edu 870-509-1035	Intern I	Early Childhood	Krissi Wall		Kathleen Puryear (W/F) K Gayle Womack (W/F) 3rd
Hugh Goodwin Elementary 201 East Fifth Street El Dorado, AR 71730 870-864-5071	Connie Reed creed@esd-15.org	**Timmie Singleton Williams** 726 El Dorado AVE. El Dorado, AR 71730 TXS05734@uamont.edu 318-605-1218	Intern I	Early Childhood	Krissi Wall		Missie Inman (W/F) 1st Tobie Sprawls (W/F) 3rd
Parkers Chapel Elementary 401 Parkers Chapel Rd. El Dorado, AR 71730 870-862-9767	Carrie Burson bursonc@parkerschapelschool.com	**Sarah Conner** 135 Cody Lane El Dorado, AR 71730 SMD10125@uamont.edu 870-918-4956	Intern I	Early Childhood	Krissi Wall		Denise Holt (W/F) K Monica Smith (W/F) 3rd

Spring 2015 Clinical Internship Placements in Partnership Schools

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Monticello Elementary 1037 Scoggin Drive Monticello, AR 71655 870-367-4010 **Monticello Intermediate** 280 Clyde Ross Dr Monticello, AR 71655 870-367-4030	Cindy Hilburn cindy.hilburn@billies.org Mary Donaldson mary.donaldson@billies.org	**Kelsea Jackson** PO Box 1288 Monticello, AR 71657 KLJ5630@UAMONT.EDU 870-224-2180	Intern I	Early Childhood	Sue Martin	N/A	Lindsey Barton (W/F) 2nd Melanie Busby (W/F) 4th
		Brittney Winningham 1806 North Independence Place Fayetteville, AR 72704 BNW03473@uamont.edu 479-790-5010	Intern II	Early Childhood	Melissa Wilson	N/A	Sarah Newton (W/F) 1st
		Megan Spencer 174 North Emery Cabot, AR 72023 MJS3429@uamont.edu 501-773-4027	Intern II	Early Childhood	Wanda Jackson	N/A	Haley Patrick (W/F) K
		Morgan Curry 146 Elm Court Monticello, AR 71655 MBC1126@uamont.edu 870-820-2556	Intern II	Early Childhood	Sue Martin	N/A	Carmen Fair (H/F) 3rd Tina Harrison (W/F) 3rd
		Catie Kulbeth 102 Baker Cemetery Road Monticello, AR 71655 **CJK2102@uamont.edu** 870-723-0646	Intern II	Early Childhood	Sue Martin	N/A	Cathy Denison (W/F) Gina Paul (W/F) 3rd

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Monticello Elementary 1037 Scoggin Drive Monticello, AR 71655 870-367-4010 **Monticello Intermediate** 280 Clyde Ross Dr Monticello, AR 71655 870-367-4030	Cindy Hilburn cindy.hilburn@billies.org	**Blake Hogue** 303 Elm Court Monticello, AR 71655 BEH0427@uamont.edu 870-723-5620	Intern II	Physical Education	Jeff Longing		Danny Chisom (W/M) Randy Harvey (W/M)
	Mary Donaldson mary.donaldson@billies.org	**Tyler Caruthers** Chinkapin #2 Monticello, AR 71655 TJC10965@uamont.edu 225-247-8895	Intern II	Physical Education	Kathy King	N/A	Danny Chisom (W/M) Randy Harvey (W/M)
Central Elementary **Reed Elementary**	Tammy Healey tammy.healey@dumas.k12.ar.us Tarek Anderson tarek.anderson@dumas.k12.ar.us	**Sandra Smith** 13 Evergreen Street Dumas, AR 71639 SAS02462@uamont.edu 870-377-1367	Intern I	Early Childhood	Sue Martin	N/A	Becky Gillespie (W/F) 3rd
		Amanda Harrison 208 S. Summitt Street Dumas, AR 71639 Arw07036@uamont.edu 870-377-5455	Intern I	Early Childhood	Sue Martin	N/A	Lana Reynolds (W/F) 1st

School	Principal	Student	Position		UAM Supervisor	Content Supervisor	Cooperating Teacher
Drew Central Elem. 250 University Drive Monticello, AR 71665 870.367.6893	Trudy Jackson tjackson@drewcentral.org	**Colby Thompson** 308 Beulah Rd. Monticello, AR 71655 CAT11239@UAMONT.EDU 870-308-7475	Intern I	Early Childhood	Dr. Jones	N/A	Titianna Brown (B/F) 2nd Debra West (W/F) Pre-K
		Breanna Taylor 40 Barrett Lane Batesville, AR 72501 BKT09513@uamont.edu 501-425-3592	Intern II	Early Childhood	Wanda Jackson	N/A	Teri Caldwell (W/F) K
		Hannah Pendley 119 McIntyre Road Monticello, AR 71655 HRP10019@uamont.edu 205-522-3852	Intern II	Early Childhood	Waynette Woodall	N/A	Bonnie Cruce (W/F) 1st
Drew Central High 250 University Drive Monticello, AR 71655 870.367.6076	Melissa Vincent mvincent@drewcentral.org	**John-Paul Castro** 3703 Porter Street Texarkana, AR 71854 JXC4301@uamont.edu 870-648-5520	Intern II	Music	John Webb	N/A	John Kloap (W/M) High School
Eastside Elementary 408 N. Bradley Warren, AR 71671 870-226-6761	Sara Weaver sara.weaver@warrensd.org	**Chasity Hamilton** 105 South Bradley Street Warren, AR 71671 CBH02455@uamont.edu 870-820-4288	Intern II	Early Childhood	Waynette Woodall	N/A	Jessica Murphy (W/F) 3rd

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Warren High School **Warren Middle School**	Gary Jackson Gary.jackson@warrensd.org Glenetta Burks Glenetta.burks@warrensd.org	**Derik Williamson** 153 Ashley 171 Rd. Hamburg, AR 71646 DWW3507@uamont.edu 870-443-1635	Intern I	Music	John Webb		Bobby Hagler (W/M)
Jimmy Brown Elementary 206 Cleveland Street Star City, AR 71667 870.628.5111	Paul Pickens Paul.pickens@scmail.k12.ar.us	**Samantha Mann** 131 Clearview Road Monticello, AR 71655 SGB1611@uamont.edu 870-723-7844	Intern II	Early Childhood	Waynette Woodall	N/A	Allison Dunn (W/F) 3rd
		Candace Mullikin 204 Roosevelt Drive Star City, AR 71667 MCM1020@uamont.edu 870-370-5385	Intern II	Early Childhood	Waynette Woodall	N/A	Angela Moore (W/F) 2nd
		Hannah Dreher 605 Merrywood Lane Star City, AR 71667 HXD06833@UAMONT.EDU 870-370-3715	Intern I	Early Childhood	Alayne Zimmerly	N/A	Renee McBryde (W/F) 1st Meg Brown (W/F) 3rd
		Kieara Forney 414 Washington St/PO Box 747 Star City, AR 71667 Kdf5529@uamont.edu 870-370-1961	Intern I	Early Childhood	Alayne Zimmerly	N/A	Kim Madar (W/F) K April Guenther (W/F) 2nd
Lakeside Elementary 1110 S Lakeshore Dr. Lake Village, AR	Cristy Stone cstone@lakeside.sesc.k12.ar.us	**La Niece Edwards** 623 Lee Street Lake Village, AR 71653 LFE2505@uamont.edu 870-265-0912	Intern II	Early Childhood	Paula Atwell	N/A	Lucille Calvin (B/F) K

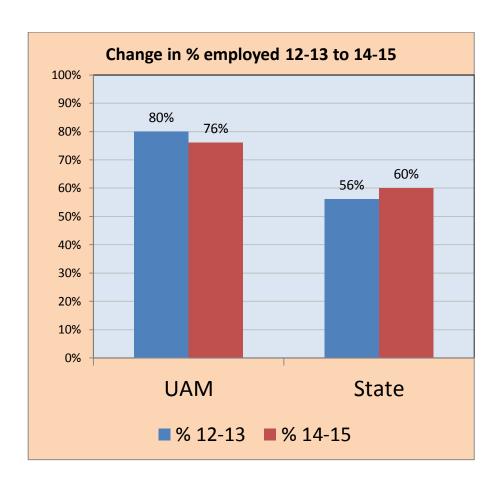| School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Star City High School 206 Cleveland Street Star City, AR 71667 870-628-4111	Mike Walker Mike.walker@scmail.k12.ar.us	**Drake Snyder** 2068 Kepler Road Star City, AR 71667 RDS6202@uamont.edu 870-370-1992	Intern II	Physical Education	Barbie Johnson	N/A	Jett Furneaux High School
Star City Middle School 206 Cleveland Street Star City, AR 71667 870-628-5125	Susan White Susan.white@scmail.k12.ar.us	**Krista Williams Cotton** 20555 Hwy 11 North Star City, AR 71667 KNW5021@uamont.edu 870-370-3070	Intern II	Middle Level	Krissi Wall	N/A	Lisa McGriff (Asian/F) 7/8 Social Studies
		Jacklyn Nelson 319 Hwy 229 Fordyce, AR 71742 JRN14424@uamont.edu 870-250-1440	Intern II	Middle Level	Krissi Wall	N/A	Casey Curtis (W/F) 7/8 Math
McGehee Elementary 409 Oak Street McGehee, AR 71654 870-222-5400	Twilla Hardin twilla.hardin@msd.k12.ar.us	**Meredith Day** 165 Riley Road McGehee, AR 71654 MLD14557@uamont.edu 870-501-2377	Intern II	Early Childhood	Paula Atwell	N/A	Shirley Cater (W/F) K
		Christain Stowe 113 North Third Street Tillar, AR 71670 CGS1302@uamont.edu 870-501-4220	Intern II	Early Childhood	Paula Atwell	N/A	Anita Gill (W/F) 1st

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Noble/Albritton Elementary 206 S. Bartlett Hamburg, AR 71646 870-853-2820	Tricia Johnson tjohnson@hsdlions.org	**Andrea Martin** 194 Ashley Road 71 Hamburg, AR 71646 AMM2013@uamont.edu 870-814-8992	Intern II	Early Childhood	Kathleen Shahan	N/A	Vanessa Rodgers (W/F) 3rd
		Ramona Harville 690 Ashley 71 Hamburg, AR 71646 RKH05251@UAMONT.EDU	Intern I	Early Childhood	Kathleen Shahan	N/A	Angie Rambo (W/F) 1st Amy Becker (W/F) 4th
Crossett Elementary School 1100 Camp Road Crossett, AR 71635 870-364-6521	Veronica Robinson vrobinson@csd.k12.ar.us	**Christina Thurman** 2101 82 W. Crossett, AR 71635 CJF05518@uamont.edu 501-554-1423	Intern II	Early Childhood	Kathleen Shahan	N/A	Kelly McGhee (W/F) K
		Leah Vandiver 1206 Hickory Street Crossett, AR 71635 LKV08052@uamont.edu 870-500-6535	Intern II	Early Childhood	Kathleen Shahan	N/A	Traci Allen (W/F) 2nd
Rison Elementary P.O. Box 600 Rison, AR 71665 870-325-6894	Jeff McKinney Jeff.mckinney@clevelandcountyschooldistrict.org	**Lindsey Hankins** 8150 Highway 63 Rison, AR 71665 LDH09713@uamont.edu 870-489-6791	Intern II	Early Childhood	Paula Atwell		Becky Rawls (W/F) K
		Sarah Bowlin 2960 Hwy 35 South Rison, AR 71665 SKB04179@UAMONT.EDU 870-866-5070	Intern I	Early Childhood	Paula Atwell	N/A	Michelle Hogan (W/F) 1st Jenny Gross (W/F) 4th

2+2 School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Gillett Elementary School **P.O. Box 700** **DeWitt, AR 72042** 870-548-2466	Rachel Mitchell rmitchell@dewitt.k12.ar.us	**Sammie Chappell** 306 South Madison Street DeWitt, AR 72042 SJB15711@uamont.edu 870-509-1035	Intern II	Early Childhood	Krissi Wall		Gayle Womack (W/F) 3rd
Hugh Goodwin Elementary 201 East Fifth Street El Dorado, AR 71730 870-864-5071	Connie Reed creed@esd-15.org	**Timmie Singleton Williams** 726 El Dorado AVE. El Dorado, AR 71730 TXS05734@uamont.edu 870-312-4752	Intern II	Early Childhood	Krissi Wall		Missie Inman (W/F) 1st
Parkers Chapel Elementary 401 Parkers Chapel Rd. El Dorado, AR 71730 870-862-9767	Carrie Burson bursonc@parkerschapelschool.com	**Sarah Conner** 135 Cody Lane El Dorado, AR 71730 SMD10125@uamont.edu 870-918-4956	Intern II	Early Childhood	Krissi Wall		Denise Holt (W/F) K

Number of Program Completers Employed in Arkansas Public Schools (first year).
All Arkansas Education Preparation Program completers (both traditional and non-traditional) were reported by the IHEs to the ADE Office of Research and Technology. Those found as employed in Arkansas public schools (APS) in 2014-15 are represented below.

Table 5. UAM Program Completers Teaching in Arkansas Public Schools During their first year (Source: Arkansas Department of Education 2014-15 data)

	UAM	State
Completers 11-12	65	2,036
Employed in APS 12-13	52	1143
% 12-13	80%	56%
Completers 13-14	79	2,258
Employed in APS 14-15	60	1,355
% 14-15	76%	60%
% Change	-4%	+4%

Change in % employed 12-13 to 14-15

Honor Graduates

The School of Education had 17 honor graduates in the 2014-15 academic year.

Gillam,Bronson S	HPE Exercise Science Maj (BS)	5/8/2015	Cum Laude
Matthews,Sara D	HPE Exercise Science Maj (BS)	12/17/2014	Cum Laude
McWright,Raija J	HPE Exercise Science Maj (BS)	5/8/2015	Magna Cum Laude
Rodgers,Lee A	HPE Exercise Science Maj (BS)	5/8/2015	Cum Laude
Simpson,Bailey M	HPE Exercise Science Maj (BS)	12/17/2014	Magna Cum Laude
Tharpe,Channing C	HPE Exercise Science Maj (BS)	5/8/2015	Magna Cum Laude
Southerland,John A	HPE Grades P-12 Maj (BS)	5/8/2015	Cum Laude
Tucker,Darrick L	HPE Non-Licensure Maj (BS)	5/8/2015	Cum Laude
Smith,Amanda L	BS TEACHING & LEARNING	5/8/2015	Summa Cum Laude
Chappell,Sammie Jo	P-4 Early Childhood Educ (BA)	5/8/2015	Cum Laude
Day,Meredith L	P-4 Early Childhood Educ (BA)	5/8/2015	Cum Laude
Martin,Andrea M	P-4 Early Childhood Educ (BA)	5/8/2015	Cum Laude
Pendley,Hannah R	P-4 Early Childhood Educ (BA)	5/8/2015	Cum Laude
Taylor,Breanna K	P-4 Early Childhood Educ (BA)	5/8/2015	Summa Cum Laude
Vandiver,Leah K	P-4 Early Childhood Educ (BA)	5/8/2015	Cum Laude
Winningham,Brittany N	P-4 Early Childhood Educ (BA)	5/8/2015	Cum Laude
Nelson,Jacklyn R	Middle Level Educ Major (BA)	5/8/2015	Summa Cum Laude

School of Education Majors: Fall 2009 – Fall 2014

K-6 Elementary Education	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014 New
Freshman						39
Sophomore						7
Junior						5
Senior						1
Total						52
Early Childhood (P-4) * *** Major Phasing Out/No new admits in 2014; Replaced by K-6 Elementary**						
Freshman	57	66	68	70	51	12
Sophomore	45	37	34	24	24	29
Junior	27	35	31	25	34	19
Senior	50	38	52	39	32	38
Pre-Freshman	1	0	0	0	0	0
Special (non-degree seeking)	1	0	0	0	0	0
Post Bachelor	1	1	1	1	2	0
Total	182	177	186	159	143	98
Middle-Level Education (4-8)						
Freshman	15	23	24	11	13	10
Sophomore	9	9	13	9	9	6
Junior	3	9	5	10	4	10
Senior	11	8	14	8	12	9
Pre-Freshman	1	0	0	0	0	0
Special (non-degree seeking)	0	0	0	0	0	0
Post Bachelor	0	0	0	1	1	0
Total	39	49	56	39	39	35
Health & PE- Licensure	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Freshman	46	48	39	23	34	42
Sophomore	31	19	28	13	11	17
Junior	16	25	18	9	10	6
Senior	28	17	16	11	13	7
Pre-Freshman	2	0	0	0	0	
Special (non-degree seeking)	0	0	0	0	0	
Post Bachelor	1	0	1	0	0	
Total	124	109	102	56	68	72

Teaching and Learning (BS) **Fall 2011 New Program**					
Freshman			2	0	0	1
Sophomore			6	4	4	0
Junior			6	10	6	6
Senior			8	20	15	5
Pre-Freshman				0		0
Special				0		0
Post Bachelor			2	1	1	0
Total			**24**	**35**	**26**	**12**
Health & PE - Non-Licensure (BA/BS)					
Freshman	**13**	**21**	**29**	**40**	**19**	**26**
Sophomore	**12**	**6**	**17**	**13**	**8**	**13**
Junior	**16**	**11**	**12**	**21**	**16**	**12**
Senior	**40**	**32**	**12**	**17**	**21**	**20**
Pre-Freshman	**0**	**0**	**0**	**0**	**0**	
Special (non-degree seeking)	**0**	**0**	**0**	**0**	**0**	
Post Bachelor	**2**	**0**	**1**	**0**	**0**	
Total	**83**	**70**	**71**	**91**	**64**	**71**
Health & PE - Exercise Science					
Freshman	**4**	**17**	**25**	**32**	**19**	**13**
Sophomore	**6**	**5**	**8**	**7**	**16**	**9**
Junior	**11**	**11**	**9**	**19**	**13**	**10**
Senior	**19**	**13**	**17**	**11**	**21**	**19**
Pre-Freshman	**0**	**0**	**0**	**0**	**0**	
Special (non-degree seeking)	**0**	**0**	**0**	**0**	**0**	
Post Bachelor	**0**	**0**	**0**	**0**	**0**	
Total	**40**	**46**	**59**	**69**	**69**	**51**
Grad Ed - M.Ed. (Teacher Leader and SPED Emphasis)		**25**	**27**	**18**	**19**	**24**
Total	**30**	**25**	**27**	**18**	**19**	**24**
Grad Ed - Ed. Leadership (M.Ed.)	**17**	**12**	**8**	**11**	**13**	**17**
Total	**17**	**12**	**8**	**11**	**13**	**17**
Grad Ed - Master of Arts-Teaching (M.A.T.)				**46**	**78**	**85**
Total	**41**	**72**	**43**	**46**	**78**	**85**

				14	13	19
Grad Ed – Master of Physical Education and Coaching			**New program 12**			
Total			**12**	**14**	**13**	**19**
Grad Endorsement/ Cert. SPED		2	8	10	10	10
Total		**2**	**8**	**10**	**10**	**10**
Unit Total for School of Education	**566**	**566**	**599**	**550**	**542**	**546**
Secondary Education Program (Arts/Humanities & SOE)						
Music Education						
Freshman	11	10	26	25	12	17
Sophomore	5	6	7	10	9	2
Junior	5	4	4	5	9	3
Senior	8	7	10	14	10	11
Pre-Freshman	1	0	0	0	0	
Post Bachelor	1	0	0	0	0	
Total	**31**	**27**	**47**	**54**	**40**	**33**

SOE Graduates By Major
2014-2015

	Undergraduate							Graduate		
P-4 Early Childhood	Middle Level Ed	Health P.E. Licensure	Non-Licensure P.E.	Health P.E Exer. Scien	Music Ed.	Teaching and Learning	M.Ed.	Ed. Leadership	M.A.T.	M.P.E.C
25	**3**	**5**	**12**	**12**	**2**	**4**	**9**	**5**	**50**	**12**

SOE Graduates By Major
2013-2014

								Graduate		
P-4 Early Childhood	Middle Level Ed	Health P.E. Licensure	Non-Licensure P.E.	Health P.E Exer. Scien	Music Ed.	Teaching and Learning	M.Ed.	Ed. Leadership	M.A.T.	M.P.E.C
21	**7**	**5**	**8**	**17**	**4**	**9**	**8**	**2**	**45**	**3**

SOE Graduates By Major
2012-2013

	Undergraduate								Graduate		
P-4 Early Childhood	Middle Level Ed	Health P.E. Licensure	Non-Licensure P.E.	Health P.E Exer. Scien.	Music Ed.	Teaching and Learning	M.Ed.		Ed. Leadership	M.A.T.	M.P.E.C
24	3	4	10	9	1	6	4		3	44	9

School of Education Minors

Education	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Coaching	6	16	20	25	27
Health/PE	0	0	2	0	7
Teaching and Learning	0	0	3	3	7
Total	6	16	25	28	41

46

Graduate Program/Advanced Licensure Areas Completers

	10-11	11-12	12-13	13-14	14-15
Master of Ed. Educational Leadership	6	5	2	3	5
Special Education Endorsement P-12	5	8	6	4	5
Master of Education in Teacher Leader (no additional licensure)	10				4
Master of Physical Education and Coaching	N/A	7	2	1	12

School of Education Faculty Information

All faculty members 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 TESS 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 in other academic units 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 2014	SSCH Fall 2014	SSCH Spring 2015	SSCH Summer I 2015	Total SSCH
Byrd, Shellye (part-time)			96		96
Cypreien, M.T. (part-time)		8			8
Cruz, Peter (part-time)			32		32
Doss, Peggy			51		51
Early, Alvy (part-time)		52			52
Frazer, Memory	90	429	348	47	914
Gentry, Julie (overload)		84	87		171
Gibson, Josh (GA)			126		126
Givens, Mary Ellen (concurrent enrollment adjunct)		33			33
Givhan, Debbie	24	243	162	60	489
Harvey, John (part-time)		70			70
Harding, Brittney (GA)		159			159
Hill, Marcus (part-time)			30		30
Hunnicutt, Donna		216	204	3	423
Jackson, Wanda		237	222	36	495
Jackson, Trudy (adjunct)		69			69
Jackson, William (part-time)			62		62
Jelks, Mark (part-time)		10			10
Johnson, Barbie	72	399	303		774
Jones, CM		177	138	6	321
Jones, Tracie (ERZ/overload)	108	72	60		240
Jordan, Romando (part-time)			18		18
King, Kathy	63	282	246		591

Level, Kim		243	330		573
Longing, Jeff	72	210	246	210	738
Martin, Sue	18	105	84		207
Massey, CD	63	351	303	66	783
Newton, Rebecca	57	228	81	60	426
Ratcliff, Andrea (adjunct)		36			36
Ratcliff, Chris (overload)		33			33
Ray, Tanya (part-time)		52			52
Sanders, Quaderrick (part-time)			17		17
Scribner, William (part-time)			64		64
Scott, Keith (part-time)			8		8
Shahan, Kathleen	99	234	177	117	627
Shipp, Kyle (part-time)			64		64
Tolin, Kyle (part-time)		26			26
Trawick, Nicole (part-time)		72			72
West, Deborah (adjunct)		9	18		27
White, Emily (adjunct)		36			36
Wilson, Melissa	204	306	261	96	867
Wilson, Whitney (part-time)		99			99
Wolfe, Shelly (concurrent enrollment adjunct)		9			9
Zimmerly, Alayne		144	246		390
Total SSCH 14 – 15	**870**	**4733**	**4078**	**701**	**10, 388**
Total SSCH 13-14		**4742**	**4458**	**671**	**10865**
Total SSCH 12-13		**4856**	**4510**	**796**	**10,814**
Total SSCH 11-12		**4647**	**4695**	**663**	**10,664**
Three Year Totals 2011 - 2013					
Total SSCH 10-11		**4440**	**4411**	**830**	**10,278**
Total SSCH 09-10					**10,671**

Total SSCH 08-09		3652	3895	864	9,105

Faculty Qualification Summary

The School of Education has fifteen full-time faculty. Eight faculty have doctorate degrees, one has an educational specialist degree, and five have Master of Education Degrees. Of the five M.Ed. faculty, two hold additional licensures as reading specialists. One faculty member is nationally board certified. 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
Peggy Doss	Ed.D. Higher Education-University of Arkansas at Little Rock	Professor/Dean	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	Associate Professor/CAEP and Graduate Coordinator	Tenured	Coordinator for Graduate Programs/CAEP Coordinator/Faculty
Jackson, Wanda	Master of Education; University of Arkansas	Instructor	Non-Tenure Track	Faculty/STEM Center Director
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/Partnership Coordinator	Non-Tenure Track	Partnership Coordinator/Faculty
Jeff Longing	Ed.D. Curriculum & Instruction, University of Louisiana Monroe	Associate Professor/EDLD Coordinator	Tenured	Director of Educational Leadership/Faculty
Sue S. Martin	Ed.D Educational Leadership and Administration- University of Arkansas at Little Rock	Associate Professor/Teacher Center Coordinator	Tenured	P-4 Early Childhood Coordinator/Faculty
Dwayne Massey	Ed.D. Human Performance-University of Southern Mississippi	Associate Professor	Tenured	Faculty
Kathleen Shahan	EdD; Educational Leadership and Management; Capella University	Assistant Professor	Tenure track	Faculty

Melissa Wilson	Master of Science in Reading; University of Central Arkansas	Instructor	Non-Tenure Track	Faculty
Alayne Zimmerly	Ph.D Curriculum & Instruction- University of Arkansas at Fayetteville	Associate Professor	Tenured	Faculty
Other Staff				
Teri Smith	Master of Science in Education	Science Specialist	N/A	STEM Center
Debbie Morrison	Master of Education/pending	Math Specialist	N/A	STEM Center
Tracie Jones	Master of Science in Education in Integrating Technology	Director	N/A	Education Renewal Zone

2014-2015 Grant Awards and Projects in the School of Education

The chart below clearly indicates the commitment of the SOE and its partners to secure significant grant and project monies to support education and student success.

Grant Title	Source of Funding	Amount	Grant Date	Principal Investigator(s)	Comments
**Education Renewal Zone	ADE	$134,000	June 2015	Tracie Jones: ERZ Director	ERZ: 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.
Education Renewal Zone	ADE	$5000	June 2015	Tracie Jones	ERZ: Grant to support leadership coaching training
Education Renewal Zone	ADE	$10,000	March 2015	Tracie Jones	ERZ: Grant to support leadership coaching training
**STEM Grant for Math Specialist	ADE	$86,500	June 30, 2015	Wanda Jackson, Debbie Morrison	STEM Center: Staff development or secondary math teachers
**STEM Grant for Science Specialist	ADE	$86,500	June 30, 2015	Wanda Jackson; Teri Smith	STEM Center: Staff development for secondary science teachers
STEM Leadership for Girls Conference	ADE; ADHE and ADCE; Carl Perkins Technical Education Act of 2006	$5,500	April 2015	Teri Smith; Wanda Jackson	STEM Center: To support one of eleven STEM Leadership for Girls Conferences in the state.
STEM Center ArSTEM Coalition	ADE	$6,200	Spring 2015	Teri Smith	Science equipment for two public school in STEM education

STEM Center Statistics and Probability Grant	ADHE "NCLB Gratn"	$57,632	March 2015	Debbie Morrison; Wanda Jackson	Public school staff development for statistics and probability for teachers in grades 6-8
	Total $391,332				

Grants Awarded in the School of Education Since 2009

Grant Title	Source of Funding	Amount	Grant Ending Date	Principal Investigator(s)	Comments
**Education Renewal Zone	ADE	$134,000	June 2014	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, 2014	Pam Beard, Director; Gail Snider Math Specialist	Staff development or secondary math teachers
**STEM Grant for Science Specialist	ADE	$86,500	June 30, 2014	Pam Beard, Director; Gina Richard Science Specialist	Staff development for secondary science teachers
Institute for Geometry	ADHE	$57,756	May 2014	Pam Beard, Debbie Morrison	Public school staff development for teaching new common core geometry standards
** Supplemental Education Services	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

Contract with ADE					
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
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

54

**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/ CAEP 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
TOTAL	$3,178,856				

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.

 The School of Education has a portable computer laboratory with 30 laptop computers and has wireless connectivity.

All SOE classrooms have Smart Room technology. Two rooms have interactive white boards. The unit also has one CIV laboratory.

Other instructional technology and equipment available for faculty and candidate use include:
Wii
IPods
16 IPads
3 Interactive White Boards
Six (6) document cameras
Three (3) digital video cameras
Three (3) digital still camera
Six (6) LCD Projectors
Five (5) DVD/VCR players
Two (2) portable DVD players
Three (3) scanners
Thirty (30) lap tops in a portable lab unit
Three (3) GPS units

SOE Special Projects

Education Renewal Zone
EXECUTIVE SUMMARY

The Southeast/UAM Education Renewal Zone 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 2014-2015 school year, the Southeast/UAM ERZ services forty-seven public schools of which one are identified as Needs Improvement – Priority; nine are identified as Needs Improvement – Focus; thirty-four are identified as Needs Improvement, and the remaining three are Achieving schools. In 2011, funding for the Education Renewal Zone became a competitive grant process. Southeast/UAM ERZ has successfully written grants and has been one of five ERZs in Arkansas approved for funding each year. For the 2014-2015 school year, Southeast/UAM ERZ received an award of $134,000.00 for the operation of the Education Renewal Zone Partnership Project at UAM and an additional $15,000 to support the UAM/ERZ Leadership Coaching Project.

It is the vision of the Southeast/UAM Education Renewal Zone along with the partners, University of Arkansas Monticello, the Southeast Arkansas Education Service Cooperative, and area schools, to be the vehicle for communication and collaboration, to provide technical assistance, and to facilitate the acquisition of professional development in the schools in southeast Arkansas. This vision is to provide alignment of teaching in the classrooms with the demands of the workforce in the real-world in order to prepare public school students with College and Career Readiness Skills. It is the vision of the Southeast/UAM 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.

Using the Legislative Purposes, ERZ Conceptual Framework, and the Common Core State Standards, the Southeast/UAM ERZ wrote a detailed strategic plan for assisting schools in building instructional and organizational capacity through services, technical assistance, and support. 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 staffing (recruitment/retention) in the workforce. Collaboration and evaluation are embedded in both instructional and organization capacity components of the ERZ. The Southeast/UAM ERZ Director strives to assist all partners with building both instructional and organizational capacity within the partner schools. The partnership provides collaboration of the smaller districts to partner to meet some of the advantages of economies of scale in providing education and related technical assistance. The Southeast/UAM ERZ is committed to providing support for the schools identified as Focus, Priority, Needs Improvement, and Achieving. Through the strategies/actions of the strategic plan, it is the goal of the Southeast/UAM ERZ to provide the needed support to the partners to positively impact education in southeast Arkansas.

The Southeast/UAM 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/UAM ERZ partnership is to collaborate among the partnership to provide 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 2014-2016 Southeast/UAM ERZ Strategic Plan has been developed and utilized. 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/UAM ERZ to accomplish this goal. Another focus of the Southeast/UAM ERZ is expanding efforts to assist partner schools with staffing needs. Recruiting and retaining highly qualified teachers is often difficult in southeast Arkansas where salaries can be lower, the poverty rate higher, and the schools are small, requiring multiple preparations and responsibilities for each teacher. The UAM School of Education Dean, UAM School of Mathematics and Natural Sciences Dean, and the ERZ Director collaborate to expand recruitment efforts in the identified high needs areas. As a result of collaborative efforts between the university staff and the public school staff, curricular modifications are regularly made when needed to add more rigor and relevance to assist candidates with teaching in the public schools and supporting the implementation of Common Core State Standards, College and Career Readiness Skills, and the Teacher Excellence Support System.

The Director committed to working with the ERZ partnership to identify student achievement needs, collect requests and needs assessments for curriculum and instruction, and respond to professional development needs. The director works 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 ten 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, School of Nursing, School of Agriculture, School of Forestry, Admissions, Library, Student Affairs, and Academic Affairs. The Southeast/UAM Web site has been established and is maintained to provide online help and access to a variety of resources. The Southeast/UAM ERZ Advisory/Stakeholder Meetings, composed of representatives from partner schools, district administrators, university professors and administrators, the education cooperative, parents, and community members, meet regularly. These meetings provide opportunities for reporting information, exchanging ideas, and making decisions for future goals, projects, and events.

The 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 planning and decision making through regular meetings, e-mails, and telephone conversations. The School of Education Dean is usually present to welcome participants to ERZ meetings and events. The Deans take an active part in planning and participating in events.

UAM/Southeast ERZ Recap of Activities 2014-2015

The purpose of an Education Renewal Zone shall be to:
- Identify and implement education and management strategies designed specifically to improve public school performance and student academic achievement throughout the State of Arkansas, with special focus on the state's most academically distressed public schools;
- Provide for collaboration among the state's smaller schools and districts in order to achieve some of the advantages of economies of scale in providing educational and related activities;

- Maximize benefits and outcomes of public schooling by concentrating and coordinating the resources of Arkansas' higher education institutions, the expertise of the regional education service cooperatives, and the technical assistance of other service providers to improve public school performance and student academic achievement; and
- Enable small, rural, and low-wealth schools to make the best use of the latest cost-effective distance learning technology to enhance curricula and professional development through two-way interactive learning environments.

Goals and Indicators	Examples of work to be completed School year 2014-15	Evidence of Work and Accomplishments for 2014-2015
I. The ERZ will provide collaboration between and among the Higher Education Institution partners, Education Service Cooperatives, schools, and communities participating in the Education Renewal Zone, including within the academic departments within the Higher Education Institution partners.		
1. The ERZ facilitates meaningful collaboration among the Institutions of Higher Education, Educational Service Cooperatives, schools, and communities participating in the ERZ to improve public school performance and student academic achievement.	Host ERZ/School of Education Stakeholder Meetings Facilitate meetings to align Programs of Study between School of Education, School of Arts and Humanities, School of Math and Natural Sciences, STEM Center, and ERZ (e.g., Common Core State Standards, Teacher Excellence Support System, Understanding By Design, Universal Design for Learning)	Facilitated meaningful collaboration among the Institutions of Higher Education, Education Service cooperatives, public schools, and communities through the following: - Collaborated with academic departments at UAM and STEM Center specialist to plan and/or host Universal Design for Learning (UDL) Workshop (October 10, 2014): *12* UAM SOE faculty members, the dean, and STEM Director attended a 3 hour workshop. - Collaborated with and between UAM academic departments, Coops, STEM Center, ADE, and partner/associate schools to plan/advertise/host Understanding by Design (UbD) Workshop (October 20, 2014): *88 educators* attended Day 1 UbD training at UAM. Planning/advertising is currently occurring for Day 2 of UbD at UAM on March 2, 2015 and Days 3 and 4 at Statehouse Convention Center, Little Rock, on May 5-6, 2015. 88 Educators total 6 Coop Specialists 3 STEM Specialists 3 ADE Personnel 2 ERZ Directors 6 UAM Faculty 68 Public School Teachers/Administrators - Facilitated/supported programs that support ERZ partners (schools/districts). During 2014-2015, the Professors as Partners Project (school support program) was re-

60

	Facilitate professors providing support to the public schools	emphasized for the SOE faculty. Each SOE professor was assigned a district to contact monthly through phone calls, visits, and/or emails.

Facilitate professors providing support to the public schools

Utilize personal visits, telephone conversations, and E-mails with professors, Deans, UAM Administration, public school administrators, and teachers to improve public school performance and student academic achievement

Support state initiatives to improve public school performance and student academic achievement (e.g., Teacher Excellence Support System, Arkansas Induction Mentoring Model, Universal Design for Learning, Understanding By Design, Literacy and Mathematics Design Collaborative, Arkansas Leader Excellence and Development System, Common Core State Standards)

Expand and deepen relationships with all ERZ partners (e.g., university, public schools, community, and cooperative)

- Facilitated/supported school support to ERZ partners through professors visiting classrooms as experts, serving as resources for materials and support, and modeling. As of January 28, 2015, there have been documented support of *319 times* by UAM faculty (Arts/Humanities, Math/Science, School of Education), STEM Center Specialist, and ERZ Director.
  - ➢ Service Learning Projects
  - ➢ Professional Learning Community Meetings
  - ➢ School Board Training *(e.g., Communication, Relationships, and Vision Building)*
  - ➢ Professional Development *(e.g., Communication Relationships, and Vision Building; Student Engagement; LDC/MDC; Engineering; Statistics and Probability)*
  - ➢ Modeling of Content Instruction and Strategies
  - ➢ Coaching and Mentoring
- Coordinated efforts between and among UAM departments, the UAM STEM Center, Southeast Education Service Cooperative, ADE, and partner schools to host the Fall 2014 ERZ Stakeholder/Advisory meeting on October 14, 2014. *37 partners*, representing 8 districts, UAM SOE, Arts/Humanities, ADE, STEM Center, and ERZ, attended. Cindy Hogue, ADE, presented information on Schools of Innovation. Planning is currently taking place for the next Stakeholders Meeting to be held on March 31, 2015.
  - ➢ 51 Attendees
  - ➢ 37 attendees from 8 school districts
  - ➢ 2 ADE employees
  - ➢ ERZ Director
  - ➢ 2 STEM Center Specialist
  - ➢ 9 UAM faculty
- Partnered with UAM academic departments, ADE, UAM STEM Center, and partner and associate partner schools to provide Leadership Coaching Level I (May 29/30 and June 4/5, 2014) with *28 attendees* representing UAM, the UAM STEM Center, and partner/associate partner schools. Leadership Coaching training supports the development of instructional leaders who can impact greater student achievement and public school performance.
  - ➢ 28 Attendees
  - ➢ 2 UAM faculty/staff
  - ➢ 1 STEM Center Specialist
  - ➢ 1 ERZ Director
  - ➢ 24 attendees from 7 school districts
- Partnered with UAM academic departments, ADE, UAM STEM Center, and partner and associate partner schools to provide Leadership Coaching Level II held on December 2/3, 2014, and January 28/29, 2015, with *16 attendees*. Leadership Coaching training

| | | supports the development of instructional leaders who can impact greater student achievement and public school performance.
➢ 16 Attendees
➢ 1 UAM faculty
➢ 1 ERZ Director
➢ 14 attendees from 4 school districts
• Partnered with UAM STEM Center to host Google Apps for Administrators on June 23, 2014, with *15 attendees* representing 5 public school districts, UAM STEM Center, ERZ, and UAM SOE.
➢ 15 Attendees
➢ 1 ERZ Director
➢ 2 STEM Specialist
➢ 2 UAM faculty
➢ 10 administrators from 4 districts
• Partnered with UAM STEM Center to host Google Apps for Teachers on June 24, 2014 with *33 attendees* representing 8 school districts, UAM SOE, ERZ, and STEM Center.
➢ 33 Attendees
➢ 2 UAM faculty
➢ 1 ERZ Director
➢ 2 STEM Specialist
➢ 27 teachers representing 8 school districts
• Facilitated/supported the attendance of a UAM School of Education Team at the AASCD Conference in Hot Springs on June 8-11, 2014. Information gained has been used to implement and support state initiatives into pre-service coursework (e.g., TESS, LEADS, UbD).
• Facilitated/supported the attendance of a UAM School of Education Team (3 UAM SOE faculty and Math STEM Specialist) at the PARCC Summit (October 30, 2014) in North Little Rock. Information gained about the PARCCC assessment is shared with other UAM SOE faculty, public school teachers, and pre-service candidates.
• Facilitated/supported the attendance of a SOE Team at the Coaching Conference (June 23-25, 2014) held in Dallas, TX. The team utilized the information for graduate Educational Leadership coursework as well as the ERZ Leadership Coaching focus.
• Collaborated with the UAM SOE and STEM Center to write the ERZ Professional Development Grant for $5,000 that will be used to support ongoing, job-embedded Leadership Coaching seminars from June 2015-March 2016.
• Partnered with the UAM STEM Center in the writing of the NCLB Statistics and Probability Summer Institute grant application. The SP6-8 Grant was written for $72,518.07 to support content and pedagogy training for teachers in grades 6-8 focusing on Statistics and Probability. The institute will be held June 2015 for 8 days with 2 days of follow-up training in the fall and classroom visits by the trainers throughout the year. |

| | | Collaborated with 3 public school faculty members, 3 SOE faculty, and the STEM Specialist during July 2014 to facilitate the development of the K-6 Math Methods and Social Studies Methods syllabi and course outlines that will be used to better prepare pre-service teachers. Collaborated with UAM Academic Affairs to host at UAM *90 Advanced Placement English students* from White Hall on September 18, 2014. The students are concurrently enrolled at UAM with this high school course. While on campus, the students received training from the Librarians and other UAM staff on How to access the UAM research databases, A tour of the library and how to find the resources, and A session on college life (e.g., admissions, scholarships, activities) Collaborated with Delta Kappa Gamma and others to host Common Core Myths on October 14, 2014 with *50 community members* in attendance. Presenters represented UAM, Monticello Schools, Drew Central Schools, STEM Center, and SEARK Cooperative. Chaired the SOE Technology Committee charged with the task of reviewing/revising the UAM SOE Technology Plan. The committee provides guidance and planning in the use of instructional technology to support teaching and learning in the pre-service and graduate programs. Attended various university meetings such as the UAM Arts/Humanities Literacy Meeting (November 18, 2014) for the purpose of collaborating on how UAM faculty might support public schools to improve public school performance and student academic achievement. Provided input/support to UAM through efforts such as meeting with the NCATE/CAEP Standard 3 (Field Experiences and Clinical Practice) Committee. The unit and its partners design, implement, and evaluate field experience and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Collaborated with 8 academic departments at UAM and Drew Central Schools to plan/host the Fall 8th Grade College Experience Day on October 28, 2014 for *36 students and 6 teachers*. Students were divided into career clusters connected with their KUDER test results. The clusters were able to visit with a UAM faculty member from that career area to learn about skills, classes, careers, and expectations. They were also able to have a tour of the campus by a UAM Admission representative and a tour of the UAM Library from one of the Librarians. The school then provided them lunch in the UAM cafeteria to complete their college experience morning. The Drew Central Spring 8th Grade College Experience Day is currently being planned (April 2015) and is expected to impact *40 additional 8th graders*. 36 students 6 Drew Central faculty |
| | | |

		8 UAM departments/units on campus (Admissions, School of Education, ERZ, School of Arts & Humanities, School of Social and Behavior Sciences, Nursing, School of Forestry and Natural Resources, School of Agriculture, Library, and Aramark) - Collaborated with ADE, other ERZ Directors, and partner/associate ERZ schools to provide information about the support available through the ERZ for improving public school performance and student academic achievement. A booth will be hosted by the ERZ at the 2015 EAST Conference in Hot Springs on March 18/19, 2015.
2. The ERZ director leads representatives from ERZ stakeholders in a collaborative process to develop, review, and/or revise the vision and mission of the ERZ.	Review the vision statement, develop mission and belief statements during the 2014-2015 stakeholder advisory meetings and/or small focus groups	Facilitated discussion for the review of the ERZ Vision Statement and the development of ERZ Belief Statements during the Spring 2015 UAM School of Education, STEM Center, and ERZ Stakeholders Meeting held on March 31, 2015. Currently, the UAM/Southeast ERZ partners with 47 public schools (15 districts), of which 1 is a needs improvement priority school, 9 needs improvement focus schools, 36 needs improvement schools, and 1 achieving school.
3. The ERZ serves as a resource to assist partners in assessing their needs in the areas of curriculum, instruction, professional development, leadership, and data management.	Utilize formal discussions and presentations about teaching and learning to support Common Core State Standards, Teacher Excellence Support System, Arkansas Leader Excellence and Development System, and PARCC during the ERZ/School of Education Stakeholder and/or other meetings Utilize personal visits, telephone conversations, and E-mails with professors, Deans, UAM Administration, public school administrators, and teachers to support ERZ partners and their needs Provide continued support to those completing the	Served as a resource to assist partners in assessing their needs in the areas of curriculum, instruction, professional development, leadership, and data management doing the following: - Facilitated four (4) afternoon sessions of Coaching Circles to provide continued support of the skills and language of Leadership Coaching and Listening. Coaching Circles provided time for practice with reflective feedback for the coach. Coaching Circles are follow-up training sessions for those who have attended Leadership Coaching Level I and/or Level II training. Coaching Circles have been attended by <blockquote>➢ UAM faculty ➢ Public school administrators ➢ Public school instructional coaches</blockquote> - Partnered with UAM academic departments, ADE, UAM STEM Center, and partner and associate partner schools to provide Leadership Coaching Level I (May 29/30 and June 4/5, 2014). *Please see Goal I/Indicator I for detailed data.* - Partnered with UAM academic departments, ADE, UAM STEM Center, and partner and associate partner schools to provide Leadership Coaching Level II was held on December 2/3, 2014 and January 28/29, 2015. *Please see Goal I/Indicator I for detailed data.* - Collaborated with academic departments at UAM and STEM Center specialist to plan and/or host Universal Design for Learning (UDL) Workshop (October 10, 2014). *Please see Goal I/Indicator I for detailed data.* - Collaborated with and between UAM academic departments, Coops, STEM Center, ADE, and partner/associate schools to plan/advertise/host Understanding by Design (UbD) Workshop (October 20, 2014): 88 educators attended Day 1 UbD training at UAM. *Please see Goal I/Indicator I for detailed data.*

	Leadership Coaching Level I and Level II Training	- Facilitated/supported the attendance of a UAM School of Education Team at the PARCC Summit (October 30, 2014) in North Little Rock. *Please see Goal I/Indicator I for detailed data.* - Facilitated/supported programs that support ERZ partners (schools/districts). During 2014-2015, the Professors as Partners Project (school support program) was re-emphasized for the SOE faculty. Each SOE professor was assigned a district to contact monthly through phone calls, visits, and/or emails. - Facilitated/supported school support to ERZ partners through professors visiting classrooms as experts, serving as resources for materials and support, and modeling. *Please see Goal I/Indicator I for detailed data.* - Coordinated efforts between and among UAM departments, the UAM STEM Center, Southeast Education Service Cooperative, ADE, and partner schools to host the Fall 2014 ERZ Stakeholder/Advisory meeting on October 14, 2014. *Please see Goal I/Indicator I for detailed data.* - Attended various university meetings such as the UAM Arts/Humanities Literacy Meeting (November 18, 2014) for the purpose of collaborating on how UAM faculty might support public schools to improve public school performance and student academic achievement. - Provided input/support to UAM through efforts such as meeting with the NCATE/CAEP Standard 3 (Field Experiences and Clinical Practice) Committee. The unit and its partners design, implement, and evaluate field experience and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.
4. The ERZ operates as a resource of information for schools in meeting their needs to initiate and sustain capacity-building efforts in the areas of teaching and learning; culture and climate; leadership; and data management.	Provide opportunities for discussions during ERZ/School of Education Stakeholder and other meetings to support teaching and learning, culture and climate, leadership, and data management Support the ERZ partner schools in their efforts to implement and sustain capacity building efforts in support of state initiatives (e.g., Teacher Excellence Support System, Literacy and Mathematics Design	Acted as a resource for information for our partner schools affecting 17,629 student so they could build their own capacity through the following: - Facilitated and provided support to Hamburg High School faculty and administrators as requested by the principal. During the 2014-2015 school year, the building-wide focus is Student Engagement. On August 7, 2014, Tracie Jones, ERZ Director, provided a workshop to the faculty (45 teachers and 2 administrators) on Student Engagement. As requested by the principal, Tracie Jones provided 5 follow-up days for classroom walkthroughs with the administrators, administrators meetings, and discussions with faculty. ➢ 47 Attendees ➢ 45 Hamburg High School Teachers ➢ 2 Hamburg High School Administrators - Facilitated and coordinated a "Relationship, Communication, and Vision Building" professional development by Dr. Peggy Doss for the Hamburg High School faculty and administration on August 6, 2014. ➢ 47 Attendees ➢ 45 Hamburg High School Teachers ➢ 2 Hamburg High School Administrators

Collaborative, Arkansas Induction Mentoring Model, Common Core State Standards, Arkansas Leader Excellence and Development System)
 	
Provide support to Monticello and Drew Central School Districts through their 21st Century After-School programs to build and establish a climate that supports students in their need to go to college
 	
Facilitate and host 8th grade Career Orientation students from Drew Central Middle School and their teachers here on the UAM campus to support classroom instruction about careers and college readiness
 	
Offer campus visits to ERZ partners to support classroom instruction about careers and college readiness
 	
Research appropriate web resources to assist partner schools in their capacity-building efforts in the areas of teaching and learning; culture and climate; leadership; and data management
	• Facilitated and coordinated Coaching and Mentoring support by Dr. Peggy Doss for the Hamburg High School Principal and Asst. Principal 4 times throughout the year.
	• Collaborated with 8 academic departments at UAM and Drew Central Schools to plan/host the Fall 8th Grade College Experience Day on October 28, 2014 for *36 students and 6 teachers*. Students were divided into career clusters connected with their KUDER test results. The clusters were able to visit with a UAM faculty member from that career area to learn about skills, classes, careers, and expectations. They were also able to have a tour of the campus by a UAM Admission representative and a tour of the UAM Library from one of the Librarians. The school then provided them lunch in the UAM cafeteria to complete their college experience morning. The Drew Central Spring 8th Grade College Experience Day is currently being planned (April 2015) and is expected to impact *40 additional 8th graders*.
	  ➢ 36 students
	  ➢ 6 Drew Central faculty
	  ➢ 8 UAM departments/units on campus (Admissions, School of Education, ERZ, School of Arts & Humanities, School of Social and Behavior Sciences, Nursing, School of Forestry and Natural Resources, School of Agriculture, Library, and Aramark)
	• Facilitated the distribution of "Back to School Welcome Letters" to all ERZ partner administrators (school and district level) to share information about UAM ERZ, projects planned, etc.
	• Coordinated and facilitated ongoing communication through emails, letters, phone calls, text, and social media to keep partners informed of support available.
	• Facilitated and coordinated support and training for the Hermitage School board and the Superintendent by Peggy Doss on January 20 and 22, 2015. The focus is centered around relationship building, communication, and vision building. The board plans to complete the Hermitage School District School Board Vision Statement on February 23, 2015. Dr. Peggy Doss has scheduled to continue this same work with the Hermitage District Leadership Team late spring 2015.
	• Facilitated and provided support through web resources, articles, and connections to experts in the field to support teaching and learning; culture and climate; and leadership.
	• Collaborated with academic departments at UAM and STEM Center specialist to plan and/or host Universal Design for Learning (UDL) Workshop (October 10, 2014): *12* UAM SOE faculty members, the dean, and STEM Director attended a 3 hour workshop.
	• Collaborated with and between UAM academic departments, Coops, STEM Center, ADE, and partner/associate schools to plan/advertise/host Understanding by Design (UbD) Workshop (October 20, 2014). *Please see Goal I/Indicator I for detailed data.*
	• Facilitated/supported programs that support ERZ partners (schools/districts). During 2014-2015, the Professors as Partners Project (school support program) was re-

	Communicate to ERZ partners through personal visits, telephone conversations, and E-mails to support capacity-building efforts Create web resource pages to support capacity-building efforts in the areas of teaching and learning; culture and climate; leadership; and data management	emphasized for the SOE faculty. Each SOE professor was assigned a district to contact monthly through phone calls, visits, and/or emails. • Facilitated/supported school support to ERZ partners through professors visiting classrooms as experts, serving as resources for materials and support, and modeling. *Please see Goal I/Indicator I for detailed data.* • Coordinated efforts between and among UAM departments, the UAM STEM Center, Southeast Education Service Cooperative, ADE, and partner schools to host the Fall 2014 ERZ Stakeholder/Advisory meeting on October 14, 2014. *Please see Goal I/Indicator I for detailed data.*
5. The ERZ facilitates ongoing communication among stakeholders utilizing a variety of techniques.	Facilitate communication among partners through the ERZ/School of Education Stakeholder and other meetings Facilitate ongoing communication efforts through: personal visits, telephone conversations, E-mails, texts, websites, flyers, letters, and social media	Facilitated ongoing communication among stakeholders utilizing a variety of techniques including but not limited to the following: • Coordinated efforts between and among UAM departments, the UAM STEM Center, Southeast Education Service Cooperative, ADE, and partner schools to host the Fall 2014 ERZ Stakeholder/Advisory meeting on October 14, 2014. *Please see Goal I/Indicator I for detailed data.* • Facilitated the distribution of "Back to School Welcome Letters" to all ERZ partner administrators (school and district level) to share information about UAM ERZ, projects planned, etc. • Coordinated and facilitated ongoing communication through emails, letters, phone calls, text, and social media to keep partners informed of support available.
6. The ERZ supports the networking of partners in seeking multiple funding sources.	Partner with 21st Century After-School Programs at Monticello High School, Monticello Middle School, and Drew Central High School Serve on the Star City High School EAST Core Advisory Board Member Serve on the Monticello Middle School 21st Century	Supported the networking of partners in seeking multiple funding sources through the following: • Collaborated with the UAM SOE and STEM Center to write the ERZ Professional Development Grant for $5,000 that will be used to support ongoing, job-embedded Leadership Coaching seminars from June 2015-March 2016. • Partnered with the UAM STEM Center in the writing of the NCLB Statistics and Probability Summer Institute grant application. The SP6-8 Grant was written for $72,518.07 to support content and pedagogy training for teachers in grades 6-8 focusing on Statistics and Probability. Institute will be held June 2015 for 8 days with 2 days of follow-up training in the fall and classroom visits by the trainers throughout the year. • Served on the ADE Professional Development Advisory Board and attended meetings on November 3, 2014.

| | After-School Advisory Board Member

Support the UAM STEM Center in their efforts to secure funding for 2014-2015 and other various grants

Support the ERZ partners (UAM, public schools, cooperative, and community) in their effort to secure grants to support teaching and learning

Be available to serve on various committees and boards at other partner schools as requested

Support ERZ partners as they implement state initiatives (e.g., Literacy and Mathematics Design Collaborative, Common Core State Standards) | • Facilitated the distribution of "Back to School Welcome Letters" to all ERZ partner administrators (school and district level) to share information about UAM ERZ, projects planned, etc.
• Coordinated and facilitated ongoing communication through emails, letters, phone calls, text, and social media to keep partners information of support available.
• Served as a partner with the 21st Century After-school programs with Monticello Middle School, Monticello High School, and Drew Central High School
• Served on the Star City EAST Advisory Board.
• Served on the Monticello Middle School After-School Advisory Board.
• Supported Star City, Hamburg, and Drew Central School Districts with letters of support and discussion about how this impacts student and the community as they pursued grants for Workforce Education.
• Continued support of LDC/MDC through personal conversations, phone calls, and other meetings.
• Collaborated with the UAM SOE to write the ERZ Professional Development Grant for $9,000 that will be used to hold Leadership Coaching Level I Co-Hort III training summer 2015. |
| II The ERZ shall provide for a comprehensive program of professional development to assure the practical knowledge base of pre-service and in-service teachers with respect to pedagogical practice, content knowledge, and competent | | |

use of distance learning technology.		
1. The ERZ works with the Institutions of Higher Education and school partners to align pre-service Programs of Study to the needs of beginning teachers as measured by research-best practices and state and institutional standards.	Utilize information obtained from personal visits, telephone conversations, and E-mails with partners about needs of the public school classroom to support UAM pre-service Programs of Study

Provide opportunities for discussions during ERZ/School of Education Stakeholder and other meetings to align pre-service Programs of Study to the needs of beginning teachers

Provide opportunities for the sharing of research-based best practices during the ERZ/School of Education Stakeholder and other meetings

Facilitate Common Core State Standards Alignment Meetings between School of Education, School of Arts and Humanities, School of Math and Natural Sciences, STEM Center, and ERZ to align SOE Programs of Study with Common Core State Standards and ADE Competencies | Worked with the Institutions of Higher Education and school partners to align pre-service programs of study to the needs of beginning teachers as measured by research-based best practices and state and institutional standards through the following:
• Worked with the IHE and school partners to align pre-service Programs of Study to the needs of beginning teachers through efforts such as collaboration with 3 public school faculty members, 3 SOE faculty, and the STEM Specialist during July 2014 to facilitate the development of the K-6 Math Methods and Social Studies Methods syllabi and course outlines that will be used to better prepare pre-service teachers.
• Provided input/support to UAM through efforts such as meeting with the NCATE/CAEP Standard 3 (Field Experiences and Clinical Practice) Committee. The unit and its partners design, implement, and evaluate field experience and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.
• Collaborated with academic departments at UAM and STEM Center specialist to plan and/or host Universal Design for Learning (UDL) Workshop (October 10, 2014): 12 UAM SOE faculty members, the dean, and STEM Director attended a 3 hour workshop. *Please see Goal I/Indicator I for detailed data.*
• Collaborated with and between UAM academic departments, Coops, STEM Center, ADE, and partner/associate schools to plan/advertise/host Understanding by Design (UbD) Workshop (October 20, 2014). *Please see Goal I/Indicator I for detailed data.*
• Coordinated efforts between and among UAM departments, the UAM STEM Center, Southeast Education Service Cooperative, ADE, and partner schools to host the Fall 2014 ERZ Stakeholder/Advisory meeting on October 14, 2014. *Please see Goal I/Indicator I for detailed data.*
• Partnered with UAM academic departments, ADE, UAM STEM Center, and partner and associate partner schools to provide Leadership Coaching Level I (May 29/30 and June 4/5, 2014). *Please see Goal I/Indicator I for detailed data.*
• Partnered with UAM academic departments, ADE, UAM STEM Center, and partner and associate partner schools to provide Leadership Coaching Level II was held on December 2/3, 2014 and January 28/29, 2015. *Please see Goal I/Indicator I for detailed data.*
• Partnered with UAM STEM Center to host Google Apps for Administrators on June 23, 2014. *Please see Goal I/Indicator I for detailed data.*
• Partnered with UAM STEM Center to host Google Apps for Teachers on June 24, 2014. *Please see Goal I/Indicator I for detailed data.*
• Facilitated/supported the attendance of a UAM School of Education Team at the AASCD Conference in Hot Springs on June 8-11, 2014. Information gained has been used to |

	Support professional development opportunities for UAM faculty to keep abreast of local, state, and national initiatives Assist UAM faculty with implementation of state initiatives (e.g., Teacher Excellence Support System, Common Core State Standards, Understanding By Design, Universal Design for Learning, Arkansas Leader Excellence and Development System, Literacy and Mathematics Design Collaborative) Serve on the School of Education NCATE/CAEP Standard 3: Field Experiences and Clinical Practices Committee Chair the School of Education Technology Committee Support state initiatives to improve public school performance and student academic achievement (e.g., Teacher Excellence Support System, Arkansas Induction Mentoring Model, Universal Design for Learning, Understanding By Design, Literacy and	implement and support state initiatives into pre-service coursework (e.g., TESS, LEADS, UbD). • Facilitated/supported the attendance of a UAM School of Education Team (3 UAM SOE faculty and Math STEM Specialist) at the PARCC Summit (October 30, 2014) in North Little Rock. Information gained about the PARCCC assessment is shared with other UAM SOE faculty, public school teachers, and pre-service candidates. • Chaired the SOE Technology Committee charged with the task of reviewing/revising the UAM SOE Technology Plan. The committee provides guidance and planning in the use of instructional technology to support teaching and learning in the pre-service and graduate programs. • Attended various university meetings such as the UAM Arts/Humanities Literacy Meeting (November 18, 2014) for the purpose of collaborating on how UAM faculty might support public schools to improve public school performance and student academic achievement. • Facilitated conversations with ERZ partner administrators about the implementation of LDC/MDC throughout the year. In addition, conversations were held with those districts who had dropped the implementation or those who had yet to implement about the need to be involved in LDC/MDC to support 21st Century Skills. • Facilitated discussions and shared information with partners during the Fall Stakeholder Meeting about Schools of Innovation.

	Mathematics Design Collaborative, Arkansas Leader Excellence and Development System, Common Core State Standards)	
2. The ERZ through networking assists schools in identifying professional development opportunities that will build capacity to positively impact teaching and learning, culture and climate, leadership, and data management.	Disseminate information about professional development opportunities to schools through personal visits, telephone conversations, and E-mails Make use of ERZ/School of Education Stakeholder and other meetings to share information about professional development opportunities to support teaching and learning Support state initiatives to improve public school performance and student academic achievement (e.g., Teacher Excellence Support System, Arkansas Induction Mentoring Model, Universal Design for Learning, Understanding By Design, Literacy and Mathematics Design Collaborative, Arkansas Leader Excellence and Development System, Common Core State Standards) Support professional development opportunities	Assisted schools in identifying professional development opportunities that build capacity to positively impact teaching and learning, culture and climate, leadership, and data management through the following: - Collaborated with and between UAM academic departments, Coops, STEM Center, ADE, and partner/associate schools to plan/advertise/host Understanding by Design (UbD) Workshop (October 20, 2014. *Please see Goal I/Indicator I for detailed data.* - Coordinated efforts between and among UAM departments, the UAM STEM Center, Southeast Education Service Cooperative, ADE, and partner schools to host the Fall 2014 ERZ Stakeholder/Advisory meeting on October 14, 2014. *Please see Goal I/Indicator I for detailed data.*. - Partnered with UAM academic departments, ADE, UAM STEM Center, and partner and associate partner schools to provide Leadership Coaching Level I (May 29/30 and June 4/5, 2014). *Please see Goal I/Indicator I for detailed data.* - Partnered with UAM academic departments, ADE, UAM STEM Center, and partner and associate partner schools to provide Leadership Coaching Level II held on December 2/3, 2014 and January 28/29, 2015. *Please see Goal I/Indicator I for detailed data.* - Partnered with UAM STEM Center to host Google Apps for Administrators on June 23, 2014. *Please see Goal I/Indicator I for detailed data.* - Partnered with UAM STEM Center to host Google Apps for Teachers on June 24, 2014. *Please see Goal I/Indicator I for detailed data.* - Collaborated with academic departments at UAM and STEM Center specialist to plan and/or host Universal Design for Learning (UDL) Workshop (October 10, 2014). *Please see Goal I/Indicator I for detailed data.* - Facilitated/supported the attendance of a UAM School of Education Team at the AASCD Conference in Hot Springs on June 8-11, 2014. Information gained has been used to implement and support state initiatives into pre-service coursework (e.g., TESS, LEADS, UbD). - Facilitated/supported the attendance of a UAM School of Education Team (3 UAM SOE faculty and Math STEM Specialist) at the PARCC Summit (October 30, 2014) in North Little Rock. Information gained about the PARCCC assessment is shared with other UAM SOE faculty, public school teachers, and pre-service candidates.

	for UAM faculty to keep abreast of local, state, and national initiatives	• Facilitated/supported the attendance of a SOE Team at the Coaching Conference (June 23-25, 2014) held in Dallas, TX. The team utilized the information learned into graduate Educational Leadership coursework as well as the ERZ Leadership Coaching focus. • Facilitated/supported the attendance of UAM School of Education Physical Education Instructors at the state conference in November. Information gained at the conference is shared with other UAM SOE faculty, public school teachers, and pre-service candidates. • Supported and distributed resources (e.g., videos, articles, websites) to support student engagement, PARCC, CCSS, Disciplinary Literacy, TESS, and LEADS to ERZ partners and UAM faculty
3. The ERZ collaborates with schools to build an understanding that data-driven, research-based professional development opportunities must be aligned to the schools' learning goals for students and the individual professional growth needs of staff.	Utilize the ERZ/School of Education Stakeholder Meetings, site visits, and telephone conversations to collaborate and discuss the need to utilize data-driven, researched-based professional development to support teaching and learning Support the ERZ partner schools in their efforts to implement and sustain capacity building efforts through the Literacy and Mathematics Design Collaborative professional development Support the ERZ partner schools in their efforts to implement Common Core State Standards, PARCC, Teacher Excellence Support System, and Arkansas Induction Mentoring Model Provide support to UAM School of Education in their efforts to implement	Collaborated with partner schools to build an understanding that data-driven, research-based professional development opportunities must be aligned to the school learning goals for students and the individual professional growth needs of staff through the following: • Collaborated with and between UAM academic departments, Coops, STEM Center, ADE, and partner/associate schools to plan/advertise/host Understanding by Design (UbD) Workshop (October 20, 2014). *Please see Goal I/Indicator I for detailed data.* • Coordinated efforts between and among UAM departments, the UAM STEM Center, Southeast Education Service Cooperative, ADE, and partner schools to host the Fall 2014 ERZ Stakeholder/Advisory meeting on October 14, 2014. *Please see Goal I/Indicator I for detailed data.* • Partnered with UAM academic departments, ADE, UAM STEM Center, and partner and associate partner schools to provide Leadership Coaching Level I (May 29/30 and June 4/5, 2014). *Please see Goal I/Indicator I for detailed data.* • Partnered with UAM academic departments, ADE, UAM STEM Center, and partner and associate partner schools to provide Leadership Coaching Level II held on December 2/3, 2014 and January 28/29, 2015. *Please see Goal I/Indicator I for detailed data.* • Partnered with UAM STEM Center to host Google Apps for Administrators on June 23, 2014. *Please see Goal I/Indicator I for detailed data.* • Partnered with UAM STEM Center to host Google Apps for Teachers on June 24, 2014. *Please see Goal I/Indicator I for detailed data.* • Collaborated with academic departments at UAM and STEM Center specialist to plan and/or host Universal Design for Learning (UDL) Workshop (October 10, 2014). *Please see Goal I/Indicator I for detailed data.* • Facilitated/supported the attendance of a UAM School of Education Team at the AASCD Conference in Hot Springs on June 8-11, 2014. Information gained has been used to implement and support state initiatives into pre-service coursework (e.g., TESS, LEADS, UbD). • Facilitated/supported the attendance of a UAM School of Education Team (3 UAM SOE faculty and Math STEM Specialist) at the PARCC Summit (October 30, 2014) in North

	Common Core State Standards, Universal Design for Learning, Understanding By Design, and Teacher Excellence Support System into undergraduate and graduate coursework	Little Rock. Information gained about the PARCCC assessment is shared with other UAM SOE faculty, public school teachers, and pre-service candidates.
4. The ERZ supports schools in the development of professional development to deepen teachers' understanding of using real world contexts, integrating technology appropriately, and establishing the rigor needed for college and career readiness.	Provide opportunities for modeling of research-based best practices during ERZ/School of Education Stakeholder and other meetings Support the ERZ partner schools in their efforts to implement and sustain capacity building efforts through the Literacy and Mathematics Design Collaborative professional development to expand on the use of real-world connections and the integration of technology during classroom instruction Deepen understanding of the need for professional development that utilize real-world connections and integration of technology to support teaching and learning through personal visits, telephone conversations, and E-mails	Supported schools in the development of professional development to deepen teachers' understanding of using real world contexts, integrating technology appropriately, and establishing rigor needed for college and career readiness through the following: • Coordinated efforts between and among UAM departments, the UAM STEM Center, Southeast Education Service Cooperative, ADE, and partner schools to host the Fall 2014 ERZ Stakeholder/Advisory meeting on October 14, 2014. *Please see Goal I/Indicator I for detailed data.* • Partnered with UAM academic departments, ADE, UAM STEM Center, and partner and associate partner schools to provide Leadership Coaching Level I (May 29/30 and June 4/5, 2014). *Please see Goal I/Indicator I for detailed data.* • Partnered with UAM academic departments, ADE, UAM STEM Center, and partner and associate partner schools to provide Leadership Coaching Level II held on December 2/3, 2014 and January 28/29, 2015. *Please see Goal I/Indicator I for detailed data.* • Partnered with UAM STEM Center to host Google Apps for Administrators on June 23, 2014. *Please see Goal I/Indicator I for detailed data.* • Partnered with UAM STEM Center to host Google Apps for Teachers on June 24, 2014. *Please see Goal I/Indicator I for detailed data.* • Collaborated with the UAM SOE and STEM Center to write the ERZ Professional Development Grant for $5,000 that will be used to support ongoing, job-embedded Leadership Coaching seminars from June 2015-March 2016. • Partnered with the UAM STEM Center in the writing of the NCLB Statistics and Probability Summer Institute grant application. The SP6-8 Grant was written for $72,518.07 to support content and pedagogy training for teacher in grades 6-8 focusing on Statistics and Probability. The institute will be held June 2015 for 8 days with 2 days of follow-up training in the fall and classroom visits by the trainers throughout the year. • Collaborated with 3 public school faculty members, 3 SOE faculty, and the STEM Specialist during July 2014 to facilitate the development of the K-6 Math Methods and Social Studies Methods syllabi and course outlines that will be used to better prepare pre-service teachers. • Collaborated with 8 academic departments at UAM and Drew Central Schools to plan/host the Fall 8th Grade College Experience Day on October 28, 2014 for *36 students and 6 teachers*. Students were divided into career clusters connected with their KUDER test

<table>
<tr><td></td><td></td><td>results. The clusters were able to visit with a UAM faculty member from that career area to learn about skills, classes, careers, and expectations. They were also able to have a tour of the campus by a UAM Admission representative and a tour of the UAM Library from one of the Librarians. The school then provided them lunch in the UAM cafeteria to complete their college experience morning. The Drew Central Spring 8th Grade College Experience Day is currently being planned (April 2015) and is expected to impact *40 additional 8th graders*.

  ➢ 36 students
  ➢ 6 Drew Central faculty
  ➢ 8 UAM departments/units on campus (Admissions, School of Education, ERZ, School of Arts & Humanities, School of Social and Behavior Sciences, Nursing, School of Forestry and Natural Resources, School of Agriculture, Library, and Aramark)

• Collaborated with ADE, other ERZ Directors, and partner/associate ERZ schools to provide information about the support available through the ERZ for improving public school performance and student academic achievement.   A booth will be hosted by the ERZ at the 2015 EAST Conference in Hot Springs on March 18/19, 2015.

• Facilitated and provided support to Hamburg High School faculty and administrators as requested by the principal. During the 2014-2015 school year, the building-wide focus is Student Engagement. On August 7, 2014, Tracie Jones, ERZ Director, provided a workshop to the faculty (**45 teachers and 2 administrators**) on Student Engagement. As requested by the principal, Tracie Jones provided 5 follow-up days for classroom walkthroughs with the administrators, administrators meetings, and discussions with faculty.

  ➢ 47 Attendees
  ➢ 45 Hamburg High School Teachers
  ➢ 2 Hamburg High School Administrators

• Facilitated and coordinated a "Relationship, Communication, and Vision Building" professional development by Dr. Peggy Doss for the Hamburg High School faculty and administration on August 6, 2014.

  ➢ 47 Attendees
  ➢ 45 Hamburg High School Teachers
  ➢ 2 Hamburg High School Administrators

• Facilitated and coordinated Coaching and Mentoring support by Dr. Peggy Doss for the Hamburg High School Principal and Asst. Principal 6 times throughout the year.

• Facilitated and provided support in web resources, articles, and connections to experts in the field to support teaching and learning; culture and climate; and leadership.</td></tr>
<tr><td>5. The ERZ serves as a resource to schools in developing a process for</td><td>Model the evaluation process during professional development opportunities</td><td>Served as a resource to partner schools in their efforts to develop a process for evaluating professional development by modeling the use of evaluation during professional development opportunities and sharing evaluation resources with partner schools as requested.</td></tr>
</table>

evaluating their professional development.	Serve as a resource to schools in developing a process to evaluate professional development as requested	
6. ERZ provides opportunities for partners to network and share research-based best practices.	Provide opportunities for modeling and networking of research-based best practices during ERZ/School of Education Stakeholder And other meetings Encourage and support pre-service candidates and UAM faculty to present at local, state, and national meetings Deepen understanding of the need to use research-best practices that utilize real-world connections and integration of technology to support teaching and learning through personal visits, telephone conversations, and E-mails Utilize the ERZ/School of Education Stakeholder Meetings, site visits, and telephone conversations to collaborate and discuss research-based best practices Provide professional development workshops and meetings for UAM	Provided opportunities for partners to network and share research-based best practices through the following: • Provided opportunities for partners to network and share research-based best practices through opportunities such as Understanding by Design (UbD) Workshop (October 20, 2014. *Please see Goal I/Indicator I for detailed data.* • Coordinated efforts between and among UAM departments, the UAM STEM Center, Southeast Education Service Cooperative, ADE, and partner schools to host the Fall 2014 ERZ Stakeholder/Advisory meeting on October 14, 2014. *Please see Goal I/Indicator I for detailed data.* • Partnered with UAM academic departments, ADE, UAM STEM Center, and partner and associate partner schools to provide Leadership Coaching Level I (May 29/30 and June 4/5, 2014). *Please see Goal I/Indicator I for detailed data.* • Partnered with UAM academic departments, ADE, UAM STEM Center, and partner and associate partner schools to provide Leadership Coaching Level II held on December 2/3, 2014 and January 28/29, 2015. *Please see Goal I/Indicator I for detailed data.* • Partnered with UAM STEM Center to host Google Apps for Administrators on June 23, 2014. *Please see Goal I/Indicator I for detailed data.* • Partnered with UAM STEM Center to host Google Apps for Teachers on June 24, 2014. *Please see Goal I/Indicator I for detailed data.* • Collaborated with academic departments at UAM and STEM Center specialist to plan and/or host Universal Design for Learning (UDL) Workshop (October 10, 2014. *Please see Goal I/Indicator I for detailed data.* • Facilitated/supported the attendance of a UAM School of Education Team at the AASCD Conference in Hot Springs on June 8-11, 2014. Information gained has been used to implement and support state initiatives into pre-service coursework (e.g., TESS, LEADS, UbD). • Facilitated/supported the attendance of a UAM School of Education Team (3 UAM SOE faculty and Math STEM Specialist) at the PARCC Summit (October 30, 2014) in North Little Rock. Information gained about the PARCCC assessment is shared with other UAM SOE faculty, public school teachers, and pre-service candidates.

	faculty to keep abreast of state initiatives	
III The ERZ will serve as a resource for schools to provide enhancement and expansion of local school curricula offerings through the use of two-way interactive television to include advanced placement, dual-credit, and advanced high school courses.		

1. The ERZ serves as a resource of information to schools regarding the enhancement and expansion of local school curricula offerings available through electronic technology.	Provide information as needed to ERZ partners about distance education and electronic technology during personal visits, telephone conversations, stakeholder meetings, and E-mails
	
	Provide information as needed about UAM Concurrent Credit Offerings
	
	Share information to partners about the use of electronic technology (e.g., equipment, eTextbooks, websites)
		Served as a resource of information to schools regarding the enhancement and expansion of local school curricula through the following:
		• Served as a resource of information to partner schools regarding the enhancement and expansion of local school curricula offerings available through electronic technology through discussions and emails about curriculum and instructional needs in the partner schools.
		• Supported ERZ partner districts in their pursuit to expand coursework in the vocational/workforce programs.
		  ➤ Drew Central School District
		  ➤ Hamburg School District
		  ➤ Star City School District
		• UAM serves as a partner with the Arkansas Early College High School program and area public schools to offer concurrent credit while students are in high school.
		  ➤ Fall 2014 – 744 students
		  ➤ Fall 2013 – 666 students
		  ➤ Fall 2012 – 609 students
		  ➤ Fall 2011 – 481 students
		  ➤ Fall 2010 – 459 students
		  ➤ Fall 2009 – 442 students
		  ➤ Fall 2008 – 579 students
		  ➤ Fall 2007 – 422 students
		  ➤ Fall 2006 – 617 students
		  ➤ Fall 2005 – 210 students

		• Facilitated and supported technology integration in the School of Education Degrees through the sharing of websites, online articles, videos, and Blackboard support.
2. The ERZ facilitates discussions among partners on ways to use immerging technology to enhance and expand curricula offerings.	Encourage and support the use of instructional and immerging technology during personal visits, telephone conversations, meetings, and E-mails with professors, Deans, and public school partners to impact teaching and learning Utilize ERZ/School of Education Stakeholder and other meetings to model the use of instructional technology strategies to support teaching and learning Assist UAM faculty with instructional technology strategies and support to actively engage students in online and face-to-face undergraduate and graduate coursework Provide professional development workshops and meetings for UAM faculty to keep abreast of state initiatives and implementation of instructional technology	Facilitated discussions among partners on ways to use immerging technology to enhance and expand curricula offerings through the following: • Encouraged and supported the use of instructional technology in the UAM School of Education courses so that candidates are modeling and practicing the integration of technology as they prepare for the public school classroom. • Mentored and supported the UAM School of Education faculty as they model and implement technology in the teaching and learning process (e.g., face-to-face, hybrid courses, and online). • Partnered with UAM STEM Center to host Google Apps for Administrators on June 23, 2014. *Please see Goal I/Indicator I for detailed data.* • Partnered with UAM STEM Center to host Google Apps for Teachers on June 24, 2014. *Please see Goal I/Indicator I for detailed data.*
IV The ERZ supports the sharing of faculty for core course offerings when		

schools are unable to hire highly-qualified teachers in core subject areas required for college entrance or teachers necessary to meet state accreditation standards		

1. The ERZ assists schools in identifying options for sharing faculty in core areas when highly qualified teachers are not available.	Utilize e-mails, telephone conversations, and site visits with ERZ partners about the sharing of faculty in core areas when highly qualified teachers are unavailable
	
	Survey partners about the need for the sharing of faculty in core areas when highly qualified teachers are not available
		Assisted schools in identifying options for sharing faculty in core areas when highly qualified teachers are not available through:
		• Supported ERZ partners with the recruitment of teachers through emails, spreadsheets, and sharing of information with UAM School of Education graduates and Master of Arts in Teaching candidates.
		• Supported ERZ partners with creating a spreadsheet from weekly emails to administrators and the ERZ Partnership Staffing Needs Forms to assist partners with recruiting of teachers for the 2014-2015 school year.
		  ➢ 15 ERZ partner districts participated in the recruitment process
		  ➢ 4 additional districts participated in the recruitment process
		• Collaborated with other ERZs in sharing of staffing needs for the Southeast/UAM ERZ partnership.

2. The ERZ distributes information regarding the Arkansas Traveling Teachers (ATT) initiative to schools.	Distribute information to all public school administrators about the Arkansas Traveling Teachers Initiative	Distributed information regarding the Arkansas Traveling Teachers (ATT) initiative through: • Emailed partners schools when information was needed
3. The ERZ collaborates with partners to assist schools in sharing Institutions of Higher Education faculty to provide support to improve content knowledge and pedagogy.	Collaborate with partners to provide resources and support to the public school classrooms through personal visits, telephone conversations, and E-mails Share information during ERZ/School of Education Stakeholder and other public meetings about the support and resources available to the public	Collaborated with partners to assist schools in sharing Institutions of Higher Education faculty to provide support to improve content knowledge and pedagogy through: • Facilitated/supported programs that support ERZ partners (schools/districts). During 2014-2015, the Professors as Partners Project (school support program) was re-emphasized for the SOE faculty. Each SOE professor was assigned a district to contact monthly through phone calls, visits, and/or emails. • Facilitated/supported school support to ERZ partners through professors visiting classrooms as experts, serving as resources for materials and support, and modeling. As of January 28, 2015, there have been documented support of *319 times* by UAM faculty (Arts/Humanities, Math/Science, School of Education), STEM Center Specialist, and ERZ Director. ➢ Service Learning Projects

	schools from the university, ERZ, cooperatives, ADE, and UAM STEM Center Facilitate professors providing support to the public schools (e.g., guest speakers, mentoring of classroom teachers and students)	➢ Professional Learning Community Meetings ➢ School Board Training *(e.g., Communication, Relationships, and Vision Building)* ➢ Professional Development *(e.g., Communication Relationships, and Vision Building; Student Engagement; LDC/MDC; Engineering; Statistics and Probability)* ➢ Modeling of Content Instruction and Strategies ➢ Coaching and Mentoring • Coordinated efforts between and among UAM departments, the UAM STEM Center, Southeast Education Service Cooperative, ADE, and partner schools to host the Fall 2014 ERZ Stakeholder/Advisory meeting on October 14, 2014. *Goal I/Indicator I for detailed data.* • Coordinated and facilitated ongoing communication through emails, letters, phone calls, text, and social media to keep partners informed of support available.
V The ERZ collaborates with schools to develop strategies to recruit and retain highly qualified teachers with particular focus on hard-to-staff schools.		

1. The ERZ serves as a resource to schools in developing an effective plan to recruit and retain highly qualified teachers.	Share information about UAM graduates with public schools to assist with hiring needs through personal visits, telephone conversations, and E-mails as requested
	
	Assist with teacher recruitment fairs for the SOE as needed
	
	Distribute and gather information from the public schools about staffing needs for 2014-2015
	
	Share public school staffing needs through bulletin board and E-mails to UAM
		Served as a resource to schools in developing an effective plan to recruit and retain highly qualified teachers through:
		• Supported ERZ partners with the recruitment of teachers through emails, spreadsheets, and sharing of information with UAM School of Education graduates and Master of Arts in Teaching candidates.
		• Supported ERZ partners with creating a spreadsheet from weekly emails to administrators and the ERZ Partnership Staffing Needs Forms to assist partners with recruiting of teachers for the 2014-2015 school year.
		  ➢ 15 ERZ partner districts participated in the recruitment process
		  ➢ 4 additional districts participated in the recruitment process
		• Collaborated with other ERZs in sharing of staffing needs for the Southeast/UAM ERZ partnership.
		• Served on the UAM School of Education Recruitment and Retention Committee.
		• Collaborated and participated with the UAM School of Education during Weevil Welcome Days by talking to potential UAM students about becoming a teacher.
		• Collaborated and assisted with talking with UAM students about becoming a teacher and entering the UAM School of Education Master of Arts in Teaching Program (non-traditional licensure program).

	faculty to assist in the recruitment of teachers Serve on the Recruitment and Retention Committee for the School of Education Utilize the ERZ/School of Education Stakeholder and other meetings to discuss the staffing needs for high need content areas Host recruitment event for high need teaching content areas to share information about teaching opportunities and the UAM Masters of Arts in Teaching Program Facilitate ongoing support for those who have completed Leadership Coaching training	• Partnered with UAM academic departments, ADE, UAM STEM Center, and partner and associate partner schools to provide Leadership Coaching Level I (May 29/30 and June 4/5, 2014). *Goal I/Indicator I for detailed data.* • Partnered with UAM academic departments, ADE, UAM STEM Center, and partner and associate partner schools to provide Leadership Coaching Level II held on December 2/3, 2014 and January 28/29, 2015. *Goal I/Indicator I for detailed data.* • Collaborated with the UAM SOE and STEM Center to write the ERZ Professional Development Grant for $5,000 that will be used to support ongoing, job-embedded Leadership Coaching seminars from June 2015-March 2016. • Partnered with the UAM STEM Center in the writing of the NCLB Statistics and Probability Summer Institute grant application. The SP6-8 Grant was written for $72,518.07 to support content and pedagogy training for teachers in grades 6-8 focusing on Statistics and Probability. The institute will be held June 2015 for 8 days with 2 days of follow-up training in the fall and classroom visits by the trainers throughout the year. • Collaborated with 3 public school faculty members, 3 SOE faculty, and the STEM Specialist during July 2014 to facilitate the development of the K-6 Math Methods and Social Studies Methods syllabi and course outlines that will be used to better prepare pre-service teachers.
2. The ERZ supports educators seeking professional recognition in their designated fields (i.e., National Board Certification; involvement and representation in professional organizations; attending and presenting at conferences and showcases).	Provide opportunities for modeling and networking of research-based best practices during ERZ/School of Education Stakeholder and other meetings Encourage and support pre-service candidates and UAM faculty to present at local, state, and national meetings	Supported educators seeking professional recognition in their designated field through the following: • Supported UAM Middle Level candidates attending the Middle Level Conference at UCA in March 2015 presenting on Service-Learning projects in the methods courses. ➢ 1 UAM Faculty attending ➢ 4 Middle Level candidates • Supported the STEM Specialist presenting at the Arkansas Curriculum Conference in November 2014. • Partnered with UAM academic departments, ADE, UAM STEM Center, and partner and associate partner schools to provide Leadership Coaching Level I (May 29/30 and June 4/5, 2014). *Goal I/Indicator I for detailed data.* • Partnered with UAM academic departments, ADE, UAM STEM Center, and partner and associate partner schools to provide Leadership Coaching Level II held on December 2/3, 2014 and January 28/29, 2015. *Goal I/Indicator I for detailed data.*

	Recognize educators for their accomplishments in the partner schools	• Collaborated with the UAM SOE and STEM Center to write the ERZ Professional Development Grant for $5,000 that will be used to support ongoing, job-embedded Leadership Coaching seminars from June 2015-March 2016. • Collaborated with academic departments at UAM and STEM Center specialist to plan and/or host Universal Design for Learning (UDL) Workshop (October 10, 2014). *Goal I/Indicator I for detailed data.* • Collaborated with and between UAM academic departments, Coops, STEM Center, ADE, and partner/associate schools to plan/advertise/host Understanding by Design (UbD) Workshop (October 20, 2014). *Goal I/Indicator I for detailed data.* • Partnered with UAM STEM Center to host Google Apps for Administrators on June 23, 2014. *Goal I/Indicator I for detailed data.* • Partnered with UAM STEM Center to host Google Apps for Teachers on June 24, 2014. *Goal I/Indicator I for detailed data.* • Facilitated/supported the attendance of a UAM School of Education Team at the AASCD Conference in Hot Springs on June 8-11, 2014. Information gained has been used to implement and support state initiatives into pre-service coursework (e.g., TESS, LEADS, UbD). • Facilitated/supported the attendance of a UAM School of Education Team (3 UAM SOE faculty and Math STEM Specialist) at the PARCC Summit (October 30, 2014) in North Little Rock. Information gained about the PARCCC assessment is shared with other UAM SOE faculty, public school teachers, and pre-service candidates. • Facilitated/supported the attendance of a SOE Team at the Coaching Conference (June 23-25, 2014) held in Dallas, TX. The team utilized the information for graduate Educational Leadership coursework as well as the ERZ Leadership Coaching focus.

3. The ERZ networks with partners to encourage the support and recognition of faculty demonstrating exemplary best practices.	Collaborate with partners to provide support and recognize educators utilizing exemplary best practices to support teaching and learning during ERZ/School of Education Stakeholder and/or other meetings
	
	Encourage and support pre-service candidates and UAM faculty to present at local, state, and national meetings
		Networked with partners to encourage the support and recognition of faculty demonstrating exemplary best practices through the following:
		• Supported UAM Middle Level candidates attending the Middle Level Conference at UCA in March 2015 presenting on Service-Learning projects in the methods courses.
		  ➢ 1 UAM Faculty attending
		  ➢ 4 Middle Level candidates
		• Supported the STEM Specialist presenting at the Arkansas Curriculum Conference in November 2014.
		• Partnered with UAM academic departments, ADE, UAM STEM Center, and partner and associate partner schools to provide Leadership Coaching Level I (May 29/30 and June 4/5, 2014). *Goal I/Indicator I for detailed data.*
		• Partnered with UAM academic departments, ADE, UAM STEM Center, and partner and associate partner schools to provide Leadership Coaching Level II held on December 2/3, 2014 and January 28/29, 2015. *Goal I/Indicator I for detailed data.*

	Facilitate ongoing support for those who have completed Leadership Coaching training	• Collaborated with the UAM SOE and STEM Center to write the ERZ Professional Development Grant for $5,000 that will be used to support ongoing, job-embedded Leadership Coaching seminars from June 2015-March 2016. • Collaborated with academic departments at UAM and STEM Center specialist to plan and/or host Universal Design for Learning (UDL) Workshop (October 10, 2014): *12* UAM SOE faculty members, the dean, and STEM Director attended a 3 hour workshop. • Collaborated with and between UAM academic departments, Coops, STEM Center, ADE, and partner/associate schools to plan/advertise/host Understanding by Design (UbD) Workshop (October 20, 2014). The UbD Workshop supports schools in the writing of curriculum to support best-practices and research-based instruction to support teaching and learning. *Goal I/Indicator I for detailed data.* • Partnered with UAM STEM Center to host Google Apps for Administrators on June 23, 2014. Almost all of the ERZ partner districts are utilizing Google as their main software and email communication. *Goal I/Indicator I for detailed data.* • Partnered with UAM STEM Center to host Google Apps for Teachers on June 24, 2014. Almost all of the ERZ partner districts are utilizing Google as their main software and email communication. *Goal I/Indicator I for detailed data.* • Facilitated/supported the attendance of a UAM School of Education Team at the AASCD Conference in Hot Springs on June 8-11, 2014. Information gained has been used to implement and support state initiatives into pre-service coursework (e.g., TESS, LEADS, UbD). • Facilitated/supported the attendance of a UAM School of Education Team (3 UAM SOE faculty and Math STEM Specialist) at the PARCC Summit (October 30, 2014) in North Little Rock. Information gained about the PARCCC assessment is shared with other UAM SOE faculty, public school teachers, and pre-service candidates. • Facilitated/supported the attendance of a SOE Team at the Coaching Conference (June 23-25, 2014) held in Dallas, TX. The team utilized the information for graduate Educational Leadership coursework as well as the ERZ Leadership Coaching focus.
VI The ERZ supports a system for mentoring teachers with three (3) or fewer years of professional service.		
1. The ERZ provides resources to the schools to assist in their efforts to provide mentoring strategies that are ongoing,	Support the UAM Arkansas Induction Mentoring Model Trainers as they provide training and support to university supervisors and cooperating teachers on	Provided resources to the schools to assist in their efforts to provide mentoring strategies that are ongoing, job-embedded, and designed to improve the structure and culture of the schools for the beginning and career teachers through the following:

job-embedded, and designed to improve the structure and culture of the schools for beginning and career teachers.	Arkansas Induction Mentoring Model
	
	Collaborate with partners to provide mentoring resources and support to the public school classrooms through personal visits, telephone conversations, and E-mails
	
	Support UAM faculty in providing classroom instructional support through guest speaking, mentoring, equipment usage, and content knowledge
	
	Research new and innovative ways to provide ongoing, job-embedded mentoring
		• Collaborated with UAM School of Education and STEM Center to provide mentoring support and resource to public school classrooms and administrators through site visits, emails, and conversations.
		  ➢ Service Learning Projects
		  ➢ Professional Learning Community Meetings
		  ➢ School Board Training *(e.g., Communication, Relationships, and Vision Building)*
		  ➢ Professional Development *(e.g., Communication Relationships, and Vision Building; Student Engagement; LDC/MDC; Engineering; Statistics and Probability)*
		  ➢ Modeling of Content Instruction and Strategies
		  ➢ Coaching and Mentoring
		• Supported the Arkansas Induction Mentoring Model both at the university and public school level.
		• Supported UAM faculty in providing classroom instructional support through guest speaking, mentoring of faculty with the implementation of Blackboard, technology equipment, videos, and instructional practices.

2. The ERZ facilitates mentoring activities collaboratively conducted between Institutions of Higher Education, Educational Service Cooperatives, and K-12 schools as needed and/or requested.	Collaborate with partners to provide mentoring resources and support to the public school classrooms through personal visits, telephone conversations, and E-mails Partner with 21st Century After-School Programs at Monticello High School, Monticello Middle School, and Drew Central High School Provide coaching support to those attending Leadership	Facilitated mentoring activities collaboratively conducted between Institutions of Higher Education, Education Service Cooperatives, and K-12 schools as needed and/or requested through the following: • Collaborated with ERZ partners in providing support and resources to both public school classrooms, administrators, and school board members through professional development, mentoring, discussions, and emails to support teaching and learning. • Facilitated 4 afternoon sessions of Coaching Circles to provide continued support of the skills and language of Leadership Coaching and Listening. Coaching Circles provide time for practice with reflective feedback for the coach. Coaching Circles are follow-up training sessions for those who have attended Leadership Coaching Level I and/or Level II training. • Partnered with UAM academic departments, ADE, UAM STEM Center, and partner and associate partner schools to provide Leadership Coaching Level I (May 29/30 and June 4/5, 2014) with **28 attendees** representing UAM, the UAM STEM Center, and partner/associate partner schools. Leadership Coaching training supports the development of instructional leaders who can impact greater student achievement and public school performance.

	Coaching Training through coaching sessions, E-mails, and personal conversations Discuss with public school administrators about the support and mentoring needs of teachers as they implement state initiatives Support the UAM Arkansas Induction Mentoring Model Trainers as they provide training and support to university supervisors and cooperating teachers on Arkansas Induction Mentoring Model	• Partnered with UAM academic departments, ADE, UAM STEM Center, and partner and associate partner schools to provide Leadership Coaching Level II was held on December 2/3, 2014 and January 28/29, 2015, with *16 attendees*. Leadership Coaching training supports the development of instructional leaders who can impact greater student achievement and public school performance. • Facilitated and provided support to Hamburg High School faculty and administrators as requested by the principal. During the 2014-2015 school year, the building-wide focus is Student Engagement. On August 7, 2014, Tracie Jones, ERZ Director, provided a workshop to the faculty (45 teachers and 2 administrators) on Student Engagement. As requested by the principal, Tracie Jones provided 5 follow-up days for classroom walkthroughs with the administrators, administrators meetings, and discussions with faculty. • Facilitated and coordinated a "Relationship, Communication, and Vision Building" professional development by Dr. Peggy Doss for the Hamburg High School faculty and administration on August 6, 2014. • Facilitated and coordinated Coaching and Mentoring support by Dr. Peggy Doss for the Hamburg High School Principal and Asst. Principal 6 times throughout the year. • Collaborated with 8 academic departments at UAM and Drew Central Schools to plan/host the Fall 8th Grade College Experience Day on October 28, 2014 for *36 students and 6 teachers*. Students were divided into career clusters connected with their KUDER test results. The clusters were able to visit with a UAM faculty member from that career area to learn about skills, classes, careers, and expectations. They were also able to have a tour of the campus by a UAM Admission representative and a tour of the UAM Library from one of the Librarians. The school then provided them lunch in the UAM cafeteria to complete their college experience morning. The Drew Central Spring 8th Grade College Experience Day is currently being planned (April 2015) and is expected to impact *40 additional 8th graders*.
VII The ERZ supports active participation of the community in the work of the school.		
1. The ERZ serves as a resource to schools to initiate and implement ongoing and sustainable programs that promote academic and social	Partner with 21st Century After-School Programs at Monticello High School, Monticello Middle School, and Drew Central High School	Served as a resource to schools to initiate and implement ongoing and sustainable programs that promote academic and social interactions with families and communities through the following: • Collaborated with 8 academic departments at UAM and Drew Central Schools to plan/host the Fall 8th Grade College Experience Day on October 28, 2014 for *36 students and 6 teachers*. Students were divided into career clusters connected with their KUDER test results. The clusters were able to visit with a UAM faculty member from that career area to learn about skills, classes, careers, and expectations. They were also able to have a

interactions families and communities.	Serve on the Star City High School EAST Core Advisory Board
	
	Serve on the Monticello Middle School 21st Century After-School Advisory Board
	
	Facilitate campus visits for area students and their teachers to the UAM campus to support classroom instruction about careers and college readiness
		tour of the campus by a UAM Admission representative and a tour of the UAM Library from one of the Librarians. The school then provided them lunch in the UAM cafeteria to complete their college experience morning. The Drew Central Spring 8th Grade College Experience Day is currently being planned (April 2015) and is expected to impact *40 additional 8th graders.*
		• Supported ERZ partner districts in their pursuit to expand coursework in the vocational/workforce programs.
		   ➢ Drew Central School District
		   ➢ Hamburg School District
		   ➢ Star City School District
		• Collaborated with UAM Academic Affairs to host at UAM *90 Advanced Placement English students* from White Hall on September 18, 2014. The students are concurrently enrolled at UAM with this high school course. While on campus, the students received training from the Librarians and other UAM staff on
		   • How to access the UAM research databases,
		   • A tour of the library and how to find the resources, and
		   • A session on college life (e.g., admissions, scholarships, activities).
		• Served as a partner with the 21st Century After-school programs with Monticello Middle School, Monticello High School, and Drew Central High School
		• Served on the Star City EAST Advisory Board.
		• Served on the Monticello Middle School After-School Advisory Board.
		• Supported Star City, Hamburg, and Drew Central School Districts with letters of support and discussion about how this impacts student and the community as they pursued grants for Workforce Education.

2. Parents and community members are recruited to serve on committees facilitated through the ERZ (including the advisory committee).	Recruit and invite parent and community members to attend ERZ/School of Education Stakeholder Meetings Serve on the Star City High School EAST Core Advisory Board Serve on the Monticello Middle School 21st Century After-School Advisory Board Be available to serve on various committees and	Recruited parents and community members to serve on committees facilitated through the ERZ through the following: • Collaborated with Delta Kappa Gamma and others to host Common Core Myths on October 14, 2014 with **50 community members** in attendance. Presenters represented UAM, Monticello Schools, Drew Central Schools, STEM Center, and SEARK Cooperative. • Served as a partner with the 21st Century After-school programs with Monticello Middle School, Monticello High School, and Drew Central High School, along with parents and community members • Served on the Star City EAST Advisory Board, along with parents and community members • Served on the Monticello Middle School After-School Advisory Board, along with parents and community members • Supported Star City, Hamburg, and Drew Central School Districts with letters of support and discussion about how this impacts student and the community as they pursued grants for Workforce Education.

	boards at other partner schools as requested	• Invited parents from ERZ partner schools to Stakeholder Meetings.
3. The ERZ serves as a resource to schools in developing a systemic process to identify family and community involvement needs based on formal and informal data.	Support the new Parent Involvement Training developed by the UAM ERZ to support home and school communication strategies Provide opportunities for partners to share innovative strategies to support family and community involvement (e.g., ERZ/School of Education Stakeholder Meetings)	Served as a resource to schools in developing a systemic process to identify family and community involvement needs based on formal and informal data through the following: • Facilitated and coordinated support and training for the Hermitage School board and the Superintendent by Peggy Doss on January 20 and 22, 2015. The focus is centered around relationship building, involving stakeholders, communication, and vision building. The board plans to complete the Hermitage School District School Board Vision Statement on February 23, 2015. Dr. Peggy Doss has scheduled to continue this same work with the Hermitage District Leadership Team late spring 2015. • Supported the development of the Parent Involvement professional development, which turned into a workshop on Relationships, Communication, and Vision Building to Support Teaching and Learning. Dr. Doss presented this workshop twice during the year for Hamburg High School and Hermitage School Board as they developed new Vision Statements and Core Beliefs.
VIII The ERZ supports active involvement of parents in the academic work of the student.		
1. The ERZ facilitates discussions with schools in understanding the role of the school in improving student learning at home.	Utilize site visits and ERZ/School of Education Stakeholder Meetings to discuss the need to have parents as active partners in the school Support the new Parent Involvement Training developed by the UAM ERZ to support home and school communication strategies	Facilitated discussions with schools in understanding the role of the school in improving student learning at home through the following: • Collaborated with Delta Kappa Gamma and others to host Common Core Myths on October 14, 2014 with **50 community members** in attendance. Presenters represented UAM, Monticello Schools, Drew Central Schools, STEM Center, and SEARK Cooperative. • Facilitated and coordinated support and training for the Hermitage School board and the Superintendent by Peggy Doss on January 20 and 22, 2015. The focus is centered around relationship building, involving stakeholders, communication, and vision building. The board plans to complete the Hermitage School District School Board Vision Statement on February 23, 2015. Dr. Peggy Doss has scheduled to continue this same work with the Hermitage District Leadership Team late spring 2015. • Supported the development of the Parent Involvement professional development, which turned into a workshop on Relationships, Communication, and Vision Building to Support Teaching and Learning. Dr. Doss presented this workshop twice during the year for Hamburg High School and Hermitage School Board as they developed new Vision Statements and Core Beliefs.
2. The ERZ provides opportunities for schools to share ideas on how to	Support the new Parent Involvement Training developed by the UAM ERZ	Provided opportunities for schools to share ideas on how to assist parents in the academic work of their students through the following:

assist parents in the academic work of their students.	to support home and school communication strategies Utilize site visits and ERZ/School of Education Stakeholder Meetings to disseminate information and share ideas/strategies to engage parents as active partners in the school	• Collaborated with Delta Kappa Gamma and others to host Common Core Myths on October 14, 2014 with **50 community members** in attendance. Presenters represented UAM, Monticello Schools, Drew Central Schools, STEM Center, and SEARK Cooperative. • Facilitated and coordinated support and training for the Hermitage School board and the Superintendent by Peggy Doss on January 20 and 22, 2015. The focus is centered around relationship building, involving stakeholders, communication, and vision building. The board plans to complete the Hermitage School District School Board Vision Statement on February 23, 2015. Dr. Peggy Doss has scheduled to continue this same work with the Hermitage District Leadership Team late spring 2015. • Supported the development of the Parent Involvement professional development, which turned into a workshop on Relationships, Communication, and Vision Building to Support Teaching and Learning. Dr. Doss presented this workshop twice during the year for Hamburg High School and Hermitage School Board as they developed new Vision Statements and Core Beliefs.
3. The ERZ provides opportunities for schools to share strategies to improve home/school communication.	Support the new Parent Involvement Training developed by the UAM ERZ to support home and school communication strategies Utilize site visits and ERZ/School of Education Stakeholder Meetings to share ideas/strategies to engage parents as active partners in the school Provide web resources to support strategies to improve home/school communication	Provided opportunities for schools to share strategies to improve home/school communication through the following: • Collaborated with Delta Kappa Gamma and others to host Common Core Myths on October 14, 2014 with **50 community members** in attendance. Presenters represented UAM, Monticello Schools, Drew Central Schools, STEM Center, and SEARK Cooperative. • Facilitated and coordinated support and training for the Hermitage School board and the Superintendent by Peggy Doss on January 20 and 22, 2015. The focus is centered around relationship building, involving stakeholders, communication, and vision building. The board plans to complete the Hermitage School District School Board Vision Statement on February 23, 2015. Dr. Peggy Doss has scheduled to continue this same work with the Hermitage District Leadership Team late spring 2015. • Supported the development of the Parent Involvement professional development, which turned into a workshop on Relationships, Communication, and Vision Building to Support Teaching and Learning. Dr. Doss presented this workshop twice during the year for Hamburg High School and Hermitage School Board as they developed new Vision Statements and Core Beliefs.
4. The ERZ provides opportunities for partner schools to network and discuss the effective use of homework.	Utilize ERZ/School of Education Stakeholder and other meetings to have discussions on research for the effective use of homework and best practices for teaching and learning	• Provided opportunities during meetings and workshops for ERZ partners to discuss and share information on effective homework practices.

IX The ERZ and partners regularly analyze multiple data sources and use the results to plan and evaluate the work of the ERZ including		
1. determine the professional development needs of the partners	Analyze the ERZ survey to determine partner school needs Utilize information obtained through stakeholder meetings, personal conversations, E-mails, and telephone conversations to determine the public school partner and university professional development needs	Facilitated a process to regularly analyze multiple data sources and use the results to plan/evaluate the work of the ERZ including determining the professional development needs of partner schools through: • Addressing partner requests for professional development, human resources and instructional support • Reviewing emails and notes from telephone conversations and site visits to assess professional development needs; • Utilizing School Report Cards, ADE Data Center, Scholastic Audits, and other school data to determine professional development needs and school progress.
2. review and evaluate professional development facilitated by the ERZ	Evaluate professional development provided by the ERZ Analyze the ERZ surveys to determine if the partner needs were met	Reviewed and evaluated professional development facilitated by the ERZ by: • Maintaining all professional development documentation; • Analyzing data; • Using data analysis to make informed decisions; • Sharing data with partners; • Analyzing surveys to determine how well partner needs were met.
3. identify faculty sharing opportunities for partner schools	Analyze the ERZ surveys to determine if the partner needs were met Utilize information obtained through stakeholder meetings, personal conversations, E-mails, and telephone conversations to determine the public school partner and faculty sharing needs	Ongoing

4. identify access to electronic technology, advanced placement, concurrent credit, and advanced high school courses	Analyze the ERZ surveys to determine if the partner needs were met Utilize information obtained through stakeholder meetings, personal conversations, E-mails, and telephone conversations to determine the public school partner and university needs relating to electronic and distance technology	• Utilized ESC needs surveys to access information; • Formal ERZ survey has not been developed; • Ongoing.
5. identify the impact of distance learning technology on curricular offerings including advanced placement, dual credit, and advanced high school courses	Analyze the ERZ surveys to determine if the partner needs were met Utilize information obtained through stakeholder meetings, personal conversations, E-mails, and telephone conversations to determine the public school partner needs and impact of distance learning	Face-to-face conversations regarding the need for distance learning and the impact of distance learning (future need for distance learning) utilizing Partners in Education meetings and ERZ Advisory Meetings.
6. evaluate the impact and emerging needs of faculty sharing.	Analyze the ERZ surveys to determine if the partner needs were met Utilize information obtained through stakeholder meetings, personal conversations, E-mails, and telephone conversations to determine the public school partner sharing of faculty	In-depth discussions during partner meetings (timelines, MOUs, pro-active planning, etc.).
7. to identify partner needs for highly qualified teachers	Analyze the ERZ surveys to determine if the partner needs were met	Ongoing

	Utilize information obtained through stakeholder meetings, personal conversations, E-mails, and telephone conversations to determine the public school partner hiring needs	
8. identify partner needs to improve home-school communication	Analyze the ERZ surveys to determine if the partner needs were met Utilize information obtained through stakeholder meetings, personal conversations, E-mails, and telephone conversations to determine the public school partner home-school communication needs	Ongoing

UAM 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 fourteen 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.

UAM STEM Center Highlights- 2014-15

No Child Left Behind Grant: UAM STEM Center Director and Math Specialist wrote and received the No Child Left Behind grant for $57,632.00, to fund UAM Summer Institute for Statistics and Probability. The Math Specialist worked with UAM Facility to develop and teach the UAM Summer Institute for Statistics and Probability. UAM Summer Institute for Statistics and Probability two week course. The focus of the project is to provide teacher with professional development in statistics and probability that promotes the content knowledge and pedagogy to teach effectively to the rigor of the CCSSM. The math specialist will also provide support, assistance, and classroom visits to the participants throughout the school year. Teachers from eight school districts in Southeast Arkansas participated in the institute.

The UAM Math Specialist participated in the ADE Math Specialist committee to write statewide professional development to be delivered by the co-ops and STEM centers on the content and pedagogy necessary to test High School Functions.

The UAM Math Specialist developed and presented a session at the Arkansas Curriculum Conference on the topic of using effective tasks for the math classroom that will engage students and align with the CCSSM standards and practices. Presented PD at the ACC Conference to teachers, curriculum specialist, and administrators

The STEM Center provided support to Star City schools in their STEM initiatives as a member of their STEM Leadership Team upon being asked by administration.

The UAM Math Specialist provided professional development with topics covering CCSSM, mathematical content, professional noticing, discourse, questioning and/or provided model lessons to schools in 11 school districts in Southeast, Arkansas.

Facilitated the Girls in STEM Workshop which was provided to encourage high school girls to consider a career in a STEM related field. Seventy-eight girls attended along with sponsors from each school.

The UAM STEM Center collaborated with the UAM's student government, athletics, and social
organizations to host the first VEX Robotics Tournament in the southern region of the state. There were sixteen teams, from across the state, involved in the tournament. There were 55 college students volunteers who assisted the STEM Center in the implementation of this event.

Partnered with the School of Mathematics and Natural Science to facilitate the ACTM math contest and the Regional Science Fair.

The UAM Math and Science Specialist collaborated with UAM School of Education faculty to provide instruction in the CCSSM, questioning skills, content knowledge, NGSS, and teaching strategies to the pre-serve teachers and interns in the UAM School of education and provided materials to be checked out to the interns to be used in their classrooms.

. The UAM STEM Center Math and Science Specialist have partnered with the Southeast Arkansas Educational Service Cooperative Science and Literacy Specialist in providing Mathematics Design Collaborative and Literacy Design Collaborative to assist high schools and middle schools in the area to move toward implementation of the Common Core State Standards. There were 15 LDC teachers and 11 MDC teachers participating in the year one training. The UAM STEM Center math and science specialists will provide 54 days of support to these teachers, and trained the participants in six professional development days. Currently the specialists are partnering to provide training to new instructional facilitators and specialist in their content area.

The UAM STEM Center partnered with Delta Kappa Gamma, ERZ, Southeast Educational Cooperative, Monticello Schools, and Drew Central School to host "Common Core Myths" on October 14, 2014 with 50 plus community members in attendance. Presentations were done by UAM, Monticello Schools, Drew Central Schools, STEM Specialist, and SEARK Cooperative.

The UAM STEM Center partnered with ERZ to host Google Apps for Administrators and Teachers on June 23 and 24, 2014 with 48 attendees representing 13 public school districts.