UNIVERSITY OF ARKANSAS AT MONTICELLO

SCHOOL OF EDUCATION

2013 -2014
ANNUAL REPORT

DR. PEGGY DOSS
DEAN, SCHOOL OF EDUCATION
AUGUST 1, 2014

The Mission of the UAM School of Education

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

The Vision of the UAM School of Education

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

School of Education Conceptual Framework

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

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

Philosophy of the Unit *: Multi-Faceted Educators*

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

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

Excerpt from "Diamonds in the Rough"
Author Bobbi Duffy

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

Knowledge

Initial Candidates

We believe multi-faceted initial teacher candidates:

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

Advanced Candidates

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

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

Pedagogy

Initial Candidates

We believe multi-faceted initial teacher candidates:

- create classroom environments in which students are actively engaged in learning that promotes academic, social, and emotional learning for a diverse population,

- have diverse, well-planned, and sequenced experiences in P-12 schools,

- possess the pedagogical knowledge to effectively teach all students.

- are skilled in the assessment of student learning,

- use formal and informal assessments and other data to evaluate/adjust instruction and student learning.

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

Advanced Candidates

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

- demonstrate exceptional expertise in pedagogical knowledge,

- share their expertise through effective leadership and mentoring of others,

- select, develop and implement effective research-based instructional strategies,

- use formal and informal assessments and other data to reflect on their practice and to improve individual student learning,

- promote the use of research and technology to improved instructional strategies, and;

- create positive learning climate and culture for all students.

Diversity

Initial Candidates

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

- support high quality education as a fundamental right of all children,

- demonstrate fairness by meeting the educational needs of all students in a caring manner,

- communicate with students and families in a way that demonstrates sensitivity to the diverse needs and differences of families,

- employ strategies that meet the different learning styles and needs of all students, and;

- create a classroom culture/climate that is rich in empathy, patience, and sensitivity.

Advanced Candidates

We believe that multi-faceted advanced educators:

- promote a school culture and climate that embraces the benefits of a diverse student and community population,

- promote caring and supportive learning environments,

- create a school, district, and community environment that promotes empathy, patience, and sensitivity, and;

- ensure that the school staff and faculty are a reflection of the diversity of the student population and the community.

Professionalism

Initial Candidates

We believe multi-faceted initial teacher candidates:

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

- encourage leadership, collegiality, reflective practice and continuous improvement,

- collaborate with members of the professional community to establish a vision,

- communicate with parents on a regular basis and in a positive manner, and;

- acknowledge that parental involvement is a crucial component of student success.

Advanced Candidates

We believe advanced multi-faceted advanced educators:

- reflect professional dispositions expected of the profession,

- are role models for fairness and integrity in working with their colleagues, students, families, and the community at-large, and;

- create professional learning communities through positive team leadership and shared decision-making,
- promote parental involvement in student learning for improved student success.

Technology

Initial Candidates

We believe multi-faceted initial teacher candidates:

- integrate technology into instruction to enhance student learning,

- create learning environments in which students use technology to enrich and support their learning,

- use technology to gather, store and interpret student data, and;

- use technology to enhance student and parent involvement and communication.

Advanced Candidates

We believe multi-faceted educators:

- are role models in the use of instructional technology as a tool to support student learning,

- collaborate with other professionals to research best practices/strategies in the use of instructional technology and to be pace-setters in its use, and;

- research and collaborate with colleagues to share technology practices that enhance instruction, student achievement and improve parent involvement and communication.

The University of Arkansas at Monticello School of Education 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, InTASC, and CAEP standards as well as discipline specific learned society standards (specialty program associations).

Strengths

- The School of Education seeks opportunities to expand program offerings to meet the needs of the region and to ensure that programs are readily accessible. This is evidenced by all School of Education graduate degrees being 100% online.
- 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 2013-14 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, serving on degree development committees, and preparation of SPA reports.
- Time for scholarly activity continues to be a challenge for faculty who are also responsible for program coordination, preparing SPA reports, and serving on committees for the SOE and the university as a whole.
- Lack of resources to offer attractive salaries to recruit highly qualified faculty continues to hamper the hiring process.

- The absence of the option of the Arkansas Teacher Retirement system for new faculty from public schools continues to negatively influence faculty recruitment.
- The diversity of the unit faculty does not mirror the diversity of the student population it serves.

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 the Master of Education in Education Leadership graduate degree.

Threats to Effectiveness

- Ongoing threats posed by for-profit and anti-teacher preparation program national organizations (NCTQ)
- 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;
- K-6 Elementary Education (new)
- 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
- Coaching
- Teaching and Learning
- K-12 Special Education graduate 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, 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 with P-12 students. Field experiences are sequential, developmental, and focused on the practical application of content covered in education classes. The unit and its school partners design, implement, and assess field experiences and the year-long clinical internship to ensure that candidates and other school personnel develop and demonstrate skills in content knowledge, pedagogy, dispositions, instructional technology, and professionalism.

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

The University of Arkansas at Monticello School of Education is committed to collaboration with its stakeholders in all areas. This commitment is evidenced in the relationship that the unit has developed with its P-12 school partners in the collaboration of the design, delivery, and evaluation of programs as well as field and clinical experiences for candidates in initial and advanced licensure programs. Each of the 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 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.

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.

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
Monitoring students' progress using strategies that are appropriate to learning outcomes.	3.71	3.80	3.88
Interpreting data from standardized assessments.	3.52	3.58	3.73
Employing a cycle of planning, implementing and evaluating instruction.	3.57	3.60	3.54
Providing constructive feedback on students' individual work and behavior.	3.71	3.70	3.31
Analyzing the effects of your teaching on the learning environment and student outcomes.	3.67	3.65	3.42
Engaging in self- improvement and professional development activities.	3.90	4.00	3.54
Using a variety of strategies to engage students in critical thinking.	3.52	3.61	3.23
Engaging students in learning activities and projects that require them to demonstrate problem-solving skills.	3.52	3.53	3.50
Analyzing students' learning needs to accommodate linguistic and cultural differences.	3.33	3.41	3.00
Encouraging the exploration of diverse points of view.	3.43	3.50	3.50
Following the Code of Ethics and Principles of Professional Conduct for educators.	4.05	4.50	4.77
Modifying instructional plans based on assessment of student outcomes.	3.67	3.67	3.58
Working collaboratively with parents and families to meet students' needs.	3.81	3.90	4.08
Working with other faculty and school administrators to improve the educational experiences of students.	4.00	3.98	4.08
Maintaining an orderly and disciplined classroom conducive to student learning.	3.76	3.88	3.42
Using technology as a resource to enhance student learning.	4.10	4.50	4.00

Using technology for personal and teacher productivity.	4.00	4.10	3.92
Using technology to engage students in authentic, complex tasks.	3.76	3.88	3.5

Graduate/Completer Survey How well are UAM graduates prepared to:	2011-2012 Rating Average out of 5.0 33% Rate of Return	2012-2013 Rating Average out of 5.0 32% Rate of Return	2013-2014 Rating Average out of 5.0 33% Rate of Return
Monitoring students' progress using strategies that are appropriate to learning outcomes.	3.11	3.15	3.10
Interpreting data from standardized assessments.	2.56	3.57	3.45
Employing a cycle of planning, implementing and evaluating instruction.	3.22	3.30	3.25
Providing constructive feedback on students' individual work and behavior.	3.56	3.75	3.45
Analyzing the effects of your teaching on the learning environment and student outcomes.	3.10	3.20	3.00
Engaging in self- improvement and professional development activities.	3.44	3.56	3.75
Using a variety of strategies to engage students in critical thinking.	3.10	3.35	3.00
Engaging students in learning activities and projects that require them to demonstrate problem-solving skills.	2.80	3.00	3.00
Analyzing students' learning needs to accommodate linguistic and cultural differences.	3.20	3.33	3.50
Encouraging the exploration of diverse points of view.	3.50	3.75	3.50
Following the Code of Ethics and Principles of Professional Conduct for educators.	3.33	3.60	4.00
Modifying instructional plans based on assessment of student outcomes.	3.00	3.05	3.00
Working collaboratively with parents and families to meet students' needs.	3.00	2.90	3.00
Working with other faculty and school administrators to improve the educational experiences of students.	3.22	3.40	3.25
Maintaining an orderly and disciplined classroom conducive to student learning.	3.30	3.25	3.50

16

Using technology as a resource to enhance student learning.	3.00	2.90	3.00
Using technology for personal and teacher productivity.	2.80	2.90	3.80
Using technology to engage students in authentic, complex tasks.	2.89	2.80	3.00

Clinical Intern Post-Internship Survey Results																					
The Teacher Education Program has helped me develop the knowledge and skills to:	Strongly Disagree			Moderately Disagree			Disagree			Agree			Moderately Agree			Strongly Agree			Total # Responses		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Understand the central concepts and processes of inquiry of the subject matter I teach.	0	4	0	0	0	0	0	0	2	5	4	7	9	9	5	31	16	16	45	33	30
Create learning experiences that make subject matter meaningful to students.	0	3	0	0	1	0	0	0	2	6	4	7	6	7	3	33	18	18	45	33	30
Use alternative theoretical perspectives and research to guide instructional decision making and reflection on practice.	0	2	0	0	2	0	0	0	1	7	4	5	7	8	7	31	17	17	45	33	30
Use knowledge about individual differences to plan, deliver, and analyze instruction.	0	3	0	0	1	0	0	0	1	3	4	5	7	9	7	35	15	17	45	33	30
Plan meaningful learning experiences that promote student achievement and engagement in learning.	0	3	0	0	1	1	0	0	1	4	4	4	6	9	5	35	16	19	45	33	30
Use a variety of instructional strategies to promote student achievement and engagement in learning.	0	3	0	0	1	0	0	0	2	4	3	7	8	7	4	33	18	17	45	33	30
Use a variety of formal and informal assessments to evaluate classroom learning and teaching.	0	3	0	0	1	0	0	0	2	5	5	7	8	9	4	32	15	17	45	33	30
Create and maintain a safe and productive learning environment.	0	3	0	0	1	0	0	0	1	5	4	5	7	9	3	33	16	21	45	33	30
Use technology in planning, delivery, and analysis of learning and instruction.	0	3	1	0	1	0	0	0	1	7	5	7	9	7	5	29	17	16	45	33	30
Support and expand student literacy skills.	0	3	1	0	1	0	0	0	1	9	5	6	8	8	5	27	16	17	44	33	30
Model effective communication.	0	3	1	0	0	0	0	1	1	6	4	7	10	8	5	29	17	16	45	33	30

	Strongly Disagree			Moderately Disagree			Disagree			Agree			Moderately Agree			Strongly Agree			Total # Responses		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Foster relationships with the home, school, and community to support student learning and well-being.	0	3	0	0	1	1	0	0	1	5	4	6	6	8	5	33	16	17	**45**	**33**	**30**
Display beliefs, values, and behaviors that guide the ethical dimensions of professional practice.	0	3	0	0	0	0	0	1	0	7	4	7	8	8	4	30	17	19	**45**	**33**	**30**
	0	39	3	0	11	2	0	2	17	73	54	80	99	106	62	411	214	227	584	429	390

Indicate how much you agree with each statement	Strongly Disagree			Moderately Disagree			Disagree			Agree			Moderately Agree			Strongly Agree			Total # Responses		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
I was involved in a variety of learning experiences in my classes.	0	3	0	0	1	0	0	0	0	5	5	7	12	10	4	28	14	19	**45**	**33**	**30**
My field experiences helped me relate principles and theory to teaching practices.	0	3	0	0	1	0	0	0	1	7	4	5	8	7	7	30	18	17	**45**	**33**	**30**
The Teacher Education Program at UAM helped me develop as a professional.	0	3	0	0	1	1	0	0	1	4	4	4	7	8	7	33	17	17	**45**	**33**	**30**
If someone asked me whether he or she should enroll in the Teacher Education program at UAM, I would say yes.	0	3	1	0	1	0	0	0	1	7	5	5	11	8	5	27	16	18	**45**	**33**	**30**
Issues of exceptionality and cultural diversity as they relate to teaching and learning were covered in my classes.	0	3	0	0	1	0	0	0	1	7	4	5	7	7	4	31	18	20	**45**	**33**	**30**
My instructors in the Teacher Education Program encouraged me to think critically and self-reflect.	0	3	0	0	1	0	0	0	0	7	3	5	7	9	5	31	17	19	**45**	**33**	**30**
As a result of the Teacher Education Program, I have developed confidence in my abilities as a teacher.	0	3	1	0	1	0	0	0	0	9	2	7	6	9	4	30	17	18	**45**	**33**	**30**
	0	21	2	0	7	1	0	0	4	46	27	38	58	58	36	210	117	128	314	231	210

Please rate the following aspects of the courses you completed as part of the Teacher Education Program.	Poor			Fair			Average			Above Average			Good			Excellent			Total # Responses		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Quality of lectures and other presentations given by faculty (e.g., clarity, relevance, organization).	0	0	0	0	0	2	1	3	5	5	3	0	16	10	8	23	16	15	**45**	**33**	**30**
Availability of your advisor.	0	2	0	0	2	1	3	5	3	3	3	2	10	6	6	30	16	18	**45**	**33**	**30**

Quality of academic and personal advising.	0	2	0	0	2	2	3	4	2	2	5	2	10	5	5	29	17	19	**45**	**33**	**30**
Quality of assessments of your work (e.g., fair, relevant, informative).	0	0	1	0	0	2	0	4	3	8	5	2	16	11	8	20	13	13	**45**	**33**	**30**
Professional quality of faculty.	0	0	0	0	0	0	3	0	4	3	8	2	13	5	7	26	20	16	**45**	**33**	**30**
	0	**4**	**1**	**0**	**4**	**7**	**10**	**16**	**17**	**21**	**24**	**8**	**65**	**37**	**34**	**128**	**82**	**81**	225	165	150

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 Evaluation and Supervision 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 2013-2014

The data below are based on an unacceptable (1), acceptable (2), or target (3) scale. 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 normally live there."

Fall 2013 Summative Evaluation	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 Summative Evaluation	20	2.67	3	2.66	3	2.30	4	2.60	30	2.55
Clinical Internship I University Supervisor Summative Evaluation	20	2.44	3	2.36	3	2.47	4	2.09	30	2.34
Clinical Internship II Cooperating Teacher Summative Evaluation	3	2.74	4	3.00	4	2.75	2	2.32	13	2.70
Clinical Internship II University Supervisor Summative Evaluation	3	2.79	4	2.76	4	2.68	2	2.82	13	2.76
Spring 2014 Summative Evaluation	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 Summative Evaluation	4	2.26	2	2.77	3	2.47	4	2.66	11	2.54
Clinical Internship I University Supervisor Summative Evaluation	4	2.07	2	1.77	3	2.22	4	2.14	11	2.05
Clinical Internship II Cooperating Teacher Summative Evaluation	20	2.87	3	2.88	3	2.80	4	2.82	30	2.84
Clinical Internship II University Supervisor Summative Evaluation	20	2.81	3	2.95	3	2.80	4	2.52	30	2.77

Program improvement initiatives for the 2013-14 academic year

- Professional development workshops for SOE faculty to improve effectiveness of instructional strategies
- Revisions in signature assessments and content of coursework
- Improved use of instructional technology to support candidate learning
- 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
- Expansion of public school immersion program during the internship I semester
- Development of parent involvement workshops presented to intern II candidates

Recruitment for High Need Content Licensure Areas

The School of Education has 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 (Revised Spring 2014)

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)**

Transition Point V: Program Completion
- **Cumulative GPA of 3.0 or better**
- **Completion of the Teacher Work Sample Portfolio**

- **Completion of all degree requirements**

Undergraduate Teacher Education Programs for Initial Licensure

- Middle Level Childhood
- Physical Education, Health and Leisure
- P-4 Early Childhood
- K-6 Elementary (approved in 2013 and effective fall 2014)

Endorsements

- Algebra I
- Coaching

Undergraduate Non-Licensure Degree

- Bachelor of Science in Teaching and Learning
- Bachelor of Arts in Physical Education Non-Licensure
- Bachelor of Science in Physical Education Non-Licensure
- Bachelor of Science in Physical Education with Exercise Science Option

UAM School of Education Online Graduate Programs of Study/Degrees

- Master of Education Degree
- Master of Education in Educational Leadership (building level administrator licensure)
- Master of Arts in Teaching (alternative initial licensure degree): Middle Childhood Education and 7-12 Secondary Content
- P-12 Instructional Specialist in Special Education program of study
- Master of Physical Education and Coaching

Graduate Program Goals

The advanced programs in the School of Education are developed around standards that govern accomplished teaching, including the ELCC, CAEP, 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 2010-Spring 2014)

	Fall 10	Spring 11	YTD 10-11	Fall 11	Spring 12	YTD 11-12	Fall 12	Spring 13	YTD 12-13	Fall 13	Spring 14	YTD 13-14
*P-4 Early Childhood	26	3	29	23	4	27	2	25	27	17	6	23
*Middle Childhood	8	2	10	6	0	6	0	8	8	2	1	3
*Health/PE	2	3	5	0	2	2	5	8	13	1	2	3
*Music Education	0	2	2	0	0	0	2	5	7	2	1	3
Total Admitted to Teacher Education	36	10	46	29	6	35	9	46	55	22	10	32

Teacher Education Undergraduate Interns (Fall 2010 – Spring 2014)

	Fall 10	Spring 11	YTD 10-11	Fall 11	Spring 12	YTD 11-12	Fall 12	Spring 13	YTD 12-13	Fall 13	Spring 14	YTD 13-14
Intern I	20	13	33	40	4	44	28	13	51	30	11	41
Intern II	4	19	23	13	39	52	4	28	32	13	30	43

Program Completers/SOE Graduates by Licensure Areas (* duplicate in another licensure area) **Note: All candidates must pass the Praxis II for degree completion. This data does not reflect the number of attempts. Detailed Accountability data is available on the UAM School of Education website at http://www.uamont.edu/Education/consumerinformation.htm**

Initial Licensure Areas	11-12	Praxis II Passing Rate of Program Completers	12-13	Praxis II Passing Rate of Program Completers	13-14	Praxis II Passing Rate of Program Completers
P-4 Early Childhood	14	100%	25	100%	22	100%
Middle Level Childhood	2	100%	3	100%	8	100%
PE Licensure	1	100%	3	100%	4	100%
Music Education	1	100%	1	100%	3	100%
Master of Arts in Teaching	**11-12**	**Praxis II Passing Rate of Program Completers**	**12-13**	**Praxis II Passing Rate of Program Completers**		
MAT Life Science	6	100%	5	100%	3	100%
MAT Physical Science	0		1	100%	2	100%
MAT Math	6	100%	6	100%	2	100%
MAT English	6	100%	4	100%	5	100%
MAT Social Studies	2	100%	6	100%	1	100%
MAT Foreign Language	1	100%	1	100%	0	
MAT PE	6	100%	1	100%	2	100%
MAT Middle Childhood	29	100%	7	100%	7	100%
MAT Art	2	100%	3	100%	0	
MAT Music	0		1	100%	0	
MAT Family and Consumer Science	0		0		0	
MAT Agriculture	1	100%	0		0	
MAT Speech	1	100%	0		1	100%
MAT Business Technology	2	100%	3	100%	5	100%
Coaching 7-12	0		1	100%	1	100%

Advanced Licensure Areas Completers	10-11	11-12	12-13	13-14
Master of Ed. Educational Leadership	6	5	2	3
Endorsement/Post Baccalaureate /Additional Licensure				
• Special Education P-4	5	8	6	4
• Special Education 4-12	2	3	5	2
• Coaching	0	0	0	0
Master of Education in Teacher Leader (no additional licensure)	10			
Master of Physical Education and Coaching	N/A	7	2	1

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 2013 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	**Sarah Mann** 1350 Hwy 425 S. Apt. A 206 Monticello, AR 71655 Sxm05314@uamont.edu 870.500.1759	Intern II	Early Childhood	Melissa Wilson	N/A	Elizabeth Nowlen (W/F) Kindergarten
Monticello Intermediate 280 Clyde Ross Dr Monticello, AR 71655 870-367-4030	Mary Donaldson mary.donaldson@billies.org	**Heidi Howe** 1221 Hwy 425 S., Apt. #20 Monticello, AR 71655 HJH2415@uamont.edu 870-830-9409	Intern I	Early Childhood	Melissa Wilson	N/A	Angela Maize (B/F) 3rd Cathy Denson (W/F) 3rd Melissa Reid (W/F) K
		Haley Howe 1221 Hwy. 425 S., Apt. #20 Monticello, AR 71655 HJH2515@uamont.edu 870-830-9408	Intern I	Early Childhood	Dr. Martin	N/A	Erin Engelkes (W/F) 3rd Carmen Fair (W/F) 3rd Paula Lane (W/F) 1st
		Margaret Barnes P.O. Box 2057 Monticello, AR 71656 MCM04184@uamont.edu 870-250-2362	Intern I	Early Childhood	Dr. Martin	N/A	Rachel Withers (W/F) 4th Liz Richey (W/F) 4th Anita Skinner (W/F) 2nd
		Shelby Todd 808 Hwy 278 Wests, Apt 7A Monticello, AR 71655 SLT1211@uamont.edu 870-830-2276	Intern I	Early Childhood	Paula Atwell	N/A	Gina Paul (W/F) 3rd Angie Goodding (W/F) 3rd Emily White (W/F)

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
							K
Monticello Middle 280 Clyde Ross Dr Monticello, AR 71655 870-367-4040	Jerry Martens jmartens@monticello.k12.ar.us	**Blake Washington** 8516 Shiloh Drive Mabelvale, AR 72103 BJW4013@uamont.edu 501-412-6467	Intern I	Physical Education	Susan Sharpe		Kenny Pace (W/M) MMS
		Courtney Morrision 991 Collins-Lacey Road Monticello, AR 71655 Cwm0619@uamont.edu 870.222.8014	Intern II	Middle Level	Paula Atwell	N/A	Cindy Hudgens (W/F) 8th
		Amy Flemister 277 Green Hill New Hope Rd Wilmar, AR 71675 Abf1030@uamont.edu 870.723.7744	Intern II	Middle Level	Pam Beard	N/A	Gail Cockrell (W/F) 6th
		Shawna Densmore 1952 Hwy 425 South Monticello, AR 71655 Snd1428@uamont.edu 870.460.5693	Intern II	Middle Level	Paula Atwell	N/A	Michelle Lay (W/F) 6th
		Sandy Powell 1040 Harrelson Rd Warren, AR 71671 Slp6304@uamont.edu 870.820.5315	Intern II	Middle Level	Pam Beard	N/A	Carrie West (W/F) 5th
		Alicia McKinney 234 Grey Fox Rd Star City, AR 71667 Ahm05004@uamont.edu	Intern II	Physical Education	Dr. Kathy King	N/A	Danny Chisom (W/M)

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
		501.269.0528					
Monticello High School 390 Clyde Ross Dr Monticello, AR 71655 870-367-4050	Jim Lucas jlucas@monticello.k12.ar.us	**Ryan Ashley** 729 Edgewood St., Apt. B Monticello, AR 71655 RJA0231@uamont.edu (501) 733-0052	Intern I	Music	Mark Windham	Mark Windham	Matt Teague (W/M) MHS
Monticello Middle 280 Clyde Ross Dr Monticello, AR 71655 870-367-4040	Jerry Martens jmartens@monticello.k12.ar.us	**Dylan Miles** 318 Oakland Street McGehee, AR 71654 DCM0117@uamont.edu 870-222-8091	Intern I	Music	Mark Windham	Mark Windham	Carrie Teague (W/F) MMS
Drew Central Elem. 250 University Drive Monticello, AR 71665 870.367.6893	Trudy Jackson tjackson@drewcentral.org	**Stephanie Craig** 808 Hwy 278, Apt. D5 Monticello, AR 71655 SFC6208@uamont.edu 870-831-2737	Intern I	Early Childhood	Dr. Martin		Kristi Meeks (W/F) 3rd Bonnie Cruce (W/F) 1st
		Jelisa Childs 1083 Calhoun 457 Hampton, AR 71744 JLC1624@uamont.edu 870-820-7649	Intern I	Early Childhood	Dr. Jones		Judy Kunkle (W/F) 2nd Jennifer Knowles (W/F) 1st
		Keli Inzer 21 Luanne Dr. Monticello, AR 71655 KNW00816@uamont.edu 870-310-7755	Intern I	Early Childhood	Dr. Church		Susan Cossey (W/F) Kindergarten Judy Kunkle (W/F) 2nd
		Amy Bazemore 1221 Hwy 425 S., Apt. 17 Monticello, AR 71655 ADB01697@uamont.edu 713-504-3758	Intern I	Early Childhood	Dr. Church		Bonnie Cruce (W/F) 1st Kristi Meeks (W/F) 3rd

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	**Clark Butler** 2007 Beth Lane Shreveport, LA 71118 CTB1016@uamont.edu 318-840-9034	Intern I	Physical Education	Susan Sharpe	N/A	Quion Brock
		Derrick Metheny 808 Hwy 278 W., Apt. 3A Monticello, AR 71655 DRM2413@uamont.edu 501-733-8573	Intern I	Music	John Webb	John Webb	John Kloap (W/M) High School
Warren Middle School 210 John Scobey Dr. Warren, AR 71671 870-226-2484	Glenetta Burks Glennetta.burks@warren.sd.org	**Leah Ferguson** 1494 Hwy 8 East Hermitage, AR 71647 LNF2330@uamont.edu 870-820-0600	Intern I	Middle Level	Betty Evans	N/A	Shelly Wolfe (W/F) 6th Chase Ellis (W/M) 7th
Warren High School P. O. Box 1210 Warren, AR 71671 870.226.6736	Gary Jackson Gary.jackson@warrensd.org	**Cory Hiles** P. O. Box 171 Ore City, TX 75683 Cwh2615@uamont.edu 903.315.9026	Intern II	Music	John Webb	N/A	Daniel Williams (W/M) Bobby Hagler (W/M)
		Cody Rothwell 14708 Calhoun 73 Fordyce, AR 71742 WCR2107@uamont.edu 870-352-7171	Intern I	Physical Education	Susan Sharpe	N/A	Don Whittemore (W/M) 7th – 9th
		Ryan Weaver P.O. Box 325 Warren, AR 71671 RJW1418@uamont.edu 870-820-5917	Intern I	Music	John Webb	John Webb	Daniel Williams (W/M) Bobby Hagler (W/M)
School	**Principal**	**Student**	**Position**	**Major**	**UAM Supervisor**	**Content Supervisor**	**Cooperating Teacher**

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Woodlawn Elementary 6760 Highway 63 Rison, AR 71665 870.357.2211	Genele Davis gdavis@bears.k12.ar.us	**Ellie Johnston** 200 Deer Run Road Rison, AR 71665 EAJ0111@uamont.edu 870-692-6384	Intern I	Early Childhood	Paula Atwell	N/A	Rose Gavin (W/F) 1st Angela Gavin (W/F) 4th
Woodlawn High 6760 Highway 63 Rison, AR 71665 870.357.8171	Jeff Wylie jwylie@bears.k12.ar.us	**Brittney Jackson** 32242 US Hwy 11 S. Star City, AR 71667 Bnj0512@uamont.edu 870.370.1636	Intern II	Physical Education	Dr. Jeff Longing	N/A	Tommy Richardson
McGehee Elementary 409 Oak Street McGehee, AR 71654 870-222-3670	Twilla Hardin twilla.hardin@msd.k12.ar.us	**Samantha Wells** 515 Hwy 165 Dumas, AR 71639 SJM6516@uamont.edu 870-377-3040	Intern I	Early Childhood	Paula Atwell	N/A	Jamie Sims (W/F) 4th Paula Crose (W/F) K
McGehee High P. O. Box 767 McGehee, AR 71654 870.222.5026	Darrell Thompson Derrell.thompson@msd.k12.ar.us	**Clay Vance** P. O. Box 15 McGehee, AR 71654 Jcv0208@uamont.edu 870.501.0290	Intern II	Physical Education	Barbie Johnson	N/A	Marcus Haddock (W/M)
Noble Albritton Elementary 1119 South Main St Hamburg, AR 71646	Michelle Dunbar mdunbar@hsdlions.org	**Whitney Cotten** 2455 Macon Front Road Oak Grove, LA 71263 Wbs1203@uamont.edu 870-997-0100	Intern II	Physical Education	Dr. Jeff Longing	N/A	Phyllis Cooley (W/F)

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Star City Middle 206 Cleveland Street Star City, AR 71667 870.628.5125	Susan White Susan.white@scmail.k12.ar.us	**Amanda DeJarnette** 5431 Hwy 54 Star City, AR 71667 ALD02433@uamont.edu 870.489.5546	Intern II	Middle Childhood	Dr. Zimmerly	N/A	Jill Noble (W/F)
Jimmy Brown Elementary 206 Cleveland Street Star City, AR 71667 870.628.5111	Paul Pickens Paul.pickens@scmail.k12.ar.us	**Tabitha Moore** 20383 Hwy 425 S Star City, AR 71667 Tmm2428@uamont.edu 870.628.5223	Intern II	Early Childhood	Debbie Givhan	N/A	Kari Newton (W/F) 1st
		Emily McCoskey 10320 Brown Cemetery Rd Pine Bluff, AR 71603 EMM0602@uamont.edu 870-692-7436	Intern I	Early Childhood	Susan Sharpe	N/A	April Guenther (W/F) 2nd April Brandon (W/F) 4th
Star City High School 206 Cleveland Street Star City, AR 71667 870-628-4111	Mike Walker Mike.walker@scmail.k12.ar.us	**Reginald Turner** P.O. Box 778 Star City, AR 71667 Rmt6208@uamont.edu 870-718-0988	Intern I	Physical Education	Susan Sharpe	N/A	Greg White (W/M)
Crossett Elementary School 1100 Camp Road Crossett, AR 71635 870-364-6521	Veronica Robinson vrobinson@csd.k12.ar.us	**DeRonna Matthews** 1311 Elm Street Crossett, AR 71635 DAM2025@uamont.edu 252-646-5694	Intern I	Early Childhood	Krissi Wall	N/A	Kelly McGehee (W/F) Kindergarten Traci Allen (W/F) 2nd
Crossett Middle School 100 Petersburg Rd Crossett, AR 71635 870-364-4712	Lou Gregorio lgregorio@csd.k12.ar.us	**Kenya Thompson** **2546 Dollar Jct. Road** **Huttig, AR 71747** KKB05457@uamont.edu (870) 951-0626	Intern I	Middle Childhood	Dr. Zimmerly	N/A	Kristy Stephenson (W/F) 7th

2+2 School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Hugh Goodwin Elementary 201 East Fifth Street El Dorado, AR	Connie Reed creed@esd-15.org	**Latonya Smith** 605 West Block El Dorado, AR 71730 LAS09844@uamont.edu	Intern I	Early Childhood	Krissi Wall	N/A	Angela Heid (W/F) 1st Kathy Sixeby (W/F)

2+2 School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
71730 870-864-5071		870-864-9931					3rd
		Holly Morgan 517 Mockingbird Lane El Dorado, AR 71730 HAM05579@uamont.edu 318-458-2563	Intern I	Early Childhood	Krissi Wall	N/A	Monica Nash (W/F) 4th Missy Inman (W/F) 1st
Northwest Elementary 1600 North College El Dorado, AR 71730 870.864.5078	Michelle Henry mhenry@esd-15.org	**Ashley King** 162 Shady Drive El Dorado, AR 71730 Ank05719@uamont.edu 870.814.5257	Intern II	Early Childhood	Debbie Morrison	N/A	Roddie Calloway (W/F) 1st
Dewitt Elementary 1718 South Grandview Dewitt, AR 72042 870-946-4651	Julie Amstutz jamstutz@dewitt.k12.ar.us	**Charley Jo Miller** 132 DeWitt Airport Road DeWitt, AR 72042 CJM10446@uamont.edu 870-946-5251	Intern I	Early Childhood	Betty Evans	N/A	Paula Snyder (W/F) Kindergarten Alesha Jones (W/F) 4th
		Kristin Wilson 18377 Hwy 17 Holly Grove, AR 72069 **kcw11136@uamont.edu** 870-672-1375	Intern I	Early Childhood	Betty Evans	N/A	Jessica Smith (W/F) 1st Dana Horton (W/F) 3rd
2+2 School	**Principal**	**Student**	**Position**	**Major**	**UAM Supervisor**	**Content Supervisor**	**Cooperating Teacher**
Gillett Elementary School P.O. Box 179 Gillett, AR 72055 870-548-2466	Rachel Mitchell rmitchell@dewitt.k12.ar.us	**Toshia Dillion** 29 Laurie Lane Almyra, AR 72003 TRD10101@uamont.edu 870-946-63036	Intern I	Early Childhood	Betty Evans	N/A	Kris Lynch (W/F) 1st Gayle Womack (W/F) 3rd

33

Hazen Elementary School 477 N. Hazen Ave. Hazen, AR 72064 870-255-4547	Nanette Belford naycock@hazen.k12.ar.us	**Jennifer Clifton** P.O. Box 1083 Hazen, AR 72064 JLC11941@uamont.edu 870-830-8104	Intern I	Early Childhood	Betty Evans	N/A	Paulette Hurt (W/F) 1st Donna Alexander (W/F) 4th
Smackover Elementary School 701 Magnolia Smackover, AR 71762 870-725-3601	Holly Strickland hstrickl@sumac.scsc.k12.ar.us	**Hope Stegall** P.O. Box 115 Louann, AR 71751 HMS09632@uamont.edu 479-622-0595	Intern I	Early Childhood	Krissi Wall	N/A	Hope Stegall (W/F) 3rd Judy Doherty (W/F) 1st
Smackover Junior High School #1 Buckaroo Ln Smackover, AR 71762 870-725-3101	Jan Henderson jhenders@sumac.scsc.k12.ar.us	**Patricia Hamshar** 201 Chula Vista El Dorado, AR 71730 PMH10282@uamont.edu 870-875-2783	Intern I	Middle Level	Krissi Wall	N/A	Kim Stanton (W/F) 7th-8th

Spring 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 I	Early Childhood	Melissa Wilson	N/A	Emily White (W/F) K
Monticello Intermediate 280 Clyde Ross Dr Monticello, AR 71655 870-367-4030	Mary Donaldson mary.donaldson@billies.org	**Kaitlin Spencer** P.O. Box 12 Monticello, AR 71657 KET06493@uamont.edu 870-866-2664	Intern I	Music	John Webb		Haley Greer (W/F) MIS Jessica Pettigrew (W/F) MES
		Heidi Howe 1221 Hwy 425 S., Apt. #20 Monticello, AR 71655 HJH2415@uamont.edu 870-830-9409	Intern II	Early Childhood	Melissa Wilson	N/A	Melissa Reid (W/F) K
		Haley Howe 1221 Hwy. 425 S., Apt. #20 Monticello, AR 71655 HJH2515@uamont.edu 870-830-9408	Intern II	Early Childhood	Dr. Martin	N/A	Paula Lane (W/F) 1st
		Margaret Barnes P.O. Box 2057 Monticello, AR 71656 MCM04184@uamont.edu 870-250-2362	Intern II	Early Childhood	Dr. Martin	N/A	Rachel Withers (W/F) 4th Liz Richey (W/F) 4th
		Shelby Todd 808 Hwy 278 Wests, Apt 7A Monticello, AR 71655 SLT1211@uamont.edu 870-830-2276	Intern II	Early Childhood	Paula Atwell	N/A	Gina Paul (W/F) 3rd Angie Goodding (W/F) 3rd

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Monticello Intermediate 280 Clyde Ross Dr Monticello, AR 71655 870-367-4030	Mary Donaldson mary.donaldson@billies.org	**Blake Washington** 8516 Shiloh Drive Mabelvale, AR 72103 BJW4013@uamont.edu 501-412-6467	Intern II	Physical Education	Susan Sharpe	N/A	Danny Chisom (W/M) MIS
Monticello Middle 280 Clyde Ross Dr Monticello, AR 71655 870-367-4040	Jerry Martens jmartens@monticello.k12.ar.us	**Destiny McNeil** 186 Circle Acres Drive Monticello, AR 71655 biblenurse@yahoo.com 870-723-4209	Intern I	Middle Level	Dr. Zimmerly	N/A	Cookie Crossett (W/F) 6th Lang. Arts Brenda Pennington (W/F) 7th Soc. Stu.
		Nicole Muniz 946 N. Chester Street Monticello, AR 71655 ANM2227@uamont.edu 870-723-0336	Intern I	Middle Level	Pam Beard	N/A	Holly Montgomery (W/F) 6th Math Jennifer Touchstone (W/F) 8th Science
		Drew Southerland 1214 Hwy 31 South Lonoke, AR 72086 JAS2131@uamont.edu 501-266-0176	Intern I	Physical Education	Dr. King	N/A	Kenny Pace (W/M) MMS
School	**Principal**	**Student**	**Position**	**Major**	**UAM Supervisor**	**Content Supervisor**	**Cooperating Teacher**

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Monticello High School 390 Clyde Ross Dr Monticello, AR 71655 870-367-4050	Jim Lucas jlucas@monticello.k12.ar.us	**Ryan Ashley** 729 Edgewood St., Apt. B Monticello, AR 71655 RJA0231@uamont.edu (501) 733-0052	Intern II	Music	Mark Windham	Mark Windham	Matt Teague (W/M) MHS
Monticello Middle 280 Clyde Ross Dr Monticello, AR 71655 870-367-4040	Jerry Martens jmartens@monticello.k12.ar.us	**Dylan Miles** 318 Oakland Street McGehee, AR 71654 DCM0117@uamont.edu 870-222-8091	Intern II	Music	Mark Windham	Mark Windham	Carrie Teague (W/F) MMS
		Katlynn Hashem 188 Allen Drive Monticello, AR 71655 KCH6021@uamont.edu 870-723-7300	Intern I	Physical Education	Barbie Johnson		Greg Tiner MHS

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Drew Central Elem. 250 University Drive Monticello, AR 71665 870.367.6893	Trudy Jackson tjackson@drewcentral.org	**Stephanie Craig** 808 Hwy 278, Apt. D5 Monticello, AR 71655 SFC6208@uamont.edu 870-831-2737	Intern II	Early Childhood	Dr. Martin		Kristi Meeks (W/F) 3rd
		Jelisa Childs 1083 Calhoun 457 Hampton, AR 71744 JLC1624@uamont.edu 870-820-7649	Intern II	Early Childhood	Dr. Jones		Jennifer Knowles (W/F) 1st
		Keli Inzer 21 Luanne Dr. Monticello, AR 71655 KNW00816@uamont.edu 870-310-7755	Intern II	Early Childhood	Dr. Shahan		Judy Kunkle (W/F) 2nd
		Amy Bazemore 1221 Hwy 425 S., Apt. 17 Monticello, AR 71655 ADB01697@uamont.edu 713-504-3758	Intern II	Early Childhood	Dr. Shahan		Bonnie Cruce (W/F) 1st
		Shayla Olson 802 Garnett Rd Monticello, AR 71655 Sko01033@uamont.edu 479-936-0351	Intern I	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 I	Early Childhood	Debbie Givhan	N/A	Mary Hobbs (W/F) 4th

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	**Clark Butler** 2007 Beth Lane Shreveport, LA 71118 CTB1016@uamont.edu 318-840-9034	Intern II	Physical Education	Susan Sharpe	N/A	Quion Brock
		Derrick Metheny 808 Hwy 278 W., Apt. 3A Monticello, AR 71655 DRM2413@uamont.edu 501-733-8573	Intern II	Music	John Webb	John Webb	John Kloap (W/M) High School
Warren Middle School 210 John Scobey Dr. Warren, AR 71671 870-226-2484	Glenetta Burks Glennetta.burks@warren.sd.org	**Leah Ferguson** 1494 Hwy 8 East Hermitage, AR 71647 LNF2330@uamont.edu 870-820-0600	Intern II	Middle Level	Betty Evans	N/A	Chase Ellis (W/M) 7th Social Studies
Warren High School P. O. Box 1210 Warren, AR 71671 870.226.6736	Gary Jackson Gary.jackson@warrensd.org	**Cody Rothwell** 14708 Calhoun 73 Fordyce, AR 71742 WCR2107@uamont.edu 870-352-7171	Intern II	Physical Education	Susan Sharpe	N/A	Jimmy May(W/M) 9-12
		Ryan Weaver P.O. Box 325 Warren, AR 71671 RJW1418@uamont.edu 870-820-5917	Intern II	Music	John Webb	John Webb	Daniel Williams (W/M) Bobby Hagler (W/M)

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	**Reginald Turner** P.O. Box 778 Star City, AR 71667 Rmt6208@uamont.edu 870-718-0988	Intern II	Physical Education	Susan Sharpe	N/A	Greg White (W/M)
Jimmy Brown Elementary 206 Cleveland Street Star City, AR 71667 870.628.5111	Paul Pickens Paul.pickens@scmail.k12.ar.us	**Emily McCoskey** 10320 Brown Cemetery Rd Pine Bluff, AR 71603 EMM0602@uamont.edu 870-692-7436	Intern II	Early Childhood	Susan Sharpe	N/A	April Guenther (W/F) 2nd
McGehee Elementary 409 Oak Street McGehee, AR 71654 870-222-3670	Twilla Hardin twilla.hardin@msd.k12.ar.us	**Samantha Wells** 515 Hwy 165 Dumas, AR 71639 SJM6516@uamont.edu 870-377-3040	Intern II	Early Childhood	Paula Atwell	N/A	Jamie Sims (W/F) 4th
Hamburg High School 202 E. Parker Hamburg, AR 71646 870-853-9856	Donald Rosen drosen@hsdlions.org	**David Earnest** 280 Pine Lake Drive Rison, AR 71665 DDE00269@uamont.edu 870-718-1809	Intern I	Physical Education	Dr. Longing	N/A	Phyllis Cooley (W/F)

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Woodlawn Elementary 6760 Highway 63 Rison, AR 71665 870.357.2211	Genele Davis gdavis@bears.k12.ar.us	**Ellie Johnston** 200 Deer Run Road Rison, AR 71665 EAJ0111@uamont.edu 870-692-6384	Intern II	Early Childhood	Paula Atwell	N/A	Rose Gavin (W/F) 1st
Hampton High School P.O. Box 1176 Hampton, AR 71744	Glenn Johnston gjohnston@hampton.k12.ar.us	**Caira Newton** P.O. Box 871 Hampton, AR 71744 Cen09129@uamont.edu 870-918-5834	Intern I	Physical Education	Dr. Longing	N/A	Sue Dunn (W/F) K-6 John Kinley (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 I	Early Childhood	Krissi Wall	N/A	Tara Hinkle (W/F) 1st
		DeRonna Matthews 1311 Elm Street Crossett, AR 71635 DAM2025@uamont.edu 252-646-5694	Intern II	Early Childhood	Krissi Wall	N/A	Traci Allen (W/F) 2nd
Crossett Middle School 100 Petersburg Rd Crossett, AR 71635 870-364-4712	Lou Gregorio lgregorio@csd.k12.ar.us	**Kenya Thompson** 2546 Dollar Jet. Road Huttig, AR 71747 KKB05457@uamont.edu (870) 951-0626	Intern II	Middle Childhood	Dr. Zimmerly	N/A	Kristy Stephenson (W/F) 7th
2+2 School	**Principal**	**Student**	**Position**	**Major**	**UAM Supervisor**	**Content Supervisor**	**Cooperating Teacher**
Hugh Goodwin Elementary 201 East Fifth Street El Dorado, AR 71730 870-864-5071	Connie Reed creed@esd-15.org	**Latonya Smith** 605 West Block El Dorado, AR 71730 LAS09844@uamont.edu 870-864-9931	Intern II	Early Childhood	Krissi Wall	N/A	Angela Heid (W/F) 1st

41

2+2 School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
		Holly Morgan 517 Mockingbird Lane El Dorado, AR 71730 HAM05579@uamont.edu 318-458-2563	Intern II	Early Childhood	Krissi Wall	N/A	Monica Nash (W/F) 4th
Dewitt Elementary 1718 South Grandview Dewitt, AR 72042 870-946-4651	Julie Amstutz jamstutz@dewitt.k12.ar.us	**Charley Jo Miller** 132 DeWitt Airport Road DeWitt, AR 72042 CJM10446@uamont.edu 870-946-5251	Intern II	Early Childhood	Betty Evans	N/A	Alesha Jones (W/F) 4th
		Kristin Wilson 18377 Hwy 17 Holly Grove, AR 72069 **kcw11136@uamont.edu** 870-672-1375	Intern II	Early Childhood	Betty Evans	N/A	Jessica Smith (W/F) 1st
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	**Toshia Dillion** 29 Laurie Lane Almyra, AR 72003 TRD10101@uamont.edu 870-946-63036	Intern II	Early Childhood	Betty Evans	N/A	Kris Lynch (W/F) 1st

Hazen Elementary School 477 N. Hazen Ave. Hazen, AR 72064 870-255-4547	Nanette Belford nbeldford@hazen.k12.ar.us	**Jennifer Clifton** 9866 Metcalf-Newsom Rd DeValls Bluff, AR 72041 JLC11941@uamont.edu 870-830-8104	Intern II	Early Childhood	Betty Evans	N/A	Donna Alexander (W/F) 4th
Smackover Elementary School 701 Magnolia Smackover, AR 71762 870-725-3601	Holly Strickland hstrickl@sumac.scsc.k12.ar.us	**Hope Stegall** P.O. Box 115 Louann, AR 71751 HMS09632@uamont.edu 479-622-0595	Intern II	Early Childhood	Krissi Wall	N/A	Kathy Wylie (W/F) 3rd
Smackover Junior High School #1 Buckaroo Ln Smackover, AR 71762 870-725-3101	Jan Henderson jhenders@sumac.scsc.k12.ar.us	**Patricia Hamshar** 201 Chula Vista El Dorado, AR 71730 PMH10282@uamont.edu 870-875-2783	Intern II	Middle Level	Krissi Wall	N/A	Jeff Zachery (W/M) 7th & 8th

Honor Graduates

Ashley, Ryan J	Music Education Major (BME)	5/9/2014	Magna Cum Laude
Bazemore, Amelia D	P-4 Early Childhood Educ (BA)	5/9/2014	Magna Cum Laude
Beardsley,Allison A	HPE Exercise Science Maj (BS)	5/9/2014	Cum Laude
Bryan, Bobby R	HPE Exercise Science Maj (BS)	5/9/2014	Magna Cum Laude
Choate, Jessica K	HPE Exercise Science Maj (BS)	5/9/2014	Magna Cum Laude
Culp, Brandi D	BS TEACHING & LEARNING	5/9/2014	Cum Laude
Flemister, Amy B	Middle Level Educ Maj (BA)	12/18/2013	Magna Cum Laude
Funderburg, Debra S	BS TEACHING & LEARNING	5/9/2014	Magna Cum Laude
Gardner, Julie D	BS TEACHING & LEARNING	5/9/2014	Cum Laude
Hiles, Cory W	Music Education Major (BME)	5/9/2014	Cum Laude
Howe, Heidi J	P-4 Early Childhood Educ (BA)	5/9/2014	Magna Cum Laude
Inzer, Keli N	P-4 Early Childhood Educ (BA)	5/9/2014	Magna Cum Laude
Matthews, DeRonna A	P-4 Early Childhood	5/9/2014	Cum Laude

	Educ (BA)		
Johnson, Elizabeth A	HPE Exercise Science Maj (BS)	5/9/2014	Magna Cum Laude
Smith, Michael A	HPE Exercise Science Maj (BS)	5/9/2014	Magna Cum Laude
Sturgis, Shelby A	HPE Exercise Science Maj (BS)	5/9/2014	Magna Cum Laude
Wilson, Courtney M	HPE Exercise Science Maj (BS)	5/9/2014	Magna Cum Laude
McKinney, Alicia H	HPE Grades P-12 Maj (BS)	12/18/2013	Magna Cum Laude
Washington, Blake J	HPE Grades P-12 Maj (BS)	5/9/2014	Summa Cum Laude
McCoskey, Emily M	P-4 Early Childhood Educ (BA)	5/9/2014	Magna Cum Laude
Metheny, Derrick R	Music Education Major (BME)	5/9/2014	Cum Laude
Pearce, Kimberly G	BS TEACHING & LEARNING	5/9/2014	Magna Cum Laude
Powell, Sandra L	Middle Level Educ Major (BA)	12/18/2013	Summa Cum Laude
Stegall, Hope M	P-4 Early Childhood Educ (BA)	5/9/2014	Cum Laude
Weaver, Ryan J	Music Education Major (BME)	5/9/2014	Magna Cum Laude

School of Education Majors: Fall 2009 – Fall 2013

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Early Childhood (P-4)					
Freshman	57	66	68	70	51
Sophomore	45	37	34	24	24
Junior	27	35	31	25	34
Senior	50	38	52	39	32
Pre-Freshman	1	0	0	0	0
Special (non-degree seeking)	1	0	0	0	0
Post Bachelor	1	1	1	1	2
Total	182	177	186	159	143
Middle-Level Education (4-8)	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
Freshman	15	23	24	11	13
Sophomore	9	9	13	9	9
Junior	3	9	5	10	4
Senior	11	8	14	8	12
Pre-Freshman	1	0	0	0	0
Special (non-degree seeking)	0	0	0	0	0
Post Bachelor	0	0	0	1	1
Total	39	49	56	39	39
Teacher Licensure	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
Freshman	0	0	0	0	0
Sophomore	0	0	0	0	0
Junior	0	0	0	0	0
Senior	0	0	0	0	0
Pre-Freshman	0	0	0	0	0
Special (non-degree seeking)	0	4	1	0	0
Post Bachelor	10	0	2	2	0
Total	10	4	3	2	0
Health & PE- Licensure	Fall 2009	Fall 2010	Fall 2011	Fall 2012	
Freshman	46	48	39	23	
Sophomore	31	19	28	13	
Junior	16	25	18	9	
Senior	28	17	16	11	
Pre-Freshman	2	0	0	0	
Special (non-degree seeking)	0	0	0	0	
Post Bachelor	1	0	1	0	
Total	124	109	102	56	

46

Teaching and Learning (BS)			Fall 2011 New Program	Fall 2012	Fall 2013
Freshman			2	0	0
Sophomore			6	4	4
Junior			6	10	6
Senior			8	20	15
Pre-Freshman				0	
Special				0	
Post Bachelor			2	1	1
Total			**24**	**35**	**26**
Health & PE - Non-Licensure (BA/BS)	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	**Fall 2013**
Freshman	**13**	**21**	**29**	**40**	**19**
Sophomore	**12**	**6**	**17**	**13**	**8**
Junior	**16**	**11**	**12**	**21**	**16**
Senior	**40**	**32**	**12**	**17**	**21**
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**
Health & PE - Exercise Science	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**	
Freshman	**4**	**17**	**25**	**32**	**19**
Sophomore	**6**	**5**	**8**	**7**	**16**
Junior	**11**	**11**	**9**	**19**	**13**
Senior	**19**	**13**	**17**	**11**	**21**
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**
Grad Ed - Secondary Emphasis (M.Ed.)					
Total	**0**	**0**	**0**	**0**	
Grad Ed - M.Ed. (Teacher Leader and SPED Emphasis)		**25**	**27**	**18**	**19**
Total	**30**	**25**	**27**	**18**	**19**
Grad Ed - Ed. Leadership (M.Ed.)	**17**	**12**	**8**	**11**	**13**
Total	**17**	**12**	**8**	**11**	**13**
Grad Ed - Master of Arts-Teaching (M.A.T.)				**46**	**78**

Total	**41**	**72**	**43**	**46**	**78**
Grad Ed – Master of Physical Education and Coaching			**New program 12**	**14**	**13**
Total			**12**	**14**	**13**
Grad Endorsement/ Cert. SPED		2	8	10	10
Total		**2**	**8**	**10**	**10**
Unit Total for School of Education	**566**	**566**	**599**	**550**	**542**
Secondary Education Program (Arts/Humanities & SOE)					
Music Education					
Freshman	11	10	26	25	12
Sophomore	5	6	7	10	9
Junior	5	4	4	5	9
Senior	8	7	10	14	10
Pre-Freshman	1	0	0	0	0
Post Bachelor	1	0	0	0	0
Total	**31**	**27**	**47**	**54**	**40**

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**
Total Undergraduate							**Total Graduate**			

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
Total Undergraduate 57							**Total Graduate 60**			

SOE Graduates By Major
2011 -2012

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.	
38	8	3	10	9	1	1	5	3	34	
Total Undergraduate 70							**Total Graduate 42**			

SOE Graduates By Major
2010 -2011

Undergraduate								Graduate		
P-4 Early Childhood	Middle Level Ed	Health P.E.	Non-Licensure P.E.	Health P.E Exer. Scien.	Music Ed.		M.Ed.	Ed. Leadership	M.A.T.	
15	4	3	26	5	1		10	6	46	
Total Undergraduate 54							**Total Graduate 62**			

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

School of Education Minors: Fall 2013

Education	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Coaching	6	16	20	25
Health/PE	0	0	2	0
Teaching and Learning	0	0	3	3

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 2013	SSCH Fall 2013	SSCH Spring 2014	SSCH Summer I 2014	Total SSCH
Beard, Pam	0	171	192	0	363
Byrd, Shellye	0	96	0	0	96
Shahan, Kathleen	150	258	204	102	714
Cruz, Peter (part-time)	52	0	42	0	94
Doss, Peggy	0	0	33	0	33
Early, Alvy	0	60	0	0	60
Frazer, Memory	81	416	417	29	943
Gentry, Julie (overload)	0	102	84	0	186
Givhan, Debbie	51	360	177	33	621
Harvey, John	0	66	0	0	66
Hill, Marcus	0	0	30	0	30
Hunnicutt, Donna	126	165	237	0	528
Jackson, William	0	0	54	0	54
Johnson, Barbie	30	378	378	0	786
Jones, CM	0	246	115	54	415
Jones, Tracie (overload)	0	39	72	0	111
King, Kathy	54	264	285	0	603
Level, Kim	0	276	421	0	697
Longing, Jeff	87	221	192	213	713
Martin, Sue	15	177	133	0	325
Massey, CD	117	321	315	63	816
Middleton, Matt	0	0	60	0	60
Newton, Rebecca	57	90	99	72	318
Ratcliff, Andrea (adjunct)	0	36	0	0	36
Ratcliff, Chris (overload)	0	33	0	0	33
Ray, Tanya	0	44	0	0	44
Scribner, William	0	0	16	0	16
Scott, Keith	0	14	0	0	14
Sharpe, G.A.	0	26	0	0	26
Sharpe, Susan (adjunct)	0	75	120	0	195

Tubner, Roman	0	18	0	0	18
Harding, Brittney(GA)	0	153	162	0	315
Doster, Felecia (adjunct)	0	18	0	0	18
West, Deborah (adjunct)	0	6	4	0	10
White, Emily (adjunct)	0	69	67	0	136
Wilson, Melissa	168	177	285	105	735
Wilson, Whitney	0	90	0	0	90
Wall, Heather	0	0	15	0	15
Woodruff, Nick (part-time)	0	7	0	0	7
Zimmerly, Alayne	0	270	249	0	519
Total SSCH 13-14	**988**	**4742**	**4458**	**671**	**10865**
Total SSCH 12-13	**652**	**4856**	**4510**	**796**	**10,814**
Total SSCH 11-12	**659**	**4647**	**4695**	**663**	**10,664**
Three Year Totals 2011 - 2013					
Total SSCH 10-11	**828**	**4440**	**4411**	**830**	**10,509**
Total SSCH 08-09	**694**	**3652**	**3895**	**864**	**9,105**

Faculty Qualification Summary

The School of Education has fourteen 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 are reading specialists and one is a science specialist. The UAM STEM Center staff members have Master of Education degrees and additional endorsements in their area of expertise. The ERS director holds a Master of Education degree.

Faculty Member Name	Highest Degree, Field, & University	Faculty Rank	Tenure Track	Assignment
Pam Beard	Master of Elementary Education- University of Arkansas at Monticello	Instructor/STEM Center Director	Non-Tenure Track	Faculty/STEM Director
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
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
Dewayne 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

Grant Awards and Projects in the School of Education

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

Grant Title	Source of Funding	Amount	Grant Date	Principal Investigator(s)	Comments
**Education Renewal Zone	ADE	$134,000	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
$364,756					

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 2013	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, 201	Pam Beard, Director; Gail Snider Math Specialist	Staff development or secondary math teachers
**STEM Grant for Science Specialist	ADE	$86,500	June 30, 2013	Pam Beard, Director; Gina Richard Science Specialist	Staff development for secondary science teachers
** Supplemental Education Services Contract with ADE	ADE	Income for 2011-2012 $194,675	Spring 2012	Kim Level: SOE Partnership Coordinator	Interns, UAM faculty, and other qualified tutors provide supplemental instruction for public school districts in southeast Arkansas in after school settings
** Supplemental Education Services Contract with ADE	ADE	Income for 2010-2011 $103,200	Spring 2011	Kim Level: SOE Partnership Coordinator	Interns, UAM faculty, and other qualified tutors provide supplemental instruction for public school districts in southeast Arkansas in after school settings
Program and Faculty Development	ADE	$2,500		Peggy Doss: SOE Dean	Provides professional development to prepare quality programs
UAM Autism Project	ADE	$7990	12-28-09	Debbie Givhan	Provides opportunities for teachers, parents and paraprofessionals to receive training/mentoring regarding the characteristics of autism and the use of Structured Teaching and Visual Supports in increase successful integration of students with autism into the classroom
Fostering Algebraic Thinking	Arkansas Department of Higher Education: (ADHE)	$63,170	3-21-11	Donna Hunnicutt/ Pam Beard	Prepares mathematics teachers in grades 6-10 to foster algebraic thinking and to be able to conduct hands-on investigations, learn the language of algebraic thinking, structure thinking, and create problem

					solving skills
School of Education Program Support	ADE	$10,000		Peggy Doss: SOE Dean	Provides professional development to prepare quality programs to meet new standards
Program and Faculty Development	ADE	$5,071		Peggy Doss	Provides professional development to prepare quality programs
**Fostering Algebraic Thinking	Arkansas Department of Higher Education: (ADHE)	$58, 621	5-11-10	Donna Hunnicutt	Prepares mathematics teachers in grades 6-10 to foster algebraic thinking and to be able to conduct hands-on investigations, learn the language of algebraic thinking, structure thinking, and create problem solving skills
**Praxis I Support	Wal-Mart	$500	4-29-10	Sue Martin	Financial support for students to take the Praxis I test
**STEM Grant for Math Specialist	ADE	$86,500	June 30, 2010	Peggy Doss; SOE Dean Deanna Duncan: Math Specialist	Staff development or secondary math teachers
**STEM Grant for Science Specialist	ADE	$86,500	June 30, 2010	Pam Beard: Gina Richard Science Specialist	Staff development for secondary science teachers
**Supplemental Education Services	ADE	$36.200	Spring 2009	Kim Level: SOE Partnership Coordinator	Interns, UAM faculty, and other qualified tutors provide supplemental instruction for public school districts in southeast Arkansas in after school settings
Arkansas Science & Technology Authority	ADHE	5,000	May 2010	Deanna Duncan	Assists public school teachers in the development of Algebra I lesson plans to be placed on the ASTA SMART web portal and made available to other Algebra I teachers in the state.
Spanish For Teachers	ADHE	50,963	May 2009	Marla Ramirez: SOE Isabel Bacon: Arts and Humanities	A 3 hour graduate course for public school teachers to learn the application of linguistics to mainstream curricula through the study of a foreign language.

AR Adm. Licensure	Walton Fd.	392	NA	Vera Lang Brown:	Assistance for minority candidates to take state test
Minority Recruitment	Walton Foundation	31,695	No ending date	Vera Lang Brown	
Recruitment	ADHE	367	May 2008	Vera Lang Brown:	Recruits students, particularly minorities and women, into math and science teaching
Transition to Teaching	U.S. Department of Education	Original Funding: $1,450,000 Over 5 years ($290,000)	September 2009	D. Hunnicutt: SOE Graduate Coordinator/ 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	$2,814,100				

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 2012-2013 school year, the Southeast/UAM ERZ services forty-eight public schools of which two are identified as Needs Improvement – Priority; ten are identified as Needs Improvement – Focus; twenty-two are identified as Needs Improvement, and the remaining fourteen 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 2013-2014 school year, Southeast/UAM ERZ received an award of $134,000.00.

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, and Needs Improvement. 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 2011-2014 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 spending 50% of her time in the schools to identify student achievement needs, collect requests and needs assessments for curriculum and instruction, and responds to professional development needs. The director worked among the units and offices at the University of Arkansas at Monticello as well as the education cooperative to provide needed support to all partners. Over the last seven and a half years, the expansion of resources has grown to include the UAM School of Education, School of Mathematics and Natural Sciences, School of Arts and Humanities, 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 Council, 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, the Provost, and the Chancellor are 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 Addressing Goals, 2013-2014

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
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) • 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)

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
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 Leadership Coaching Level I and Level II Training
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 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 • 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
5. The ERZ facilitates ongoing	• Facilitate communication among partners through the ERZ/School of Education Stakeholder and other meetings

communication among stakeholders utilizing a variety of techniques.	• Facilitate ongoing communication efforts through: personal visits, telephone conversations, E-mails, texts, websites, flyers, letters, and social media
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 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)
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 • 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 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 for UAM faculty to keep abreast of local, state, and national initiatives
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 Common Core State Standards, Universal Design for Learning, Understanding By Design, and Teacher Excellence Support System into undergraduate and graduate coursework
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	• 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

65

needed for college and career readiness.	connections and integration of technology to support teaching and learning through personal visits, telephone conversations, and E-mails
5. The ERZ serves as a resource to schools in developing a process for evaluating their professional development.	• Model the evaluation process during professional development opportunities • 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 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)
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
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
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
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 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)
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 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
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 • Recognize educators for their accomplishments in the partner schools
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 • Facilitate ongoing support for those who have completed Leadership Coaching training
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, job-embedded, and designed to improve the structure and culture of the schools for beginning and career teachers.	• 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 • 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
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 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
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 interactions families and communities.	• 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 • 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
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 boards at other partner schools as requested
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)
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
2. The ERZ provides opportunities for schools to share ideas on how to assist parents in the academic work of their students.	• 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 disseminate information and share ideas/strategies to engage parents as active partners in the school
3. The ERZ provides opportunities for schools to share strategies to improve	• Support the new Parent Involvement Training developed by the UAM ERZ to support home and school communication strategies

home/school communication.	• 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
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
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
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
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
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
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
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
7. to identify partner needs for highly qualified teachers	• 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 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

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.

STEM Center Mathematics Specialist Annual Report 2013-14

Indicators	Evidence	Notes
a) The SSOS specialist must demonstrate a thorough knowledge of the assigned content area for grades K-12;	• Sample agenda • Sample Lesson from specialist • PD developed by specialist • Pre- and post-surveys of participants • Perceptual survey of school personnel and/or participants indicate assistance	Describe the impact or change in teaching and learning as a result of your knowledge of the assigned content area: Mathematics Design Collaborative-

| | | was helpful or very helpful

• Team meeting notes that highlight change in practice related to implementing processes
• ACSIP plans highlight change in district/school/teacher practice related to implementing processes
• Current Professional Growth Plan (PGP)
• Evaluations from participants on what they learned and how they will implement it. | provided training to 7 districts (Crossett, Dewitt, Drew Central, Lakeside, McGehee, and Warren) 21 Algebra 1 and Geometry teachers, 6 instructional facilitators, 1 curriculum facilitator, 7 principals, Ongoing observations and notes record change and progress of teaching methods of high school and middle school math teachers in math classes.

I provided Model lessons, math content support and/or professional development to teachers from Cleveland County School District, Crossett School District, Dermott School District, Drew Central School District, Hamburg School District, Lakeside School District, McGehee School District, Monticello School District, Star City School District, and Warren School District.

As the UAM Math Specialist, I am included in many of the district and building level ACSIP plans for assistance and as a support resource for teachers in the 2013-2014 school years. These included Crossett Schools, Dewitt Schools, Drew Central |

		School District, Monticello Schools, Warren School District, McGehee Schools, Lakeside Schools, and Star City Schools. I have attended the PLC meetings for Drew Central Schools where they are focusing on school improvement, analyzing data, and continuing the implementation of the CCSS. I worked collaboratively with UAM faculty to develop the UAM Summer Instructional Geometry course, two week course, which was funded through the No Child Left Behind Grant. As the UAM math Specialist, my current professional growth plan is to continue to develop my knowledge and expertise in the following area; mathematical content, using formative assessment to drive instruction, using STEM to align with CCSS, using technology to enhance professional development for teachers, using progressions in implementation of CCSS.
b) The SSOS specialist	• Perceptual survey of	Describe the impact or change in

| must demonstrate a thorough knowledge of the school improvement process; | school personnel and/or participants indicate assistance was helpful or very helpful
• ACSIP plans highlight change in practice related to implementing processes (if applicable to assigned content area) | districts/schools as a result of your work:

When working with Mathematics Design Collaborative, teacher growth was impacted by the use of FALs, unit planning, and effective questioning techniques. Growth was documented through surveys and observations

Communication with LaDonna Spain, School Improvement Advisor, provides a streamline of school needs as part of the school improvement process in the schools in the Dermott School District.

Directed technical assistance provided to school with a STEM focus including Monticello Schools and Star City Schools

Inclusions in ACSIP plans for Crossett School District, Dermott School District, Dewitt School District, Drew Central School District, Hamburg School District, McGehee School District, Monticello School District, Star City School District, Warren School District.

Monticello Schools, Warren, Star City, Drew Central, Dermott Elementary, Hamburg, Portland, and Wilmot |

		Elementary received STEM support and the Middle School utilizes the STEM center for resources as well as planning and support on a continuous basis.
		DTAMs assessments were used as pre and post assessment for the UAM Summer Institute for Geometry and Google Docs was used to survey and evaluate the effectiveness of the course.
		I developed a survey through Google Docs to measure the interest and need of professional development that would be offered through the UAM STEM Center to the Southeast Arkansas School Districts.
		Provided planning and support to Drew Central Elementary Instructional Facilitator as she uses data to drive decision making and to target students to positively impact test scores. Nov 7, Jan 13, Jan 30, Feb 14, April 24.
c) The SSOS specialist must demonstrate adult learning theory in delivery of professional	• Perceptual survey of school personnel and/or participants indicate assistance	Describe the impact or change in educators as a result of your understanding and use of adult learning theory:

| development and/ or technical assistance; | was helpful or very helpful

• Observation of providing professional development and/or technical assistance indicates the specialist meets or exceeds expectations
• Professional texts read
• Professional Development attended by the specialist | Partnered with the ERZ director to provide staff development for on using the eight mathematical practice and formative assessment in the classroom at ERZ/School of Education Stakeholders meeting.

Presented a PD at the ACC Conference to teachers, curriculum specialist, and administrators demonstrating the use of technology in formative assessments and the eight mathematical practices.

Partner with ERZ director, UAM faculty, and classroom teacher to align pre-service math education course to the CCSS.

Partnered with ERZ and School of Mathematics and Science to develop a Vertical Alignment team between High school and college math instructors to work collaboratively toward college readiness.

Partnered with the School of Mathematics and Science to facilitate the ACTM math contest and the judge the regional science fair. |

		Partnered with the ERZ to provide training in elementary formative assessment lessons to teachers at Monticello Intermediate school. Partnered with ERZ to provide technology professional develop to Southeast Arkansas school districts. June 23, June24 Partnered with ERZ to provide Mathematics Design Collaborative Instructional Facilitator training. May 20 Presented professional development for Pre-serve teachers in the UAM School of Education. Professional Text Read • Children's Mathematics: Cognitively Guided Instruction, Carpenter • Number Talks, Parrish • Developing Essential Understanding of Multiplication and Division, Grades3-5, NCTM • Developing Essential Understanding of Expressions, Equations, & Functions. Grades

		6-8, NCTM
		• Developing Essential Understanding of Functions, Grades 9-12, NCTM
		• Understanding by Design, Wiggins & McTighe
		• Essential Questions, Opening the Doors to Student Understanding, McTighe, Wiggins
		• Differentiating Instruction With Menus Math, Grades 3-5, Westphal
		• Mathematics Formative Assessment, 75 Practical Strategies for Linking, Assessment, Instruction, and Learning, Keely
		• Google Apps Meets Common Core, Graham
		• Data Analysis for Continuous School Improvement, Bernhardt
		• Building Culturally Responsive Family–School Relationships, Second Edition, Ellen S. Amatea
		• Using Research to Lead School Improvement, Brazer
		Professional Development Attended

		- Instructional Facilitator training - SREB - CGI - Coaching for Results - Classroom Management-Harry Wong - UBD - NCSM- strands 1,4, and 5 - AAML meeting - ACC conference - T-Cal conference- technology - Rigor in the Classroom - Southeast Math Consortium - STEM Coalition Meeting - STEM Directors Meetings/Professional Development - UAM School of Education Pre-school PD Distributed surveys to all Southeast Arkansas Schools to determine needs of professional development. From survey results, professional development was cultivated and offered in summer workshops.
d) And, the SSOS specialist must demonstrate	- Wiki - Specialist Calendar	Describe the methods you are using to communicate and report to ADE:

| efficient utilization of current technology for communication, data collection/analysis and reporting. | (Google)
• Webinars
• List servs
• Data base of regional professional development participants | Google Calendars are shared with ADE. Monthly logs are sent by e-mail to Keisha Shelton and Bill Nielson for review.
Content Specialist wiki, grant evaluation wiki,
Arkansas IDEAS wiki, Quality PD wiki, and State STEM plan wiki are used to gain access to current information.
Facebook and Twitter with ADE, UAM STEM Facebook, and UAM STEM wiki account.

Describe the methods you are using to communicate and collaborate with educators and other specialists:

Math List Server
Email and text message
Google Calendar- Shared with ADE
Google Docs for surveys
SEARK instructional facilitation wiki
UAM Science Center Wiki is used to share information.
Google Drive is used to collaborate and share training materials with PD participants
Dropbox is used to collaborate with the |

		math unit. UAM STEM Center has a Facebook and twitter account established that allows educators to follow for more information about STEM events.
Priority of work time and services provided		
e) The SSOS specialist will participate in all meetings and professional development activities required by the ADE Office of Professional Development and/or ADE Learning Services Division;	• Monthly logs • Sign-in sheets • Specialist Calendar (Google)	List the dates you participated in required meetings and professional development: I started as specialist August 12, 2013 but did attend the MDC training on July 22, 23,and 24 August 20- CIV LDC/MDC, SEARK Coop Sept 4, 5 – Unit Meeting, Arch For Coop Sept 6 - STEM Coalition, Little Rock Sept 12 - LDC/ MDC Webinar Sept 27 – CIV/Britannica Resources, SEARK Coop Oct 1,2- MDC PD Day 4 Oct 10 – MDC/LDC Webinar Oct 11 – Conference Call Oct 30 – AAML Conference Oct 31 – ACC conference Nov 12,13 – MDC PD Day 5 Nov 20 – LDC/MDC Webinar Dec 10,11 – Unit Meeting, Arch Ford Coop Dec 12 – STEM Coalition

		Jan 7,8 – Unit Meeting, Arch Ford Coop Jan 28, 29 – MDC PD, Day 6 Feb 7- CIV, Unit Meeting, SEARK Coop March 6 - CIV. SEARK Coop March 7 – CIV, Unit Meeting, SEARK Coop March 14 – STEM Coalition Meeting-Little Rock March 19 – MDC PD, Day 7 March 20 – MDC Facilitator Training April 4, CIV SEARK Coop May 6,7, Unit Meeting, Arch Ford
f) The SSOS specialist will provide approved statewide professional development and targeted professional development based on co-op/STEM center member districts/schools needs assessment;	• Monthly logs • Sign-in sheets • Agendas • Specialist Calendar (Google) • ArkansasIDEAS event data • ESC Works (or co-op option) event data • Summary of co-op/STEM center area schools' needs assessment	List the delivered statewide professional development: There was not a math specialist employed at the STEM center during the summer of 2013. MDC Professional Development-Day 4, Oct. 1,2- Day 5, Nov. 12,13 - Day 6, Jan 28, 29 – Day 7, March 19 June 6, Unit Planning June 9-13 and June 16-19- UAM Summer Institute for Geometry, for teacher's grades 5-8, teachers from 10 school districts participated in the class. June 23- Google Apps for

83

		Administrators June 24- Google Apps Meets Common Core July 8,9- Problem Situation, Multiplication and Division and the nature of "Equals" July 14,15,16 – Mathematics Design Collaborative July 30,31- Functions, Grades 6-12 The UAM Summer Institute for Geometry was funded by a No Child Left Behind Grant. I collaborated to facilitate and teach the course with UAM instructors. CCSS courses are used as recommended by ADE, providing teachers with the content knowledge in mathematics. MDC was used in high school and middle school to provide teachers with the tools to use formative assessment lessons in their classrooms and to develop questioning skills and strategies needed to implement CCSS. Unit Planning was used to assist teachers in writing units using the UBD

		model. Google APPS was used to assist teachers in how to use Google apps to enhance their teaching. List the schools that have requested professional development from the specialist: Crossett Middle School, CCSS, MDC Crossett High School, MDC, Unit Planning Dermott Elementary, CCSS Dewitt Middle School, CCSS Dewitt High School, MDC, CCSS Drew Central Elementary, CCSS, ASCIP, Unit Planning Drew Central Middle School, CCSS Drew Central High School, MDC, Unit Planning Dumas Middle School, CCSS Hamburg Middle School, CCSS, technology Hamburg High School, MDC Hermitage High School, MDC Lakeside Elementary, CCSS Lakeside High School, MDC, Unit Planning McGehee Middle School, MDC

		McGehee High School, MDC Monticello Intermediate School, CCSS, FAL Lessons Monticello Middle School, CCSS Monticello High School, MDC, STEM Initiative Star City Elementary, CCSS Warren Middle School, CCSS Warren High School, MDC, Unit Planning List the name and brief description of any delivered targeted (customized) professional development that was based on the needs of the co-op/STEM center region schools: Formative Assessment and the 8 Mathematical Practices- Oct 14, Oct 31 Crossett Middle School- MDC Crossett High School – MDC Dewitt High School- MDC Drew Central Elementary- CCSS, ASCIP, Unit Planning Drew Central High School- MDC, CCSS, technology McGehee Middle School- MDC, CCSS McGehee High School –MDC, STEM

		course Monticello Elementary School - CCSS Monticello Middle School – CCSS Monticello High School- MDC, STEM initiative Star City Middle School – Red Ribbon Weed Star City High School- STEM night Warren High School –MDC, CCSS
g) The SSOS specialist will provide approved technical assistance based on co-op/STEM center member districts/schools needs assessment;	• Monthly logs • Sign-in sheets • Specialist Calendar (Google) • Summary of co-op/STEM center area schools' needs assessment	List the technical assistance delivered: Technology is embedded in professional development delivered by UAM STEM Center. UAM STEM Center provided professional development, Google Apps Meets Common Core, with Michael Graham to 10 different school districts administrators and teachers. List the schools that have requested technical assistance from the specialist: All schools have requested assistance with technology in STEM's professional developments. It is embedded in the professional development. Examples include: Google, Apps for

		iPads, videos to assist with lessons, moodle, and interactive games. Monticello High School- TI Inspire assistance
h) Statewide professional development provided at the co-op/STEM center shall be six hours per day and shall meet the integrity of the ADE expected outcomes for the statewide professional development;	• Monthly logs • Sign-in sheets • agendas • ArkansasIDEAS event data • ESC Works (or co-op option) event data • Pre- and post-tests • Observation of providing professional development indicates the specialist meets or exceeds expectations	What are the beginning and ending times for professional development provided by your co-op/STEM center? Training begins at 8:30 am and ends at 3:30 pm What is the expected lunch break? Forty-five minute to an hour break for lunch. How many hours of professional development credit are provided with each session? 6 hours List the statewide professional development opportunities that the specialist provided this year: Mathematic Design Collaborate There was not a math specialist employed at the STEM center in the

		summer of 2013. June 6, Unit Planning June 9-13 and June 16-19- UAM Summer Institute for Geometry, for teacher's grades 5-8, teachers from 10 school districts participated in the class. June 23- Google Apps for Administrators June 24- Google Apps Meets Common Core July 8,9- Problem Situation, Multiplication and Division and the nature of "Equals" July 14,15,16 – Mathematics Design Collaborative July 30,31- Functions, Grades 6-12 CCSS courses are used as recommended by ADE, providing teachers with the content knowledge in mathematics. MDC was used in high school and middle school to provide teachers with the tools to use formative assessment lessons in their classrooms and to develop questioning skills and strategies needed to implement CCSS.

		Unit Planning was used to assist teachers in writing units using the UBD model. Google APPS was used to assist teachers in how to use Google apps to enhance their teaching.
i) The SSOS specialist will provide video/audio clips of model teaching and/or examples of model statewide professional development presentations as requested;	• PD wiki postings • ArkansasIDEAS • Arkansas iTunesU • Arkansas Digital Sandbox • Arkansas Moodle • Observation of providing professional development and/or technical assistance indicates the specialist meets or exceeds expectations	List the video/audio clips, short descriptions, and corresponding training: MDC Cohort 2 was taped for the state department to be used in state training, which I lined up. STEM Video was produced by AETN with the contribution form Activities and Outreaches done by the UAM STEM Center.
j) And the SSOS specialist will provide appropriate services to the co-op/STEM center as requested.	• Sign-in sheets • Monthly logs • Pre-post Surveys • Agendas • Short descriptions of service provided	List the services provided for the co-op/STEM center: Goggle training with Michael Graham was sponsored by UAM STEM Center. System for schools to check out needed materials and resources for classroom

		use.
		Collaborating with the UAM faculty with to assist in educating future teachers with information in the math and science specialty areas each semester.
		Assist with special projects including, Science Fairs, promoting UAM STEM, STEM Open Houses or Math and Science Night in schools, Health Fairs and ACTM regional Math Contest.

STEM Center Science Specialist Annual Report

Indicators	Evidence	Notes
The SSOS specialist must demonstrate a thorough knowledge of the school improvement process;	• Perceptual survey of school personnel and/or participants indicate assistance was helpful or very helpful • ACSIP plans highlight change in practice related to implementing processes (if	Describe the impact or change in districts/schools as a result of your work: Communication with LaDonna Spain, School Improvement Advisor, provides a streamline of school needs as part of the school improvement process in the schools in the Dermott School District. Directed technical assistance provided

applicable to assigned content area)	to school with a STEM focus. Portland/Wilmot Elementary Schools are using needs assessments based off data within the school settings to determine science needs and seeking the resources of UAM STEM science specialist.
	Inclusions in ACSIP plans for Dermott School District, Dewitt School District, Drew Central School District, Hamburg School District, Hermitage School District, McGehee School District, Monticello School District, Star City School District, Warren School District,
	Warren Middle School, Brunson Elementary, Hamburg High School and Elementary, Wilmot/Portland Schools, Dewitt, Lakeside High School, and Dermott Schools received assistance in PLC and observations in science throughout the year.
	Hermitage, Hamburg, McGehee, Lakeside, Monticello, and Dewitt High Schools received assistance in modeling lessons, observing and planning according to surveys given to

		teachers that addressed science content. Monticello Schools, Warren, Star City, Drew Central, Dermott Elementary, Hamburg, Portland, and Wilmot Elementary received STEM support and the Middle School utilizes the STEM center for resources as well as planning and support on a continuous basis. Through Google Docs, surveys have been used in the pre and post conferencing. They were also used in pre and post testing for content according to the science frameworks and the professional development agenda. *A survey was developed to measure the interest and need of professional development that would be offered through the UAM STEM Center to the Southeast region of Arkansas.*
The SSOS specialist must demonstrate adult learning theory in delivery of professional development and/ or technical assistance;	• Perceptual survey of school personnel and/or participants indicate assistance was helpful or very helpful	Describe the impact or change in educators as a result of your understanding and use of adult learning theory: Attended Instructional Facilitator

UAM SCHOOL OF EDUCATION 2013-2014 ANNUAL REPORT

	- Observation of providing professional development and/or technical assistance indicates the specialist meets or exceeds expectations - Professional texts read - Professional Development attended by the specialist	training: Coaching for Results Training. Attended Mr. Wong's lecture on Classroom Management Attended Leadership Coaching for Global Results Attended STEM Coalition Meetings Attended Universal Design for Learning Training Attended LDC Instructional Facilitator Meeting Attended Engineering in Elementary Professional text readings include: *Common Core Meets Google Apps* *Leadership Coaching* *Powerful Coaching* *Understanding by Design to Create High Quality Units* *Understanding by Design for Professional Development* *Understanding by Design Workbook* *Science Through Children's Literature* *Even More Picture Perfect* *A Frameworks for K-12 Science Education* *NGSS For States, By States* *Science the Write Way*

		• *Flip Your Classroom* • *How Full Is Your Bucket* Partnered with the ERZ director to provide staff development to Hamburg, Hermitage, and Dewitt High Schools Partnered with SEARK coop to provide staff development to Hamburg, Hermitage, and Dewitt High Schools Partnered with SEARK coop to provide staff development to Coop's "Job Alike" participants Assisted Wilmot/Portland with their technical grant by providing PD for teachers and students in technology Partnered with the University of Arkansas at Monticello to provide training to MAT students on formative assessment in the eight mathematical practices Presented workshop to School of Education in Universal Design for Learning using a variety of technical activities Co-Wrote PD at the ACC Conference demonstrating the use of technology in formative assessment.

		Distributed surveys to all Southeast Arkansas Schools to determine needs of professional development. From survey results, professional development was cultivated and offered in summer workshops.
And, the SSOS specialist must demonstrate efficient utilization of current technology for communication, data collection/analysis and reporting.	- Wiki - Specialist Calendar (Google) - Webinars - List servs - Data base of regional professional development participants	Describe the methods you are using to communicate and collaborate with educators and other specialists: Describe the methods you are using to communicate and report to ADE: Google Calendars are shared with ADE. Monthly logs are sent by monthly e-mail to Keisha Shelton for review. Content specialist wiki, grant evaluation wiki, Arkansas IDEAS wiki, Quality PD wiki and State STEM plan wiki are all used to gain access to current information. Facebook and Twitter with ADE Postings on Facebook STEM page Postings on wiki UAM STEM account Describe the methods you are using to

		communicate and collaborate with educators: Science List Server SEARK instructional facilitation wiki UAM Science Center Wiki is used to share information. Dropbox is used to collaborate and share training materials with PD participants. UAM STEM Center has Facebook and twitter accounts established that allows educators to follow for more information about STEM events. Livebinders are shared between Coop Specialist, Arkansas Dept. of Education and STEM Science Specialist and educators.
Priority of work time and services provided		
k) The SSOS specialist will participate in all meetings and professional development activities required by the ADE Office of Professional Development and/or ADE Learning Services Division;	• Monthly logs • Sign-in sheets • Specialist Calendar (Google)	List the dates you participated in required meetings and professional development: June 22, 23, 24 - LDC/MDC professional development, SEARK Coop August 20 - CIV LDC/MDC topic, SEARK Coop Sept 4, 5 - Unit Meeting, Arch Ford Sept 6 - STEM Coalition, Little Rock Sept 10,11- Unit Meeting, Arch Ford

		Sept 12 - LDC/MDC webinar Sept. 27- CIV, SEARK Coop Oct 3 LDC/MDC professional development Oct 10 LDC/MDC Webinar Oct 11 Conference call October 15, 16 - Unit Meeting Arch Ford Nov 8 LDC/MDC Conference Call Nov 14 LDC/MDC professional development Nov 20 LDC/MDC Webinar Dec 10, 11 - Unit Meeting, Arch Ford Dec 12 - STEM Coalition, Little Rock Jan. 7, 8, 9 - Unit Meeting, Arch Ford Jan. 10 - Unit Meeting CIV, SEARK Coop Jan 22 – NGSX, UAM Jan. 24 – STEM Coalition, UAM Jan. 30 - LDC/MDC professional development Feb 7 - Unit Meeting CIV, SEARK Coop Feb 12 - NGSX, UAM March 4, 5 - Unit Meeting, Arch Ford March 6 - NGSX, UAM March 7- Unit Meeting CIV, SEARK Coop March 20 - LDC/MDC professional development April 1,2 - Unit Meeting, Arch Ford April 4 - CIV, SEARK Coop

		April 15-16 – Unit Meeting, Arch Ford April 17 - NGSX, UAM May 8 - NGSX, UAM May 6,7 - Unit Meeting, Arch Ford May 23 - CIV, SEARK Coop May 30 – STEM Directors Conference Call June 13 – STEM Coalition Meeting/Directors Meeting
l) The SSOS specialist will provide approved statewide professional development and targeted professional development based on co-op/STEM center member districts/schools needs assessment;	• Monthly logs • Sign-in sheets • Agendas • Specialist Calendar (Google) • Arkansas IDEAS event data • ESC Works (or co-op option) event data • Summary of co-op/STEM center area schools' needs assessment	List the delivered statewide professional development: CCSS for science in all discipline areas. In preparing high school teachers in all subject areas to support science and literacy in the common core, this training was developed to meet their needs. LDC in all discipline areas used in preparing high school and junior high teachers in all subject areas to support literacy in cross curriculum (including science). NGSS information was discussed and updated to school districts. Surveys were done and information sent to state dept. Picture Perfect Training to elementary teachers and staff incorporating science and literacy with the common core standards.

		NGSX pilot training sessions were provided to 11 mid-level school districts. Technology training is embedded in professional development. List the schools that have requested professional development from the specialist: Crossett- LDC, NGSX Pilot Program Dewitt High School- LDC, CCSS practices DeWitt Middle School- NGSX Pilot Program DeWitt Elementary - Commitment to Excellence Hamburg Allbritton- Student Centered Coaching Hamburg Noble- Student Centered Coaching Hamburg Middle School- Student Centered Coaching, NGSX Pilot Program Hamburg High School LDC McGehee High School LDC McGehee Middle School LDC, NGSX Pilot Program Hermitage High School LDC Lakeside High School LDC, NGSX Pilot Program Lakeside Elementary– Commitment to

		Excellence Monticello Intermediate School CCSS resources, and Student Centered Coaching, NGSX Pilot Program Monticello District- task forces Monticello Elementary- Student Centered Coaching Monticello High School LDC and CCSS STEM Activities Dermott Elementary School- CCSS instructional strategies Warren Middle School -Student Centered coaching, NGSX Pilot Program Warren Upper Elementary–Student Centered Coaching Warren Charter Elementary- Resources Portland Elementary - student centered coaching, resources, PD Wilmot - Student Centered Coaching, resources, PD List the name and brief description of any delivered targeted (customized) professional development that was based on the needs of the co-op/STEM center region schools: Crossett – LDC/ NGSX McGehee High School – LDC and NGSX

		Dewitt High School - LDC and PD and NGSX DeWitt Elementary - PD McGehee Junior High School – LDC and NGSX Hermitage High School – LDC and NGSX Hamburg High School - LDC and PD on resources Hamburg Middle School – PD and NGSX Lakeside High School - LDC Lakeside Elementary – PD and NGSX Hamburg Elementary – FCES and CCSS Science Monticello Intermediate - FCES Star City High/Middle School - STEM Parent Night, Red Ribbon Week Warren Junior High School – PD and NGSX Brunson Elementary – PD and NGSX SE Elementary Principals - PD on NGSS PCSSD – NGSX
m) The SSOS specialist will provide approved technical assistance based on co-op/STEM center member districts/schools needs	• Monthly logs • Sign-in sheets • Specialist Calendar (Google) • Summary of co-op/STEM center area	List the technical assistance delivered: Technology is embedded in professional development delivered by UAM STEM Center. Michael Graham provided professional

assessment;	schools' needs assessment	development to 10 different school district administrators and teachers. List the schools that have requested technical assistance from the specialist: All schools have requested assistance with technology in STEM's professional developments. It is embedded in the professional development. Examples include: Google, Apps for iPads, videos to assist with lessons, moodle, and interactive games.
n) Statewide professional development provided at the co-op/STEM center shall be six hours per day and shall meet the integrity of the ADE expected outcomes for the statewide professional development;	• Monthly logs • Sign-in sheets • agendas • Arkansas IDEAS event data • ESC Works (or co-op option) event data • Pre- and post-tests • Observation of providing professional development indicates the specialist meets or exceeds expectations	What are the beginning and ending times for professional development provided by your co-op/STEM center? 8:30 am – 3:30 pm What is the expected lunch break? Forty-five minutes to one hour How many hours of professional development credit are provided with each session? 6 hours List the statewide professional development opportunities that the specialist provided this year: June 4 (Warren Charter School) – Picture Perfect June 10, 11- Picture Perfect I June 16- NGSS

		June 17, 18 - Picture Perfect II
		June 20 - STEM Family Day with Grandparents
		June 23, 24 - Google Apps w/ Michael Graham
		July 2 – Engineering is Elementary
		July 7-9 - Kids University
		July 14-16 - LDC
		July 28 - NGSS
		CCSS for science in all discipline areas. In preparing high school teachers in all subject areas to support science and literacy in the common core, this training was developed to meet their needs.
		LDC in all discipline areas used in preparing high school and junior high teachers in all subject areas to support literacy in cross curriculum (including science).
		Picture Perfect Science with experiments was modeled and literacy skills were incorporated at the elementary level.
		NGSS information was discussed and updated to school districts. Surveys were done and information sent to state dept.
		NGSX pilot training sessions were provided to 11 mid-level school districts.

		Surveys were done before and after the five professional development days.
o) The SSOS specialist will provide video/audio clips of model teaching and/or examples of model statewide professional development presentations as requested;	• PD wiki postings • Arkansas IDEAS • Arkansas iTunesU • Arkansas Digital Sandbox • Arkansas Moodle • Observation of providing professional development and/or technical assistance indicates the specialist meets or exceeds expectations	List the video/audio clips, short descriptions, and corresponding training: STEM Video was produced by AETN with the contribution from Activities and Outreaches done by the UAM STEM Center. STEM Video for STEM Coalition and STEM Open House. Anomoto videos were provided at each workshop to participants.
p) And the SSOS specialist will provide appropriate services to the co-op/STEM center as requested.	• Sign-in sheets • Monthly logs • Pre-post Surveys • Agendas • Short descriptions of service provided	List the services provided for the co-op/STEM center: Professional development in: Goggle training with Michael Graham was sponsored by UAM STEM Center. System for schools to check out needed materials and resources for classroom use. Collaborating with the UAM faculty with to assist in educating future teachers with information in the math and science specialty areas each semester. Assist with special projects including, Science Fairs, promoting UAM STEM,

		STEM Open Houses or Math and Science Night in schools, and Health Fairs.
2) Reporting		
a) The SSOS specialist will complete and submit monthly logs to ADE by the last day of each month;	• Monthly logs	Indicate if monthly logs have been submitted on time: Yes/No
b) The SSOS specialist will provide access to monthly calendars to ADE prior to the first day of each month;	• Monthly calendars	Indicate if monthly calendars have been available in a timely manner each month: Yes/No
c) The SSOS specialist will submit all required evaluation documents to ADE;	• Monthly logs • Sign-in sheets • ArkansasIDEAS event data • Pre- and Post surveys • Perceptual survey of school personnel indicate assistance was helpful or very helpful • Observation of providing professional development and/or technical assistance indicates the specialist	List required evaluation documents submitted to ADE:

	meets or exceeds expectations • PD wiki postings • Arkansas iTunesU • Arkansas Moodle	
d) And the SSOS specialist will complete additional documentation and data collection as requested by ADE.	• Participant reflection forms • Portfolio of school work • Other data	List the requested documentation and data collection completed:
3) Evaluation		
a) The SSOS specialist will participate in the co-op/STEM center personnel evaluation process.	• All requested documentation is available in a timely manner	List the date of the specialist personnel evaluation:
b) In addition, the SSOS specialist will participate in the grant evaluation process.	• All requested documentation is available in a timely manner	See 3d.
4) Accountability		
a) The SSOS specialist will review quarterly financial reports. The specialist will report any inconsistencies or	• Documentation of quarterly reports	Indicate dates financial reports were reviewed by the specialist:

irregularities in the financial report of the grant.		
b) And, the SSOS specialist will meet all of the requirements of the grant;	• All requested documentation is available in a timely manner	Indicate date all financial reports and evaluations are submitted to ADE:
5) Funding		
a) The amount of funds from the current FY SSOS K-12 Specialist Program that have not been spent by June 30 will be subtracted from any SSOS specialist grant award for FY 2014 unless prior written approval is obtained from the ADE Office of Professional Development.	• All requested documentation is available in a timely manner	See 5b.
b) The maximum amount per grantee for any SSOS specialist grant award during the next FY is not anticipated to exceed $86,500.00	• All requested documentation is available in a timely manner	See 5b.