

UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF EDUCATION

2010-2011
ANNUAL REPORT

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

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

The Vision of the UAM School of Education

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

School of Education Conceptual Framework

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

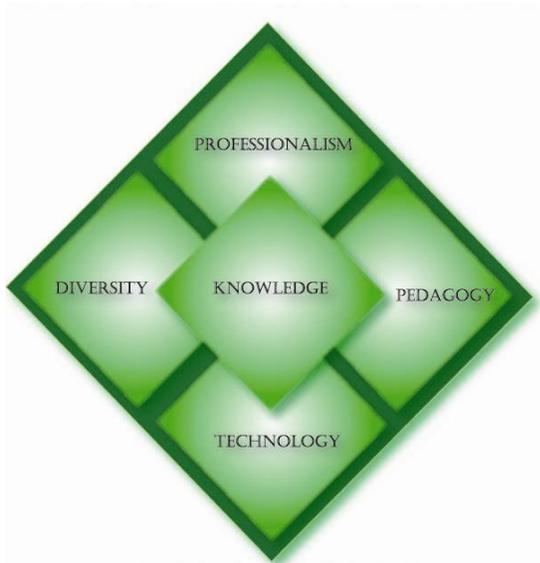
We believe faculty and candidates value teaching and learning in a culturally diverse population where P-12 grade students can learn. We believe that our philosophy is supported by our core beliefs, which are based upon the five strands of the conceptual framework.

Philosophy of the Unit : *Multi-Faceted Educators*

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

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

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



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

Knowledge

Initial Candidates

We believe multi-faceted initial teacher candidates:

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

Advanced Candidates

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

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

Pedagogy

Initial Candidates

We believe multi-faceted initial teacher candidates:

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

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

Advanced Candidates

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

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

Diversity

Initial Candidates

We believe multi-faceted initial teacher candidates:

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

Advanced Candidates

We believe that multi-faceted advanced educators:

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

Professionalism

Initial Candidates

We believe multi-faceted initial teacher candidates:

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

Advanced Candidates

We believe advanced multi-faceted advanced educators:

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

Technology

Initial Candidates

We believe multi-faceted initial teacher candidates:

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

Advanced Candidates

We believe multi-faceted educators:

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

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

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

Purpose of the Unit

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

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

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

Strengths

- UAM faculty have an enhanced immersion program in which the SOE partners with faculty of 3 public school campuses in the Monticello Public Schools to integrate the P-4 and Middle Childhood methods courses into authentic classroom settings in multiple disciplines and learning levels.
- The UAM School of Education is an NCATE accredited teacher preparation program.
- All UAM School of Education programs of study are nationally recognized by national specialty program associations.
- The UAM School of Education was granted approval by ADE to be a supplemental services provider for area public schools.
- The Master of Arts in Teaching degree was revised to include P-4 Early Childhood education to better meet the needs of the partner schools.

- The Educational Renewal Zone is a major component of the School of Education and continues to enhance and support the SOE mission, goals, and objectives as well as the unit's ability to collaborate with multiple stakeholders and other units.
- The Education Renewal Zone Project has enhanced 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 skills and to remain up-to-date in public school programs and instructional strategies.
- School of Education STEM Center and faculty members collaborate with UAMSto provide science education in the area of health and wellness for teacher candidates.
- School of Education partners with two community colleges to offer a 2+2 partnership that allows AAT degree students to complete the last two years of the 4 year degree and receive teacher licensure.
- School of Education course enrollments and the number of education majors continue to increase due to the aggressive recruitment and retention efforts of the unit.
- School of Education creates new degree and program options to meet the diverse needs of the region. (BSTL degree and Master of PE and Coaching)
- The School of Education hasincreased the number of collaborative partnerships with school districts form thirteen to fourteen.
- The Educational Renewal Zone project funded by Act 106continues to advancethe School of Education's collaboration with the area public schools and the Southeast Arkansas Educational Cooperative for professional development and sharing of professional knowledge.
- Specialists in the UAM School of Education STEM Center provide math/science professional development opportunities for public school teachers and UAM SOE candidates.
- The School of Education faculty members continue to pursue and be awarded various public and private grants to support the SOE goals and objectives.
- The School of Education continues to actively recruit and retain a diverse candidate population at both the undergraduate and graduate levels
- The UAM School of Education collaborates with the Arkansas Department of Education to ensure quality program development.
- The 2+2 Community College Partnership agreement continues to prepare teacher candidates for the underserved and diverse areas of southwest Arkansas and the Mississippi Delta Region.
- The SOE actively uses and refinesunit assessment data to monitor/modify/revise programs of study to meet the needs of candidates.

Weaknesses

- Lack of wireless connectivity which is necessary for technological advancements.
- The Schoolof Education faculty/staff must continue to assume, in addition to the teaching, multiple responsibilities including data assessment/analysis, NCATE accreditation/program coordination, recruitment/teaching and SPA reports.
- Some faculty must become more familiar with the use of instructional technologies to enhance online instruction and student learning.

- Time for scholarly activity continues to be a challenge for faculty who are also responsible for program coordination, preparing SPA reports, and serving on committees for the SOE and the university as a whole.
- Upgrading of computer laboratory technology for faculty and in the Willard Hall instructional laboratory continues to be a growing challenge as fiscal resources are diminished by current economic conditions

Opportunities for Improvements

- The university and the School of Education must continue to recruit and retain a diverse faculty.
- Continuing support must be given for academically at-risk pre-candidates in preparation for the Praxis I examination and providing intervention services when pre-candidates do not acquire the state passing score.
- Even though the faculty are very conscientious advisors, continuing attention to proper advising is needed to promote retention of candidates.
- The SOE curriculum must be revised to incorporate additional instruction in effective assessment techniques for teacher candidates to assess student learning.
- The SOE must collaborate with the other units to increase the number of 7-12 secondary teachers with specific focus on mathematics and science teachers.

Threats to Effectiveness

- Issues and problems encountered in the implementation of the new campus software program
- Increased state and national requirements for reports and standards without sufficient additional administration assistance/support
- Competition of on-line degree programs from other institutions and national for-profits organizations
- Difficulty in acquiring approval from ADE, ADHE, and other approval bodies to offer on-line degrees threaten viability of programs.
- The difficulties of a small, rural, delta university to attract and retain a diverse faculty and staff, especially those in high need specialty areas continues to be of concern.
- ADHE program viability policies that threaten high need content licensure areas such as middle childhood education and math/science education
- Increased state and national accountability requirements/reporting that creates additional work for faculty that already have multiple roles

Undergraduate Program Offerings

Undergraduate major programs of study that lead to teacher licensure are the P-4 Early Childhood; the Middle Level Childhood; and Physical Education, Health and Leisure. Programs that do not lead to licensure are the recently approved Bachelor of Science in Teaching and Learning, the Physical Education Exercise Science Option and the non-licensure program in Physical Education, Health, and Leisure degrees.

Programs Leading to Initial Teacher Licensure

The School of Education offers quality Bachelor of Arts degree programs leading to initial teacher licensure in P-4 Early Childhood and Middle Level Education. The unit also offers the Bachelor of Science degree program for licensure in P-12 Physical Education, Health, and Leisure. Candidates interested in music education may pursue a music education degree or choose to major in music and complete an alternative route to initial teacher licensure in the Master of Arts in Teaching advanced degree program.

Additional options for the preparation for initial licensure for P-4 Early Childhood Education and Middle Childhood Education are offered in the Master of Arts in Teaching (MAT) graduate degree program. 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 meets pre-requisite requirements for the P-4 Early Childhood or Middle Childhood MAT route or who hold a bachelor degree in a content area or have 30 content related hours in a content area may enroll in the MAT alternative licensure graduate program and teach for one year with a provisional license while completing the twelve (12) month program of study. Upon successful completion of the program, teacher candidates receive initial teaching licensure as well as a Master's degree.

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

Graduation Requirements for Teacher Education Candidates

Candidates are considered program completers in the initial and advanced teacher education program only after **ALL program requirements** are met. Candidates may not receive a degree from UAM until all components of the programs have been completed, including successfully passing all parts of the Praxis I, Praxis II Specialty area examination(s), and Praxis II Principles of Learning and Teaching.

All teacher education candidates also complete the professional education core as well as major coursework. These courses are completed throughout the program, beginning in the first year of enrollment, and prepare the candidates with the content knowledge, pedagogy, professionalism, instructional technology, and professionalism required to become highly qualified professional educators.

The graduation requirements in the UAM School of Education meet Arkansas standards, Specialty Program Association standards, NCATE unit standards and other criteria as required by the Arkansas Department of Education and the Arkansas Department of Higher Education.

Teacher Education Field Experiences and Clinical Internships

The teacher education program at the University of Arkansas-Monticello supports the early involvement of its candidates in diverse field experiences settings with P-12 students. Field experiences are sequential, developmental, and focused on the practical application of content covered in education classes. The unit and its school partners design, implement, and assess field experiences and the year-long clinical internship to ensure that candidates and other school personnel develop and demonstrate skills in content knowledge, pedagogy, dispositions, instructional technology, and professionalism.

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

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

Feedback from school-based partners is obtained through multiple systematic structures and used to evaluate and improve the design and delivery of field and clinical experiences. The Partnership Coordinator/Field Experience Coordinator and faculty members meet each semester with the principals and cooperating teachers of the partnership school districts to discuss policies and procedures for the placement of teachers and to initiate changes when necessary. The unit teacher education committee, 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 questionnaire following the clinical internship semester as another tool for data collection. Candidates discuss assigned field experiences with faculty and provide feedback and recommendations for improvements. Candidates have the opportunity to provide feedback and make recommendations for improvement to field experiences through discussions with faculty and the candidate comments and concerns form. The unit Partnership Coordinator/Field Experience Coordinator communicates with candidates, faculty, and public school representatives each semester to determine the specific field and internship placements. The partners also collaborate to determine clinical internship placements based upon the licensure area of the candidate and the requirements of the program. The unit works with partner districts to ensure that initial and advanced candidates have early field experiences in settings that provide opportunities to observe and understand students from diverse populations and of special needs.

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

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

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

All administrator placements and internships are determined collaboratively by faculty of the Educational leadership program and school-based partners. Candidates in advanced (M.Ed.) teacher education programs complete field experiences in their schools, and if not employed in P-12 school settings, placements are provided through the collaboration of faculty, the graduate coordinator and the public schools.

Matriculating through the Teacher Preparation Program

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

Teacher Education Program Requirements

Transition Point I: Pre-admission

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

EDUC 1143 Education for Schools and Society

ENGL 1013 Composition I

ENGL 1023 Composition II

One of the following:

MATH 1003 Survey of Mathematics *or*

MATH 1043 College Algebra

One of the following:

SPCH 1023 Public Speaking *or*

SPCH 2283 Business and Professional Speaking *or*

SPCH 2203 Interpersonal Communication

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

EDUC 2233 Instructional Technology

EDUC 2253 Needs of Diverse Learners in Inclusive Settings

Supportive requirements:

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

****NOTE: P-4 Early Childhood and Middle Childhood majors will not be permitted to take education courses beyond EDUC 1143, EDUC 2233, and EDUC 2253 without admission to the teacher education program.**

Transition Point II: Teacher Education Program

To be admitted to Transition Point II, Teacher Education Program, the P-4 Early Childhood and Middle Childhood Major must:

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

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

EDUC 3203 Educational Psychology: Developing Learners

(Prerequisite: Admission to Teacher Education Program)

EDUC 3563 Effective Instructional and Management Strategies

(Prerequisite: Admission to Teacher Education Program)

Supportive requirements:

1. Acquire and maintain a cumulative GPA of 2.75 or better;
2. Submit to a State of Arkansas Child Maltreatment and FBI background check;
3. Achieve a passing score(s) on the PRAXIS II: Subject Assessment(s) for each area of licensure;
4. Completion of Portfolio Competencies for Transition Point II;
5. Completion of Application for Admission to Clinical Internship I.

To be admitted to Transition Point III, Clinical Internship, candidates must complete all requirements listed in Transition Point II, Teacher Education Program.

Transition Point III: Clinical Internship

Clinical Internship I:

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

Clinical Internship II:

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

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

Transition Point IV: Graduation

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

Undergraduate Teacher Education Programs for Initial Licensure

P-4 Early Childhood

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

Endorsements

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

Undergraduate Non-Licensure Degree

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

UAM School of Education Graduate Programs of Study/Degrees

- Master of Education Degree
- Master of Education in Educational Leadership (building level administrator licensure)
- Master of Arts in Teaching (alternative initial licensure degree): P-4 Early Childhood, Middle Childhood Education and 7-12 Secondary Content
- P-4 Instructional Specialist in Special Education
- 4-12 Instructional Specialist in Special Education
- Master of Physical Education and Coaching (Approved spring 2011)

Graduate Program Goals

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

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

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

Program/Curriculum Revisions/Updates

- The unit received approval from the Arkansas Department of Education to add P-4 Early Childhood Education to the licensure options offered in the Master of Arts in Teaching degree.
- The Arkansas Department of Education reinstated approval to hire an ERZ assistant director position for the 2011-2012 year.
- The unit received campus and the University of Arkansas Board of Trustee approval for a new non-licensure Bachelor of Science in Teaching and Learning undergraduate degree. ADHE approval is pending.
- The Dewitt School District became a member of the Southeast Arkansas Education Cooperative and, as a result, a partner district with the UAM School of Education.
- The UAM School of Education and the Monticello Intermediate School “Methods Immersion” project was expanded to include the Monticello Elementary School and the Monticello Middle School. The Immersion Project is a partnership between Monticello Public School faculty and the UAM method course faculty to provide extended learning

opportunities for interns in the practice of effective pedagogy. A portion of the SOE methods courses are taught on the school site and learning is enhanced as UAM faculty and interns observe in “master teacher” classrooms.

Undergraduate Admitted Teacher Education Candidates (Fall 2008-Spring 2011)

	Fall 08	Spr 09	YDT 08-09	Fall 09	Spr 10	YDT 09-10	Fall 10	Spring 11	YTD 10-11
*P-4 Early Childhood	19	16	35	20	5	25	26	3	29
*Middle Childhood	3	1	4	0	2	2	8	2	10
*Health/PE	3	2	5	2	2	4	2	3	5
*Music Education	2	2	4	1	0	1	0	2	2
Total Admitted to Teacher Education	27	21	48	24	15	39	36	10	46

Undergraduate Interns and Program Completers (Fall 2008 – Spring 2011)

	Fall 08	Spr 09	YDT 08-09	Fall 09	Spr 10	YDT 09-10	Fall 10	Spring 11	YTD 10-11
Intern I	18	9	27	18	4	22	20	13	33
Intern II	3	18	21	9	18	27	4	19	23

Diversity of Teacher Candidates Admitted to Teacher Education

	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
White	Female 19	Female 15	Female 20	Female 9	Female 31	Female 7
	Male 5	Male 2	Male 3	Male 3	Male 4	Male 2
Black, African American	Female 3	Female 3	Female 1	Female 3	Female 1	Female 1
	Male 0	Male 1	Male 0	Male 0	Male 0	Male 0
Hispanic	0	0	0	0	0	0

Program Completers/Graduates by Licensure Areas

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

*** duplicate in another licensure area**

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

Completers/Graduates Diversity

Traditional Programs	08-09	09-10	10-11
White	Female 11 Male 5	Female 24 Male 5	Female 19 Male 2
Black, African American	Female 5 Male 0	Female 4 Male 0	Female 2 Male 0
Hispanic	Female 0 Male 0	Female 0 Male 0	Female 0 Male 0
Master of Arts in Teaching Initial License Alternative Route	08-09	09-10	
White	Female 25 Male 15	Female 12 Male 7	Female 37 Male 7
Black	Female 1 Male 2	Female 1 Male 1	Female 2 Male 0

Hispanic	Female 0 Male 0	Female 0 Male 0	Female 0 Male 0
Asian	Female 0 Male 0	Female 0 Male 0	Female 1 Male 0
Advanced Licensure Programs			
Educational Leadership			
White		Females 3 Males 1	Females 1 Males 1
Black		0	Females 1 Males 2
Hispanic		0	0
Instructional Specialist P-4/4-12			
White			Females 4 Males 1
Black			Females 0 Males 0
Hispanic			Females 0 Males 0
Non-Licensure Graduate Degree			
Master of Education			
White		Female 2 Male 0	
Black		0	
Hispanic		0	0

School of Education Partnership Schools

The SOE has a formal partnership with fourteen (14) regional school districts and districts in the service area of the two community colleges with which the SOE has a partnership agreement. The following chart illustrates the number and placements of clinical interns in school districts during the 2010-11 academic years. Placement in

clinical area schools, input from teacher candidates and in consideration of providing experiences in diverse settings and to meet the teacher candidates' needs. The placement decision is made by a committee that includes stakeholders from the various school districts

Fall 2010 Clinical Internship Placements in Partnership Schools

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Monticello Elementary 1037 Scoggin Drive Monticello, AR 71655 870-367-4010	Tish Thomas tthomas@monticello.k12.ar.us	Elizabeth Tyler (W/F) 382 East Willis Monticello, AR 71655 870-723-0018 Emt6226@uamont.edu	Intern I	Early Childhood	Pam Beard	N/A	Paula Lane (W/F) MES 1 st Chrystal Grimes (W/F) MIS 4 th Tina Harrison (W/F) MIS 4 th
		Judy Owens (W/F) 1148 Hwy 138 Monticello, AR 71655 870-367-6189 /870-723-4222 jawowens@yahoo.com	Intern I	Early Childhood	Dr. Jones	N/A	Linda Tyler (W/F) MES Kindergarten Wanda Jackson (B/F) MIS 3 rd Jill Pemberton (W/F) MIS 3 rd
		Sydney McKiever (W/F) 1384 E. Shelton/P.O. Box 817 Monticello, AR 71655 870-723-6397 sat1113@uamont.edu	Intern II	Early Childhood	Dr. Jones	N/A	Melissa Reid (W/F) MES Kindergarten
Monticello Middle 280 Clyde Ross Dr Monticello, AR 71655 870-367-4040	Jerry Martens jmartens@monticello.k12.ar.us	Tandy Trotter (W/F) 532 South Gabbert Street Monticello, AR 71655 870-807-0107 Trt0102@uamont.edu	Intern I	Middle Childhood	Jeff Longing	N/A	C.C. O'Bryant (W/F) MMS 6 th
School	Principal	Student	Position	Major	UAM	Content	Cooperating Teacher

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Monticello Elementary 1037 Scoggin Drive Monticello, AR 71655 870-367-4010 Monticello Middle 280 Clyde Ross Dr Monticello, AR 71655 870-367-4040 Monticello Intermediate 280 Clyde Ross Dr Monticello, AR 71655 870-367-4030 Monticello High School 390 Clyde Ross Drive Monticello, AR 71655 870-367-4050	Tish Thomas tthomas@monticello.k12.ar.us	Courtney Hamilton (W/F) 408 Oak Street Warren, AR 71671 870-820-4641 Ceh2028@uamont.edu	Intern I	Physical Education	Barbie Johnson	N/A	Steve Fleming (W/M) MMS Kenny Pace (W/M) MMS
	Jerry Martens jhughes@monticello.k12.ar.us	Kate Kelley (W/F) 413 South Main Street Monticello, AR 71655 870-367-8447 / 820-2546 mkk0422@uamont.edu	Intern I	Physical Education	Barbie Johnson	N/A	Danny Chisom (W/M) MIS
	Mary Donaldson mdonaldson@monticello.k12.ar.us Kenny Pennington kpennington@monticello.k12.ar.us	Tori Covington (W/F) P.O. Box 2268 Monticello, AR 71656 870-723-0651 Drendnab06@hotmail.com tnc5427@uamont.edu	Intern I	Music	Dr. Terrell	Webb	Carrie Teague (W/F) MMS 6 th Matt Teague (W/M) MHS 12 th Haley Greer (W/F) MIS
Drew Central Middle School 250 University Drive Monticello, AR 71655 870.367.5235	Joy Graham jgraham@drewcentral.org	Betty Squyres (W/F) 18 Cypress Monticello, AR 71655 870-224-6577 bms3129@uamont.edu	Intern II	Middle Childhood	Zimmerly	N/A	Mrs. Leigh Anne Wilmoth (W/F) 5 th Mrs. Alexa Beatty (W/F) 5 th

Drew Central Elem. 250 University Drive Monticello, AR 71665 870.367.6893	Mike Johnston mjohnston@drewcentral.org	Henry Shifflet (W/M) 519 Springbranch Drive Monticello, AR 71655 870-308-0399 Hrs.teacher@yahoo.com	Intern I	Early Childhood	Pam Beard	N/A	Bonnie Cruce (W/F) 1 st Nola Higginbottom (W/F) 3 rd
		Titiana Brown (B/F) 408 Kennedy Blvd. Monticello, AR 71655 870-723-7059 titianabrown@yahoo.com	Intern I	Early Childhood	Dr. Martin	N/A	Nola Higginbottom (W/F) 3 rd Bonnie Cruce (W/F) 1 st
Drew Central Elem. 250 University Drive Monticello, AR 71665 870.367.6893 Drew Central Middle School 250 University Drive Monticello, AR 71665 870.367.5235 Drew Central High School 250 University Drive Monticello, AR 71665 870.367.6893	Mike Johnston mjohnston@drewcentral.org Joy Graham jgraham@drewcentral.org Frank Ferguson fferguson@drewcentral.org	Matthew Malone (W/M) 162 Tanglewood Drive Monticello, AR 71655 318-426-2268 Mcm0423@uamont.edu	Intern I	Physical Education	King	N/A	Michael Goad (W/M) Middle School/High School
McGehee Elementary 409 Oak Street McGehee, AR 71654 870-222-3670	Twilla Hardin twilla.hardin@msd.k12.ar.us	Amanda McGraw (W/F) 606 North Third McGehee, AR 71654 870-501-4643 Ajm5004@uamont.edu	Intern I	Early Childhood	Martin	N/A	Paula Crose (W/F) Kindergarten Jamie Sims (W/F) 4 th
School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher

Eastside Elementary 408 North Bradley Warren, AR 71671 870-226-6761 Warren Middle School 210 John Scobey Dr Warren, AR 71671 870.226.2484	Sara Weaver weavers@warren.k12.ar.us	Rebecca Ozment (W/F) 605 East Central Street Warren, AR 71671 870-820-3557 becca-lynn2006@yahoo.com	Intern II	Early Childhood	Martin	N/A	Jo Ellen Callaway (W/F) 1 st
	Glenetta Burks burksg@warren.k12.ar.us	Regina Spraggins (W/F) P.O. Box 965 Warren, AR 71671 spragalag@sbcglobal.net (870) 226-5324 (870) 820-4054 (cell)	Intern I	Middle Childhood	Zimmerly	N/A	Magan Taylor (W/F) 6 th Kristie Ridgell (B/F) 7 th
Allbritton Elementary 517 East Lincoln Street Hamburg, AR 71646 870.853.2820 Hamburg Junior High 412 Serrett Hamburg, AR 71646 870-853-2811	Lisa Atkins latkins@hhs.k12.ar.us Kent Broughton kbrought@hhs.k12.ar.us	Whytnie Kemp (W/F) 123 North Center Street Crossett, AR 71635 870-500-3606 Wmk1303@uamont.edu	Intern I	Middle Childhood	Pam Beard	N/A	Melissa Bell (W/F) 5 th
Noble Elementary School East Lincoln Street Hamburg, AR 71646 870.853.2836	Tracy Streeter tstreeter@hca.sesc.k12.ar.us	Jeanie Ralph (W/F) 335 Ashley 20 Road Crossett, AR 71635 870-853-6784 jeanieralph@gmail.com	Intern I	Early Childhood	Paula Atwell	N/A	Kim Ballard (W/F) 1 st Carol Burgess (W/F) 3 rd
		Sarah Beavers (W/F) 1017 Hwy 65 South Eudora, AR 71640 870-355-4121 /870-265-6503 rtstbeavers@yahoo.com	Intern II	Early Childhood	Paula Atwell	N/A	Tony Elliott (W/F) 3 rd
School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher

<p>Star City Middle School 206 Cleveland Star City, AR 71667 870-628-5125</p> <p>Jimmy Brown Elementary School 206 Cleveland Star City, AR 71667 870-628-5111</p> <p>Star City High School 206 Cleveland Star City, AR 71667 870-628-4111</p>	<p>Susan White swhite@starcity.k12.ar.us</p> <p>Hope Robinson hrobinso@starcity.k12.ar.us</p> <p>Mike Walker mwalker@starcity.k12.ar.us</p>	<p>Jessica Heird (W/F) 1221 Highway 425 S Apt 6 Monticello, AR 71655 870-540-9624 Jlh5319@uamont.edu</p>	Intern I	Physical Education	Kathy King	N/A	Greg White (W/M) High School
<p>Woodlawn Elem. 6760 Hwy 63 Rison, AR 71665 870-357-2211</p>	<p>Genell Davis gdavis@bears.k12.ar.us</p>	<p>Julie Sandine (W/F) 790 Cole Road Rison, AR 71665 870-818-5259 Jls3625@uamont.edu</p>	Intern I	Early Childhood	Paula Atwell	N/A	<p>Sandra Tooke 1st</p> <p>Dana Gavin 2nd</p>
2+2 School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<p>Northwest Elementary 1600 N. College Ave, El Dorado, AR 71730 870-864-5078</p>	<p>Melissa Powell mpowell@hg.scsc.k12.ar.us</p>	<p>Tammy Waller (W/F) P.O. Box 10141 El Dorado, AR 71730 870-918-9227 Tmwaller81@aol.com</p>	Intern I	Early Childhood	Mary Pat Cook	N/A	<p>Mrs. Nancy Bailey (W/F) 3rd</p> <p>Debbie Smith Kindergarten</p>

<p>Yocum Elementary School 308 South College St. El Dorado, AR 71730 870-864-5096</p>	<p>Kelly Walters lvoris@esd.scsc.k12.ar.us</p>	<p>Stephanie Beard (W/F) 124 Harrison Road El Dorado, AR 71730 870-863-4930 ssbeard@hotmail.com</p>	<p>Intern I</p>	<p>Early Childhood</p>	<p>Mary Pat Cook</p>	<p>N/A</p>	<p>Mrs. Kathy Sixbey (W/F) 1st Mrs. Beverly Henderson (W/F) 3rd</p>
<p>Marvell Primary Elementary School P.O. Box 1870 Marvell, AR 72366 870.829.2946</p>	<p>Sylvia Moore</p>	<p>Nicole Harris (B/F) P.O. Box 454 Marvell, AR 72366 870-829-2077 870-995-0567 Nsh2324@uamont.edu</p>	<p>Intern I</p>	<p>Early Childhood</p>	<p>Samella Williams</p>	<p>N/A</p>	<p>Dana McCormick (W/F) 2nd Beverly Guest (W/F) 3rd</p>
<p>Westside Elementary 339 South Ashlar West Helena, AR 72390 870-572-3422</p>	<p>Jewel Hamilton jhamilton@hwh.grsc.k12.ar.us</p>	<p>Rebekah Kendrick (W/F) 131 Sequoia West Helena, AR 72390 870-816-0567 rebekahkendrick@sbcglobal.net</p>	<p>Intern I</p>	<p>Early Childhood</p>	<p>Samella Williams</p>	<p>N/A</p>	<p>Madelyn Gordon 1st Amy Lanham 3rd (New Teacher as of 10/19/10)</p>
<p>Park Avenue Elementary 1202 S. Park Avenue Stuttgart, AR 72160 870-673-3563</p>	<p>Dr. Tracy Tucker ttucker@sps.k12.ar.us</p>	<p>Christy Hickman (W/F) 1109 Cedar Street Stuttgart, AR 72160 870-830-3135 hickmanchristy@yahoo.com</p>	<p>Intern I</p>	<p>Early Childhood</p>		<p>N/A</p>	<p>Lisa Henderson (W/F) Kindergarten Tawnya Herring (W/F) 4th</p>

Spring 2011 Clinical Internship Placements in Partnership Schools

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Monticello Elementary 1037 Scoggin Drive Monticello, AR 71655 870-367-4010 Monticello Intermediate 280 Clyde Ross Dr Monticello, AR 71655 870-367-4030	Tish Thomas tthomas@monticello.k12.ar.us	Brittany Bruyette (W/F) 220 Westgate Dr. Apt 6 Monticello, AR 71655 870-723-2002 Bdb1227@uamont.edu	Intern I	Early Childhood	Dr. Terrell	N/A	Anita Skinner (W/F) 2 nd MES Liz Richey (W/F) 4 th MIS Crystal Grimes (W/F) 4 th MIS
		Elizabeth Tyler (W/F) 382 East Willis Monticello, AR 71655 870-723-0018 EMT6226@uamont.edu	Intern II	Early Childhood	Pam Beard	N/A	Paula Lane (W/F) 1 st
	Mary Donaldson mdonaldson@monticello.k12.ar.us	Judy Owens (W/F) 1148 Hwy 138 Monticello, AR 71655 870-367-6189/870-723-4222 jawowens@yahoo.com	Intern II	Early Childhood	Dr. Jones	N/A	Linda Tyler (W/F) K
		Heather Adcock (W/F) 1212 N. Main Monticello, AR 71655 870-723-3899 HLA4407@uamont.edu	Intern I	Early Childhood	Dr. Longing	N/A	Jackie Koone (W/F) (K) MES Elizabeth Nowlen (W/F) 4 th MIS Tina Harrison (W/F) 4 th MIS
Monticello Middle 280 Clyde Ross Dr Monticello, AR 71655 870-367-4040	Jerry Martens jmartens@monticello.k12.ar.us	Tandy Trotter (W/F) 532 South Gabbert Street Monticello, AR 71655 870-807-0107 Trt0102@uamont.edu	Intern II	Middle Childhood	Dr. Longing	N/A	C.C. O'Bryant (W/F) MMS 6 th

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
		Courtney Hamilton (W/F) 105 South Bradley Warren, AR 71671 870-820-4641 Ceh2028@uamont.edu	Intern II	Physical Education	Barbie Johnson	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	Kate Kelley (W/F) 413 South Main Street Monticello, AR 71655 870-367-8447 / 820-2546 mkk0422@uamont.edu	Intern II	Physical Education	Barbie Johnson	N/A	Steve Fleming (W/M) MMS Kenny Pace (W/M) MMS
		Tori Covington (W/F) P.O. Box 2268 Monticello, AR 71656 870-723-0651 Drendnab06@hotmail.com /tnc5427@uamont.edu	Intern II	Music	Dr. Terrell		Matt Teague (W/M) MHS 12 th Haley Greer (W/F) MIS
Drew Central Elem. 250 University Drive Monticello, AR 71665 870.367.6893	Mike Johnston mjohnston@drewcentral.org	Henry Shifflet (W/M) 519 Springbranch Drive Monticello, AR 71655 870-308-0399 Hrs.teacher@yahoo.com	Intern II	Early Childhood	Pam Beard	N/A	Bonnie Cruce (W/F) 1 st
		Titiana Brown (B/F) 408 Kennedy Blvd. Monticello, AR 71655 870-723-7059 titianabrown@yahoo.com	Intern II	Early Childhood	Dr. Martin	N/A	Nola Higginbottom (W/F) 3 rd
		Sarah Eubanks (W/F) 607 Old Sixteenth Section Rd Wilmar, AR 71675 870-723-8955 See5006@uamont.edu	Intern I	Early Childhood	Dr. Martin	N/A	Deborah West (W/F) Pre-K Miranda Cater (W/F) 4 th

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<p>Drew Central Elem. 250 University Drive Monticello, AR 71665 870.367.6893</p> <p>Drew Central Middle School 250 University Drive Monticello, AR 71665 870.367.5235</p> <p>Drew Central High School 250 University Drive Monticello, AR 71665 870.367.6893</p>	<p>Mike Johnston mjohnston@drewcentral.org</p> <p>Joy Graham jgraham@drewcentral.org</p> <p>Frank Ferguson fferguson@drewcentral.org</p>	<p>Matthew Malone (W/M) 162 Tanglewood Drive Monticello, AR 71655 318-426-2268 Mcm0423@uamont.edu</p>	Intern II	Physical Education	Dr. King	N/A	<p>Michael Goad (W/M) Middle School/High School</p> <p>Coach Spencer P-8</p>
<p>McGehee Elementary 409 Oak Street McGehee, AR 71654 870-222-3670</p>	<p>Twilla Hardin twilla.hardin@msd.k12.ar.us</p>	<p>Amanda McGraw (W/F) 606 North Third McGehee, AR 71654 870-501-4643 Ajm5004@uamont.edu</p>	Intern II	Early Childhood	Dr. Martin	N/A	<p>Paula Crose (W/F) Kindergarten</p>
		<p>Melissa Lamb (W/F) 1413 Waldrup Lane Tillar, AR 71670 870-222-7221 Mjl0011@uamont.edu</p>	Intern I	Early Childhood	Dr. Jones	N/A	<p>Anita Gill (W/F) 1st</p> <p>Debbie Jennings (W/F) 4th</p>
<p>Eastside Elementary 408 North Bradley Warren, AR 71671 870-226-6761</p>	<p>Sara Weaver weavers@warren.k12.ar.us</p>	<p>Lauren Russell (W/F) 472 Bradley 42 West Hermitage, AR 71647 870-952-0203 lbr4607@uamont.edu</p>	Intern I	Early Childhood	Dr. Zimmerly	N/A	<p>Joy Jackson (W/F) 3rd</p> <p>LaDonna Marsh (W/F) K</p>

School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Warren Middle School 210 John Scobey Dr Warren, AR 71671 870.226.2484	Glenetta Burks burksq@warren.k12.ar.us	Regina Spraggins (W/F) P.O. Box 965 Warren, AR 71671 spragalag@sbcglobal.net (870) 226-5324 (870) 820-4054 (cell)	Intern II	Middle Childhood	Dr. Zimmerly	N/A	Kristie Ridgell (B/F) 7 th
Allbritton Elementary 517 East Lincoln Street Hamburg, AR 71646 870.853.2820 Hamburg Junior High 412 Serrett Hamburg, AR 71646 870-853-2811	Lisa Atkins latkins@hhs.k12.ar.us Kent Broughton kbrought@hhs.k12.ar.us	Whytnie Kemp (W/F) 123 North Center Street Crossett, AR 71635 870-500-3606 WMK1303@uamont.edu	Intern II	Middle Childhood	Pam Beard	N/A	Linda Chapman (W/F) 8 th
Noble Elementary School East Lincoln Street Hamburg, AR 71646 870.853.2836	Tracy Streeter tstreeter@hca.sesc.k12.ar.us	Jeanie Ralph (W/F) 335 Ashley 20 Road Crossett, AR 71635 870-853-6784 jeanieralph@gmail.com	Intern II	Early Childhood	Paula Atwell	N/A	Kim Ballard (W/F) 1 st
Allbritton Elementary 517 East Lincoln Street Hamburg, AR 71646 870.853.2820	Lisa Atkins latkins@hhs.k12.ar.us	Mary Livingston (W/F) 840 Ashley 461 Hamburg, AR 71646 870-853-2511 MLL1219@UAMONT.EDU	Intern I	Early Childhood	Sarah Hilton	N/A	Mrs. Nutter (W/F) K Mrs. Elliot (W/F) 3 rd
School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher

<p>Star City Middle School 206 Cleveland Star City, AR 71667 870-628-5125</p> <p>Jimmy Brown Elementary School 206 Cleveland Star City, AR 71667 870-628-5111</p> <p>Star City High School 206 Cleveland Star City, AR 71667 870-628-4111</p>	<p>Susan White swhite@starcity.k12.ar.us</p> <p>Hope Robinson hrobinso@starcity.k12.ar.us</p> <p>Mike Walker mwalker@starcity.k12.ar.us</p>	<p>Jessica Heird (W/F) 1221 Highway 425 S Apt 6 Monticello, AR 71655 870-540-9624 Jlh5319@uamont.edu</p>	Intern II	Physical Education	Dr. King	N/A	Greg White (W/M) High School
<p>Jimmy Brown Elementary School 206 Cleveland Star City, AR 71667 870-628-5111</p>	<p>Hope Robinson hrobinso@starcity.k12.ar.us</p>	<p>Stephanie Trantham W/F) 1215 Cane Creek Road Star City, AR 71667 870-395-0987 Sat2627@uamont.edu</p>	Intern I	Early Childhood	Sarah Hilton	NA	Angela Moore (W/F) 2 nd Kim Madar (W/F) K
<p>Woodlawn Elem. 6760 Hwy 63 Rison, AR 71665 870-357-2211</p>	<p>Genell Davis gdavis@bears.k12.ar.us</p>	<p>Julie Sandine (W/F) 790 Cole Road Rison, AR 71665 870-818-5259 Jls3625@uamont.edu</p>	Intern II	Early Childhood	Paula Atwell	N/A	Dana Gavin 2 nd
<p>Central Elementary 101 Court Street Dumas, AR 71639 870-382-4954</p> <p>Reed Elementary 709 South Cherry Street Dumas, AR 71639 870-382-5363</p>	<p>Mildred Miles mmiles@dumas.k12.ar.us</p> <p>JoCarol Burnett jburnett@dumas.k12.ar.us</p>	<p>Kim Hauk (W/F) 401 East Bowles Dumas, AR 71639 501-908-1210 KNH3015@uamont.edu</p> <p>Latrica Mingo (B/F) 622 West Jones Street Dumas, AR 71639 Lsm2512@uamont.edu 870-377-2638</p>	Intern I	Early Childhood	Karyn Jones	N/A	Kristie Strother (W/F) 4 th Mandy Harris (W/F) 1 st
			Intern I	Early Childhood	Karyn Jones	N/A	Mandy Harris (B/F) 1 st Kristi Strother (W/F) 4 th
School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
<p>Whitten Elementary 175 Walnut Street Marianna, AR 72360 870-295-7118</p>	<p>Willie Murdock</p>	<p>Elizabeth Walker (W/F) 26 Lee Road 705 Marianna, AR 72360 Eaw0323@uamont.edu</p>	Intern I	Early Childhood	Samella Williams	N/A	Melanie Holloway (B/F) K Seretha Bracely (B/F) 3 rd

		870-768-5664					Holly Garrison (W/F) 3 rd
Crossett Elementary 1200 Camp Road Crossett, AR 71635 870-364-6521	Veronica Robinson vrobinson@csd.k12.ar.us	Ashley Fuller (W/F) 601 Cedar Street Crossett, AR 71635 ANDF2620@UAMONT.EDU 870-415-1287	Intern I	Early Childhood	Sarah Hilton	N/A	Traci Allen (W/F) 2 nd Gayla Sydoriak (W/F) K
		Kaleigh Griffis (W/F) 132 E. Johnson Ave. Crossett, AR 71635 K_griffis1@hotmail.com /keh0421@uamont.edu	Intern I	Early Childhood	Sarah Hilton	N/A	Sandy McDill (W/F) 1 st Jan Hambrick (W/F) 2 nd
		Bridget White (W/F) 1522 Plum Street Crossett, AR 71635 Bjw0510@uamont.edu 870-304-1726	Intern I	Early Childhood	Sarah Hilton	N/A	Tara Hinkle (W/F) 1 st Karen Allen (W/F) Pre-K
2+2 School	Principal	Student	Position	Major	UAM Supervisor	Content Supervisor	Cooperating Teacher
Northwest Elementary 1600 N. College Ave, El Dorado, AR 71730 870-864-5078	Melissa Powell mpowell@hg.scsc.k12.ar.us	Tammy Waller (W/F) P.O. Box 10141 El Dorado, AR 71730 870-918-9227 Tmwaller81@aol.com	Intern II	Early Childhood	Mary Pat Cook	N/A	Mrs. Nancy Bailey (W/F) 3 rd
Yocum Elementary School 308 South College St. El Dorado, AR 71730 870-864-5096	Kelly Walters lvoris@esd.scsc.k12.ar.us	Stephanie Beard (W/F) 124 Harrison Road El Dorado, AR 71730 870-863-4930 ssbeard@hotmail.com	Intern II	Early Childhood	Mary Pat Cook	N/A	Mrs. Kathy Sixbey (W/F) 1 st
Marvell Primary Elementary School P.O. Box 1870 Marvell, AR 72366 870.829.2946	Sylvia Moore	Nicole Harris (B/F) P.O. Box 454 Marvell, AR 72366 870-829-2077 870-995-0567 Nsh2324@uamont.edu	Intern II	Early Childhood	Samella Williams	N/A	Dana McCormick (W/F) 2 nd
Westside Elementary	Jewel Hamilton	Rebekah Kendrick (W/F)	Intern II	Early	Samella	N/A	

<p>339 South Ashlar West Helena, AR 72390 870-572-3422</p>	<p>jhamilton@hwh.grsc.k12.ar.us</p>	<p>131 Sequoia West Helena, AR 72390 870-816-0567 rebekahkendrick@sbcglobal.net</p>		<p>Childhood</p>	<p>Williams</p>		<p>Amy Lanham 3rd</p>
<p>Park Avenue Elementary 1202 S. Park Avenue Stuttgart, AR 72160 870-673-3563</p>	<p>Dr. Tracy Tucker ttucker@sps.k12.ar.us</p>	<p>Christy Hickman (W/F) 1109 Cedar Street Stuttgart, AR 72160 870-830-3135 hickmanchristy@yahoo.com</p>	<p>Intern II</p>	<p>Early Childhood</p>	<p>Phyllis Fullerton</p>	<p>N/A</p>	<p>Paula Newton (W/F) 4th</p>

School of Education Honor Graduates 2010-11

BA	Beard,Stephanie S	ERLYCH_MAJ	P-4 Early Childhood Education (BA)	MAGNA CUM LAUDE
BA	Cardin,Sarah E	ERLYCH_MAJ	P-4 Early Childhood Education (BA)	CUM LAUDE
BA	Hickman,Christy R	ERLYCH_MAJ	P-4 Early Childhood Education (BA)	MAGNA CUM LAUDE
BA	Kendrick,Rebekah	ERLYCH_MAJ	P-4 Early Childhood Education (BA)	SUMMA CUM LAUDE
BA	Owens,Judy A	ERLYCH_MAJ	P-4 Early Childhood Education (BA)	CUM LAUDE
BA	Sandine,Julie L	ERLYCH_MAJ	P-4 Early Childhood Education (BA)	CUM LAUDE
BA	Waller,Tammy R	ERLYCH_MAJ	P-4 Early Childhood Education (BA)	SUMMA CUM LAUDE
BME	Covington,Tori N	MUS_ED_MAJ	Music Education (BME)	MAGNA CUM LAUDE
BS	Falcon,Bethany J	HPE_EX_MAJ	HPE Exercise Science Option (BS)	CUM LAUDE
BS	Gilbert,Keri L	HPE_EX_MAJ	HPE Exercise Science Option (BS)	CUM LAUDE
BS	Knapp,Cayla J	HPE_EX_MAJ	HPE Exercise Science Option (BS)	CUM LAUDE
BA	Kemp,WhytnieAnna M	MLED_MAJ	Middle Level Education (BA)	MAGNA CUM LAUDE
BA	Squyres,Betty M	MLED_MAJ	Middle Level Education (BA)	CUM LAUDE

School of Education Majors: Fall 2008 – Fall 2010

	Fall 2008	Fall 2009	Fall 2010
Early Childhood (P-4)			
Freshman	66	57	66
Sophomore	28	45	37
Junior	34	27	35
Senior	31	50	38
Pre-Freshman	2	1	0
Special (non-degree seeking)	0	1	0
Post Bachelor	1	1	1
Total	162	182	177

School of Education Majors: Fall 2008 – Fall 2010			
Middle-Level Education (4-8)	Fall 2008	Fall 2009	Fall 2010
Freshman	11	15	23
Sophomore	2	9	9
Junior	7	3	9
Senior	3	11	8
Pre-Freshman	1	1	0
Special (non-degree seeking)	0	0	0
Post Bachelor	0	0	0
Total	24	39	49
Teacher Licensure			
	Fall 2008	Fall 2009	Fall 2010
Freshman	0	0	0
Sophomore	0	0	0
Junior	0	0	0
Senior	0	0	0
Pre-Freshman	0	0	0
Special (non-degree seeking)	0	0	4
Post Bachelor	8	10	0
Total	8	10	4
Health & PE- Licensure			
	Fall 2008	Fall 2009	Fall 2010
Freshman	36	46	48
Sophomore	17	31	19
Junior	16	16	25
Senior	22	28	17
Pre-Freshman	2	2	0
Special (non-degree seeking)	0	0	0
Post Bachelor	2	1	0
Total	95	124	109
Health & PE - Non-Licensure (BA/BS)			
	Fall 2008	Fall 2009	Fall 2010
Freshman	9	13	21
Sophomore	11	12	6
Junior	19	16	11
Senior	27	40	32
Pre-Freshman	1	0	0
Special (non-degree seeking)	0	0	0
Post Bachelor	0	2	0
Total	67	83	70

School of Education Majors: Fall 2008 – Fall 2010			
Health & PE - Exercise Science	Fall 2008	Fall 2009	Fall 2010
Freshman	4	4	17
Sophomore	8	6	5
Junior	10	11	11
Senior	8	19	13
Pre-Freshman	0	0	0
Special (non-degree seeking)	0	0	0
Post Bachelor	0	0	0
Total	30	40	46
Grad Ed - Secondary Emphasis (M.Ed.)			
Total	0	0	0
Grad Ed - M.Ed. (Teacher Leader and SPED Emphasis)			25
Total	33	30	25
Grad Ed - Ed. Leadership (M.Ed.)	17	17	12
Total	17	17	12
Grad Ed - Master of Arts-Teaching (M.A.T.)			
Total	41	41	72
Grad Endorsement/ Cert. SPED			2
Unit Totals	477	566	566
Secondary Education Program (Arts/Humanities & SOE)			
Music Education			
Freshman	9	11	10
Sophomore	3	5	6
Junior	6	5	4
Senior	7	8	7
Pre-Freshman	2	1	0
Post Bachelor	0	1	0
Total	27	31	27

Number of 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		

Number of 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 Faculty Information

All faculty in the unit are qualified to contribute to the advancement of candidate content knowledge, pedagogical content knowledge, knowledge of diversity, knowledge of technology, and professionalism as outlined in the five strands of the conceptual framework. Not only does the conceptual framework serve as the foundation for program development and assessment of candidate proficiency, but it also describes the knowledge base, competencies, and dispositions expected of the unit faculty. All full-time and part-time faculty must be qualified and be able to model the expertise described in the conceptual framework strands. Full-time faculty are required to contribute to the profession in scholarship and service. Unit faculty create challenging and collegial learning environments that foster the understanding of complex subject matter as well as competencies in implementing research-based instructional strategies, critical analysis and reflection, global and multicultural perspectives, effective communication and interpersonal skills, leadership, social responsibility and lifelong learning. Unit faculty model the facilitation of teaching and learning so that candidates understand how knowledge is constructed and use this information to meet the diverse needs of the P-12 population. The majority(13 of 14) of the unit faculty have public school teaching experience and hold a teaching license. All unit full-time and adjunct faculty members are Pathwise trained. Earned doctorates are an indication of strong knowledge and expertise. All tenured and tenure-track professional

education faculty have doctorate degrees. All instructors and adjunct faculty members have master’s degrees or higher and expertise in the content they teach. Unit faculty are also committed to developing educators who collaborate with their professional partners and engage in local, state and national endeavors in teaching, scholarship, and service. To reach that goal, members of the unit regularly collaborate with their professional colleagues in local schools to stay current in research based model programs and initiatives. The unit, arts, sciences, and music education faculty serve as liaisons between the public schools and the unit through the Professors Partnering with Professionals ERZ initiative. Faculty from these units also team-teach with public school faculty in university and public school classrooms and collaborate in professional presentations.

School of Education Student Semester Credit Hour Data

Faculty Member	SSCH Summer II 2010	SSCH Fall 2010	SSCH Spring 2011	SSCH Summer I 2011	Total SSCH
Beard, Pam	0	288	249	90	627
Byrd, Shellye	0	96	93	0	189
Brezee’, Scott	0	0	60	36	96
Doss, Peggy	0	0	33	0	33
Early, Alvy	0	60	0	0	60
Eargle, J	5	0	0	0	5
Fairris, S. (adjunct)	0	15	0	0	15
Frazer, Memory	96	332	340	48	816
Gentry, Julie	0	102	96	0	198
Givhan, Debbie	48	189	195	39	471
Gragg B. (adjunct)	171	0	0	0	171
Harvey, John	0	62	0	0	62
Hill, Marcus	0	0	60		60
Hunnicut, Donna	54	144	166	0	364
Jackson, JR	0	14	19	0	33
Jackson, Trudy (Adjunct)	0	6	12	0	18
Jackson, William	0	0	24	0	24
Johnson, B.	0	378	429	0	8
Jones, CM	6	407	95	108	616
Jones, Tracie	0	57	60	0	117
King, Kathy	54	288	342	0	684
Lang Brown, Vera	0	153	180	0	333
Level, Kim	0	306	399	0	705
Longing, Jeff	168	273	312	39	792
Martin, Sue	30	75	52	11	168
Massey, CD	96	336	366	138	936
Manley, Kyle	28	86	0	0	114
Mathews, RG	0	24	0	0	24
Middleton, Matt	0	0	66	0	66
Newton, Rebecca	78	165	72	18	333

Scott, Keith	0	0	8	0	8
Shingler, Casey	0	0	72	0	72
Sharpe, G.A.	0	4	0	0	4
Terrell, Max	0	129	312	30	471
Wilson, Whitney	0	75	90	57	222
Zimmerly, Alayne	0	234	234	96	564
Total SSCH 10-11	834	4298	4436	710	9479
Total SSCH 09-10	843	4192	4611	1025	10,671
Total SSCH08-09	691	3652	3753	863	8959

Summer II 2010

Prefix/Num	Sec	Credit	Enroll	SSCH	Faculty
EDFD5043	90	3	27	81	Longing J
EDFD5043	91	3	29	87	Longing J
EDFD5053	90	3	18	54	Hunnicut D
EDFD5063	90	3	28	84	Gragg Betty
EDFD5063	91	3	29	87	Gragg Betty
EDLD5033	01	3	10	30	Martin Sue
EDUC2253	90	3	16	48	Givhan D
EXSC2163	90	3	7	21	King KB
EXSC4533	90	3	15	45	Frazer M
P E 1031	01	1	5	5	Eargle J K
P E 2113	90	3	13	39	Newton RS
P E 2113	91	3	13	39	Newton RS
P E 2203	90	3	13	39	Massey CD
P E 2262	01	2	14	28	Manley Kyle
P E 3523	90	3	17	51	Frazer M
P E 4603	01	3	11	33	King KB
P E 4713	90	3	19	57	Massey CD

Fall 2010

Prefix/Num	Sec	Course Name	Credit	Enroll	SSCH	Delivery	Faculty
ECED 463V	01	CLIN INTERN II (P-4	15.00	3	45		LEVEL KIM L
ECED1053	01	ENVIRONS EARLY CHI	3.00	10	30		JONES C MORRELL
ECED1063	01	FOUNDATIONS ECE	3.00	9	27		JONES C MORRELL
ECED2103	90	CHAR EXCEPTION	3.00	26	78		JONES C MORRELL
ECED2103	95	CHAR EXCEPTION	3.00	2	6	CIV	JONES C MORRELL
ECED2103	97	CHAR EXCEPTION	3.00	1	3	CIV	JONES C MORRELL
ECED2103	99	CHAR EXCEPTION	3.00	6	18	CIV	JONES C MORRELL
ECED2213	01	CHILD & LANG DEVEL	3.00	25	75		JONES C MORRELL
ECED2223	01	DEV CRIT LIT SKILL	3.00	24	72		MARTIN SUE S
ECED2223	95	DEV CRIT LIT SKILL	3.00	2	6	CIV	MARTIN SUE S
ECED2223	97	DEV CRIT LIT SKILL	3.00	1	3	CIV	MARTIN SUE S

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ECED2223	99	DEV CRIT LIT SKILL	3.00	6	18	CIV	MARTIN SUE S
ECED3353	90	EARLY CHILDHOOD ED	3.00	31	93		JONES C MORRELL
ECED3353	95	EARLY CHILDHOOD EDU	3.00	2	6	CIV	JONES C MORRELL
ECED3353	97	EARLY CHILDHOOD ED	3.00	1	3	CIV	JONES C MORRELL
ECED3353	99	EARLY CHILDHOOD ED	3.00	6	18	CIV	JONES C MORRELL
ECED4333	01	MATH/SCI YOUNG CHD	3.00	12	36		JONES C MORRELL
ECED4343	01	LITERACY ACQUIS	3.00	12	36		LEVEL KIM L
ECED4363	01	LANG ARTS/SOC STUD	3.00	12	36		MARTIN SUE S
ECED4603	01	CLN INTERN I	3.00	8	24		LEVEL KIM L
ECED4603	02	CLN INTERN I	3.00	4	12		LEVEL KIM L
EDFD5293	60	SPECIAL TOPIC	3.00	2	6		JACKSON TRUDY HUNNICUTT DONNA R
EDFD5553	01	CAPSTONE/RES SEM	3.00	4	12		
EDLD5213	90	PUB SCHL ORGA/ADMI	3.00	6	18	Web	LANG VERA L
EDLD5223	61	SUPERVISION INSTRU	3.00	6	18		MARTIN SUE S
EDLD5483	61	CURRICULUM DEVEL	3.00	10	30		TERRELL S MAX
EDLD5653	01	INTERN ED LDRSHIP	3.00	4	12		LANG VERA L
EDLD5663	01	INTERNSHIP ED LEADERSHIP	3.00	1	3		MARTIN SUE S
EDUC 198V	01	SPECIAL TOPIC	2.00	9	18		MARTIN SUE S
EDUC 198V	02	SPECIAL TOPIC	2.00	7	14		JONES C MORRELL
EDUC 460V	01	CLIN INTERN I	6.00	2	12		LEVEL KIM L
EDUC 460V	02	CLIN INTERN I	3.00	3	9		LEVEL KIM L
EDUC1143	01	EDUC SCL & SOCIETY	3.00	23	69		LONGING JEFF
EDUC1143	02	EDUC SCL & SOCIETY	3.00	18	54		LONGING JEFF
EDUC1143	03	EDUC SCL & SOCIETY	3.00	24	72		BEARD PAMELA S
EDUC1143	05	EDUC SCL & SOCIETY	3.00	22	66		LANG VERA L
EDUC1143	61	EDUC SCL & SOCIETY	3.00	9	27		TERRELL S MAX
EDUC2233	01	INSTRUCTIONAL TECH	3.00	25	75		LONGING JEFF
EDUC2233	02	INSTRUCTIONAL TECH	3.00	25	75		LONGING JEFF
EDUC2233	61	INSTRUCTIONAL TECH	3.00	19	57		JONES, TRACIE A
EDUC2253	01	NEEDS OF DIV LNRS	3.00	26	78		BEARD PAMELA S
EDUC2253	02	NEEDS OF DIV LNRS	3.00	25	75		LANG VERA L
EDUC3203	02	EDUCATIONAL PSYCHOLOGY	3.00	12	36		TERRELL S MAX
EDUC3563	01	EFF INST/MGMT STRA	3.00	12	36		TERRELL S MAX
EDUC3583	90	ASSESS YOUNG CHIL	3.00	32	96		BEARD PAMELA S
EDUC3583	95	ASSESS YOUNG CHIL	3.00	2	6	CIV	BEARD PAMELA S
EDUC3583	97	ASSESS YOUNG CHIL	3.00	6	18	CIV	BEARD PAMELA S
EDUC3583	99	ASSESS YOUNG CHIL	3.00	6	18	CIV	BEARD PAMELA S
EDUC5023	90	CRIT LIT CURRICULU	3.00	33	99	Web	LEVEL KIM L
EDUC5033	90	TEACH DIVERSE LRNR	3.00	16	48	Web	GIVHAN DEBORAH L
EDUC5033	91	TEACH DIVERSE LRNR	3.00	19	57	Web	GIVHAN DEBORAH L HUNNICUTT DONNA R
EDUC5803	01	MAT INTERN I	3.00	25	75		

EDUC5803	02	MAT INTERN I	3.00	19	57		HUNNICUTT DONNA R
EXSC4503	01	EXERCISE PRESCRIPT	3.00	12	36		FRAZER MEMORY B
EXSC4513	90	EXERCISE CERT PREP	3.00	17	51	Web	FRAZER MEMORY B
EXSC4623	01	COMM REC INTERN	3.00	14	42		FRAZER MEMORY B
EXSC4806	01	INTERNSHIP-WELLNES	6.00	1	6		FRAZER MEMORY B
MLED 463V	01	CLN INTERN II	15.00	1	15		LEVEL KIM L
MLED3103	01	PROG & PRACT MD LV	3.00	5	15		FAIRIS STACEY A ZIMMERLY CAROLYN A
MLED4513	01	TCH & LRNG MIDDLE	3.00	6	18		ZIMMERLY CAROLYN A
MLED4523	01	LIT ACROSS CURRIC	3.00	3	9		A
MLED4603	01	CLN INTERN I (MID)	3.00	3	9		LEVEL KIM L ZIMMERLY CAROLYN A
MLED5053	90	TCH/LRN MIDDLE GRD	3.00	19	57	Web	A
MLED5053	91	TCH/LRN MIDDLE GRD	3.00	17	51	Web	ZIMMERLY CAROLYN A
MLED5073	90	LIT ACROSS CURR	3.00	33	99	Web	ZIMMERLY CAROLYN A
PE 479V	01	INDEPENDENT STUDY	3.00	1	3		KING KATHY B
PE 479V	02	INDEPENDENT STUDY	2.00	2	4		SHARPE, G. A
PE1011	01	WGHT TRN MEN & WOM	1.00	24	24		MATHEWS, R G
PE1021	01	RECR TN ACTIVITIES	1.00	14	14		JACKSON, JULIUS R
PE1081	01	CVR FITNESS CLASS	1.00	32	32		FRAZER MEMORY B
PE1443	01	TEAM SPORTS	3.00	34	102		GENTRY, JULIE M
PE1453	01	INDIVIDUAL SPORTS	3.00	28	84		MASSEY C. DWAYNE
PE2113	01	NUTRITION	3.00	30	90		NEWTON REBECCA S JOHNSON BARBARA G
PE2113	02	NUTRITION	3.00	25	75		G
PE2113	90	NUTRITION	3.00	32	96	Web	NEWTON REBECCA S JOHNSON BARBARA G
PE2203	01	HEALTH-WELLNESS PR	3.00	27	81		G
PE2203	90	HEALTH-WELLNESS PR	3.00	24	72	Web	JOHNSON BARBARA G
PE2213	01	GYMNASTICS/RHYTHMS	3.00	25	75		KING KATHY B
PE2213	02	GYMNASTICS/RHYTHMS	3.00	12	36		KING KATHY B
PE2262	02	OFFICIATING	2.00	31	62		HARVEY, JOHN
PE2272	01	FIRST AID/CPR	2.00	25	50		FRAZER MEMORY B
PE2313	01	CARE & PREVENT INJ	3.00	25	75		WILSON, WHITNEY A
PE2313	02	CARE & PREVENT INJ	3.00	32	96		BYRD, SHELLYE K
PE2703	01	THEORY/PRN PE/COAC	3.00	32	96		MASSEY C. DWAYNE
PE3372	01	COACH BASEBL/SOFTB	2.00	30	60		EARLY, ALVY E
PE3422	01	COACH BASKETBALL	2.00	38	76		SHARPE, G. A
PE3472	02	COACHING FOOTBALL	2.00	43	86		MANLEY, KYLE T
PE3503	01	ADAPTIVE PE	3.00	26	78		JOHNSON BARBARA

							G
							JOHNSON BARBARA
PE3553	01	CHILD GROWTH M-DEV	3.00	24	72		G
PE4401	01	LAB ANATOMICAL KIN	1.00	10	10		FRAZER MEMORY B
PE4603	01	TESTS & MEASUREMEN	3.00	29	87		KING KATHY B
PE4643	01	ANAT KINESIOLOG	3.00	35	105		FRAZER MEMORY B
PE4663	01	METHDS/MATRLS PE	3.00	29	87		KING KATHY B
PE4713	90	SPORT ADMIN	3.00	27	81	Web	MASSEY C. DWAYNE
PE4713	91	SPORT ADMIN	3.00	25	75	Web	MASSEY C. DWAYNE
SPED5093	01	COLLAB/CONSUL INCL	3.00	18	54		GIVHAN DEBORAH L
SPED5113	01	P-4 INTRO TCH DIS	3.00	8	24		GIVHAN DEBORAH L
SPED5133	01	4-12 INTRO TCH DIS	3.00	2	6		GIVHAN DEBORAH L

Spring 2011

ECED 463V	01	CLIN INTERN II (P-4)	15.00	11	165		LEVEL KIM L
ECED1043	01	DEV/CURR EARLY CHL	3.00	8	24		JONES C MORRELL
ECED1071	01	INTRO TO PRACTICUM	1.00	8	8		JONES C MORRELL
ECED1082	01	PRACTICUM I	2.00	8	16		JONES C MORRELL
ECED2223	01	DEV CRIT LIT SKILL	3.00	3	9		MARTIN SUE S
ECED3303	01	STRAT TCHG SPEC ST	3.00	23	69		GIVHAN DEBORAH L
ECED3303	90	STRAT TCHG SPEC ST	3.00	2	6		GIVHAN DEBORAH L
ECED3303	91	STRAT TCHG SPEC ST	3.00	6	18		GIVHAN DEBORAH L
ECED3303	92	STRAT TCHG SPEC ST	3.00	1	3		GIVHAN DEBORAH L
ECED4333	01	MATH/SCI YOUNG CHD	3.00	13	39		JONES C MORRELL
ECED4343	01	LITERACY ACQUIS	3.00	13	39		LEVEL KIM L
ECED4363	01	LANG ARTS/SOC STUD	3.00	13	39		MARTIN SUE S
ECED4603	01	CLN INTERN I	3.00	4	12		LEVEL KIM L
EDFD 503V	01	PRACTICUM/RESEARCH	1.00	1	1		HUNNICUTT DONNA
EDFD5073	61	RESEARCH/ASSESS IMPR	3.00	10	30		HUNNICUTT DONNA
EDLD5623	61	PRACTICAL LEADRSHP	3.00	11	33		DOSS, PEGGY M
EDLD5633	61	USING DATA SCH IMP	3.00	10	30		BEARD PAMELA S
EDLD5653	01	INTERN ED LDRSHIP	3.00	3	9		LANG VERA L
EDLD5663	01	INTERNSHIP ED LEAD	3.00	2	6		LANG VERA L
EDUC 198V	02	SPECIAL TOPIC	2.00	4	8		JONES C MORRELL
EDUC 198V	03	SPECIAL TOPIC	2.00	2	4		MARTIN SUE S
EDUC 460V	02	CLIN INTERN I	3.00	2	6		LEVEL KIM L
EDUC 460V	04	CLIN INTERN I	6.00	7	42		LEVEL KIM L
EDUC 463V	01	CLINICAL INTERN II	15.00	6	90		LEVEL KIM L
EDUC1143	01	EDUC SCL & SOCIETY	3.00	24	72		TERRELL S MAX
EDUC1143	02	EDUC SCL & SOCIETY	3.00	25	75		TERRELL S MAX
EDUC2233	01	INSTRUCTIONAL TECH	3.00	25	75		LONGING JEFF

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EDUC2233	02	INSTRUCTIONAL TECH	3.00	22	66		LONGING JEFF
EDUC2233	61	INSTRUCTIONAL TECH	3.00	20	60		JONES, TRACIE A
EDUC2253	01	NEEDS OF DIV LNRS	3.00	24	72		LANG VERA L
EDUC2253	02	NEEDS OF DIV LNRS	3.00	28	84		BEARD PAMELA S
EDUC3203	01	PSYCHOLOGY EDUCATIONAL	3.00	14	42		TERRELL S MAX
EDUC3203	90	PSYCHOLOGY EDUCATIONAL	3.00	15	45		LANG VERA L
EDUC3203	95	PSYCHOLOGY EDUCATIONAL	3.00	2	6		LANG VERA L
EDUC3203	96	PSYCHOLOGY EDUCATIONAL	3.00	6	18		LANG VERA L
EDUC3203	97	PSYCHOLOGY	3.00	6	18		LANG VERA L
EDUC3563	90	EFF INST/MGMT STRA	3.00	27	81		TERRELL S MAX
EDUC3563	95	EFF INST/MGMT STRA	3.00	2	6		TERRELL S MAX
EDUC3563	96	EFF INST/MGMT STRA	3.00	6	18		TERRELL S MAX
EDUC3563	97	EFF INST/MGMT STRA	3.00	6	18		TERRELL S MAX
EDUC3573	01	CLASSROOM MGMT	3.00	11	33		BEARD PAMELA S
EDUC3573	90	CLASSROOM MGMT	3.00	20	60		BEARD PAMELA S
EDUC3573	95	CLASSROOM MGMT	3.00	2	6	CIV	BEARD PAMELA S
EDUC3573	96	CLASSROOM MGMT	3.00	6	18	CIV	BEARD PAMELA S
EDUC3573	97	CLASSROOM MGMT	3.00	6	18	CIV	BEARD PAMELA S
EDUC5043	90	ASSESS TECH TCHRS	3.00	20	60	Web	ZIMMERLY CAROLYN
EDUC5043	91	ASSESS TECH TCHRS	3.00	19	57	Web	ZIMMERLY CAROLYN
EDUC5043	92	ASSESS TECH TCHRS	3.00	18	54	Web	ZIMMERLY CAROLYN
EDUC5053	90	PUBLIC SCHOOL LAW	3.00	20	60	Web	LONGING JEFF
EDUC5053	91	PUBLIC SCHOOL LAW	3.00	19	57	Web	LONGING JEFF
EDUC5053	92	PUBLIC SCHOOL LAW	3.00	18	54	Web	LONGING JEFF
EDUC5813	61	MAT INTERN II	3.00	23	69		HUNNICUTT DONNA
EDUC5813	62	MAT INTERN II	3.00	22	66		HUNNICUTT DONNA
EXSC 479V	01	INDEPENDENT STUDY	6.00	3	18		FRAZER MEMORY B
EXSC1012	90	CONCEPTS FITNESS	2.00	25	50	Web	FRAZER MEMORY B
EXSC2163	90	SPORT ENTREPRENEUR	3.00	24	72	Web	KING KATHY B
EXSC3323	01	STRENGTH/CONDITION	3.00	38	114		MASSEY C DWAYNE
EXSC4523	01	GERIA/THERAP INTRN	3.00	10	30		FRAZER MEMORY B
EXSC4533	61	SPORTS PSYCHOLOGY	3.00	28	84		MASSEY C DWAYNE
EXSC4683	01	METH/TECH EX SCI	3.00	8	24		FRAZER MEMORY B
MLED 463V	01	CLN INTERN II	15.00	3	45		LEVEL KIM L
MLED3113	91	LRN DEV EARLY ADOL	3.00	14	42		ZIMMERLY CAROLYN
MLED5063	90	EARLY ADOLESCENCE	3.00	7	21	Web	ZIMMERLY CAROLYN
PE 479V	01	INDEPENDENT STUDY	3.00	2	6		KING KATHY B
PE1011	01	WGHT TRN MEN & WOM	1.00	24	24		JACKSON, WILLIAM
PE1021	01	RECR TN ACTIVITIES	1.00	8	8		SCOTT, KEITH

PE1131	01	FITNESS AEROB D	1.00	20	20		FRAZER MEMORY B
PE1443	01	TEAM SPORTS	3.00	32	96		GENTRY, JULIE M
PE1453	01	INDIVIDUAL SPORTS	3.00	30	90		JOHNSON BARBARA
PE2113	02	NUTRITION	3.00	32	96		JOHNSON BARBARA
PE2113	90	NUTRITION	3.00	26	78	Web	JOHNSON BARBARA
PE2113	94	NUTRITION	3.00	24	72	Web	NEWTON REBECCA
PE2203	01	HEALTH-WELLNESS PR	3.00	31	93		JOHNSON BARBARA
PE2203	91	HEALTH-WELLNESS PR	3.00	24	72	Web	JOHNSON BARBARA
PE2213	01	GYMNASTICS/RHYTHMS	3.00	30	90		KING KATHY B
PE2262	01	OFFICIATING	2.00	30	60		HILL, MARCUS
PE2272	01	FIRST AID/CPR	2.00	28	56		FRAZER MEMORY B
PE2272	02	FIRST AID/CPR	2.00	29	58		FRAZER MEMORY B
PE2313	01	CARE & PREVENT INJ	3.00	31	93		BYRD, SHELLYE K
PE2313	02	CARE & PREVENT INJ	3.00	30	90		WILSON, WHITNEY
PE3382	01	COACH VOLLEYBALL	2.00	36	72		SHINGLER CASEY M
PE3392	01	COACHING TRACK	2.00	30	60		BREZEE, SCOTT
PE3472	01	COACHING FOOTBALL	2.00	33	66		MIDDLETON, MATT
PE3503	01	ADAPTIVE PE	3.00	29	87		MASSEY C DWAYNE
PE3523	90	EXERCISE PHYSIOLGY	3.00	28	84	Web	FRAZER MEMORY B
PE3553	01	CHILD GROWTH M-DEV	3.00	27	81		KING KATHY B
PE4693	01	METHODS TCH HEALTH	3.00	31	93		KING KATHY B
PE4713	90	SPORT ADMIN	3.00	27	81	Web	MASSEY C DWAYNE
READ5063	61	LITERACY ACROSS CU	3.00	4	12		JACKSON TRUDY
SPED5033	90	CONT ISSUES SPC ED	3.00	16	48	Web	GIVHAN DEBORAH L
SPED5043	01	APPL ASSESSMT DATA	3.00	7	21		GIVHAN DEBORAH L
SPED5103	01	P-4 ADV TEACH METH	3.00	7	21		GIVHAN DEBORAH L
SPED5143	01	4-12 ADV TCH METH	3.00	3	9		GIVHAN DEBORAH L

Summer I 2011

ECED3403	90	FAMILY/COMMUN REL TEACH CULTURALLY DIFF	3.00	28	84	Web	JONES C MORRELL
EDFD5273	90	CH	3.00	6	18	Web	JONES C MORRELL
EDFD5543	01	ISSUES/TRENDS EDUC	3.00	10	30		TERRELL S MAX
EDLD5653	01	INTERN ED LDRSHIP	3.00	1	3		MARTIN SUE S
EDUC 198V	01	SPECIAL TOPIC	2.00	3	6		JONES C MORRELL
EDUC 198V	02	SPECIAL TOPIC	2.00	4	8		MARTIN SUE S
EDUC1143	02	EDUC SCL & SOCIETY	3.00	4	12		LONGING JEFF
EDUC2233	01	INSTRUCTIONAL TECH	3.00	9	27		LONGING JEFF
EDUC5086	01	INTRO TCHG & MTHDS	6.00	16	96		ZIMMERLY CAROLYN
EDUC5086	02	INTRO TCHG & MTHDS	6.00	15	90		BEARD, PAMELA S
EXSC3311	80	PACE CERTIFICATION	1.00	9	9		FRAZER MEMORY B
EXSC4806	01	INTERNSHIP-WELLNES	6.00	5	30		FRAZER MEMORY B

PE1443	01	TEAM SPORTS	3.00	19	57		WILSON, WHITNEY
PE1453	01	INDIVIDUAL SPORTS	3.00	12	36		BREZEE, SCOTT
PE2113	90	NUTRITION	3.00	21	63	Web	MASSEY C DWAYNE
PE2113	91	NUTRITION	3.00	4	12	Web	NEWTON REBECCA
PE2113	92	NUTRITION	3.00	2	6	Web	NEWTON REBECCA
PE2262	01	OFFICIATING	2.00	3	6		HILL, MARCUS
PE2313	01	CARE & PREVENT INJ	3.00	10	30		BYRD, SHELLYE K
PE2703	90	THEORY/PRN PE/COAC	3.00	25	75	Web	MASSEY C DWAYNE
PE3372	01	COACH BASEBL/SOFTB	2.00	12	24		EARLY, ALVY E
PE3382	01	COACH VOLLEYBALL	2.00	7	14		SHINGLER, CASEY M
PE3392	01	COACHING TRACK	2.00	14	28		JACKSON, WILLIAM
PE3461	90	LAB EXER PHYSIOLOG	1.00	9	9	Web	FRAZER MEMORY B
PE3472	01	COACHING FOOTBALL	2.00	9	18		MIDDLETON, MATT
SPED5073	01	PRB & ISSUES INDIV	3.00	13	39		GIVHAN DEBORAH L

Faculty Qualification Summary

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

Faculty Member Name	Highest Degree, Field, & University	Assignment	Faculty Rank	Tenure Track
Beard, Pamela	Master of Education; University of Arkansas at Monticello; Elem. Ed.	Faculty/STEM Director	Instructor	No
Brown, Vera	Ph.D. Ed Administration, Iowa State University	Faculty	Associate Professor	YES
Doss, Peggy	Ed. D, Higher Ed. Adm., UALR	Dean, faculty	Professor	YES
Givhan, Deborah	Educational Specialist, Special Education University of Alabama	Faculty	Instructor	
Hunnicut, Donna	Doctor of Education, Higher Education University of Arkansas at Little Rock	Coordinator for Graduate Programs/NCATE Coordinator	Assistant Professor	YES
Johnson, Barbara	Master of Education; Northeast Louisiana University; Physical Ed.	Faculty	Instructor	No
Jones, C.M.	Ph.D., Instr. & Curr., George Peabody College for Teachers	Faculty	Professor	YES
King, Kathy	Ed.D.* Recreation Administration*University of Georgia	Health and Physical Education Program Coordinator	Associate Professor	YES

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Level, Kim	Masters of Ed. In Elem. Ed.	Partnership Coordinator	Instructor	No
Longing, Jeff	Ed. D. University of Louisiana at Monroe Curriculum and Instruction	Faculty	Assistant Professor	Yes
Martin, Sue	Ed.D, Un. Of AR, Ed. Leadership & Adm.	P-4 Coordinator/faculty	Associate Professor	YES
Massey, Dewayne	EdD Human Performance and Recreation The University of Southern Mississippi	Faculty	Assistant Professor	YES
Terrell, S. Max	Ph.D. in Curriculum and Instruction, Indiana State University	Faculty	Professor	YES
Zimmerly, Alayne	Ph.D., Un. of AR, Fayetteville, Curriculum and Instruction	Faculty	Associate Professor	YES

Active/Current Grant Awards and Projects in the School of Education

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

**** Indicates grants/monies acquired in the 2010-2011 year**

Grant Title	Source of Funding	Amount	Grant Date	Principal Investigator(s)	Comments
**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
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
**Education Renewal Zone	ADE	\$134,023	June 2011	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, 2011	Pam Beard;Gail Snider Math Specialist	Staff development or secondary math teachers
**STEM Grant for Science Specialist	ADE	\$86,500	June 30, 2011	Pam Beard: Gina Richard Science Specialist	Staff development for secondary science teachers
** 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
School of Education Program Support	ADE	\$10,000	No ending date	Peggy Doss: SOE Dean	Provides professional development to prepare quality programs to meet new standards
Program and Faculty Development	ADE	\$5,071	No ending date	Peggy Doss	Provides professional development to prepare quality programs
Program and Faculty Development	ADE	\$2,500	No ending date	Peggy Doss: SOE Dean	Provides professional development to prepare quality programs
Total \$498,921					

Grants Awarded in the School of Education Since 2009

Grant Title	Source of Funding	Amount	Grant Ending Date	Principal Investigator(s)	Comments
**Fostering Algebraic Thinking	Arkansas Department of Higher Education: (ADHE)	\$58,621	5-11-10	Donna Hunnicutt	Prepares mathematics teachers in grades 6-10 to foster algebraic thinking and to be able to conduct hands-on investigations, learn the language of algebraic thinking, structure thinking, and create problem solving skills
**Praxis I Support	Wal-Mart	\$500	4-29-10	Sue Martin	Financial support for students to take the Praxis I test
**STEM Grant for Math Specialist	ADE	\$86,500	June 30, 2010	Peggy Doss; SOE Dean Deanna Duncan: Math Specialist	Staff development or secondary math teachers
**STEM Grant for Science Specialist	ADE	\$86,500	June 30, 2010	Pam Beard: Gina Richard Science Specialist	Staff development for secondary science teachers
**Supplemental Education Services	ADE	\$36,200	Spring 2009	Kim Level: SOE Partnership Coordinator	Interns, UAM faculty, and other qualified tutors provide supplemental instruction for public school districts in southeast Arkansas in after school settings
Arkansas Science & Technology Authority	ADHE	5,000	May 2010	Deanna Duncan	Assists public school teachers in the development of Algebra I lesson plans to be placed on the ASTA SMART web portal and made available to other Algebra I teachers in the state.
Spanish For Teachers	ADHE	50,963	May 2009	Marla Ramirez: SOE Isabel Bacon: Arts and Humanities	A 3 hour graduate course for public school teachers to learn the application of linguistics to mainstream curricula through the study of a foreign language.
AR Adm. Licensure	Walton Fd.	392	NA	Vera Lang Brown:	Assistance for minority candidates to take state test
Minority Recruitment	Walton Foundation	31,695	No ending date	Vera Lang Brown	
Recruitment	ADHE	367	May 2008	Vera Lang Brown:	Recruits students, particularly minorities and women, into math and science teaching
Transition to Teaching	U.S. Department of Education	Original Funding: \$1,450,000 Over 5 years (\$290,000)	September 2009	D. Hunnicutt: SOE Graduate Coordinator/ NCATE Coordinator	Provides 180 teachers over a five year period to teach in the delta

Educational Renewal Zone	ADE	\$142,747	June 2009	Mary Jo Barnett: ERZ Director	Assists public schools in Southeast Arkansas to improve school performance, student academic achievement, develop collaboration among public schools, university and educational cooperative and support teacher recruitment.
Math Specialist	ADE	\$85,500	June 30, 2009	Peggy Doss: SOE Dean/ Deanna Duncan: Math Specialist	Staff development for secondary math teachers
Science Specialist	ADE	\$85,500	June 30, 2009	Peggy Doss: SOE Dean/ Pam Beard: Science Specialist	Staff development for secondary science teachers
TOTAL	\$960,435				

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

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

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

Wii

iPods

Interwrite White Boards

Six (6) document cameras

Three (3) digital video cameras

Three (3) digital still camera

Four (4) LCD Projectors

Apple Power Mac G4

Two (2) DVD players

Three (3) scanners

Eleven (11) Laptops

Three (3) GPS units

Special SOE Projects**Education Renewal Zone**
EXECUTIVE SUMMARY

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

During the first year, many activities were expanded, and some new initiatives were started because of the SoutheastERZ. During the second year, one school was consolidated making the number of partnering high schools 13, and additional initiatives were implemented. During the third year, the Southeast ERZ expanded to include 45 schools, consisting of elementary, middle, and high schools. To assist with this expansion, an Assistant Director was hired. All legislative goals are addressed, but some initiatives have been emphasized because of high needs in the area. In spring 2010, ERZ statewide funding was cut. This impacted Assistant ERZ Director positions being cut from budgets. In October 2010, Southeast ERZ was refunded to hire an Assistant Director, however due to limited qualified applicants the position was not filled for the 2010-2011. The following information provides a summary update of the SoutheastERZ initiatives and projects.

The SoutheastERZ currently has a higher education partner, UAM; SEARK CO-OP; and 49 partnering schools in 15 school districts-- Cleveland County – Kingsland Elementary School, Rison Elementary School, Rison High School; Crossett – Crossett Elementary School, Crossett Middle School, Crossett High School; Dermott – Dermott High School, Dermott Elementary School; DeWitt – DeWitt Elementary, Gillette Elementary, DeWitt Middle School, DeWitt High School; Drew Central – Drew Central High School, Drew Central Elementary School, Drew Central Middle School; Dumas – Reed Elementary School, Central Elementary, Dumas Junior High School, Dumas High School; Hamburg - Allbritton Elementary School, Noble Elementary, Wilmot Elementary, Portland Elementary, Hamburg Junior High School, Hamburg High School; Hampton – Hampton Elementary School, Hampton High School; Hermitage - Hermitage Elementary School, Hermitage High School; Lakeside – Eudora Elementary School, Lakeside Lower Elementary School, Lakeside Upper Elementary School, Lakeside

Middle School, Lakeside High School; McGehee – McGehee Elementary School, McGehee High School; Monticello –Monticello Elementary School, Monticello Intermediate School, Monticello Middle School, Monticello High School; Star City – Jimmy Brown Elementary School, Star City Middle School, Star City High School; Warren – Warren High School, Warren Middle School, Eastside Primary School, Thomas C. Brunson Elementary School; and Woodlawn—Woodlawn High School, and Woodlawn Elementary School.

Much effort has been made by the SoutheastERZ Director to communicate and collaborate with all partners and to ensure that all receive information and have opportunities to be heard. An Advisory Committee composed of representatives from all partnerships meets four times a year. Additional representatives were added this year to ensure representation of all groups. When necessary, additional Advisory Meetings can be initiated. Numerous focus meetings are held on a regular basis, and additional focus groups were added the second year. Progress was made during the second year to expand participation on the University campus beyond the School of Education to include the School of Arts and Humanities. The third year, this expansion extended to the School of Math and Sciences. The High School Redesign Project, initiated the third year and continued through the fourth year has increased the participation in several areas across the UAM campus. All legislative purposes from Act 106 are addressed, the Director communicates regularly through e-mails, phone calls, and site visits. The UAM School of Education Dean communicates regularly with Superintendents at the SEARK CO-OP Board Meeting. School administrators and teachers are involved in planning through annual stakeholders' meetings and by serving on several committees to provide input and suggestions on curriculum for pre-service teachers. They provide regular professional development on state initiatives that public schools have implemented as well as serving on interview committees for teacher preparation candidates.

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

Even though the Arkansas Early College High School (AECCHS) program had already been initiated, the added facilitation from the SoutheastERZ Director between UAM, SEARK CO-OP, and the schools has helped to expedite the implementation of this program. The support from the ERZ Director statewide has been instrumental in the

growth of AECHS. The AECHS has also enabled schools that were unable to hire highly qualified teachers in hard to fill positions to offer required classes. The UAM School of Education has two Compressed Interactive Video (CIV) labs that are utilized to provide courses via CIV.

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

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

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

In May 2010, Arkansas Department of Education had budget cuts which affected the statewide ERZ system. Due to this reduction, ERZs statewide wrote for competitive grant process to remain funded for the 2010-2011 school year. Following the competitive grant process, Southeast ERZ was funded for \$137,026.00 for the 2010-2011 school year. This funding did not allow the continued employment of the assistant ERZ director. In October 2010, Southeast ERZ was informed we would be able to hire an assistant ERZ Director. An assistant ERZ director was not secured in the 2010-2011 school year. In March 2011, Arkansas Department of Education posted an RFP for ERZ competitive grant process for the 2011-2012 school year. Southeast ERZ was once again funded along with an Assistant ERZ Director. The search process began in June 2011 and is continuing at the time of the writing of this report.

Throughout the last six years, the Southeast ERZ has grown and become a vital component of P-20 education in southeast Arkansas. The partnership has grown from 14 to 49 schools in 15 school districts encompassing nine counties in the southeast corner of the state. Because of the growth and success of the Southeast ERZ, during the summer of 2007, Mrs. Tracie Jones joined the Southeast ERZ as Assistant Director. Through the addition of the Assistant Director, services were expanded to include both elementary and middle schools. The expansion on the UAM campus has grown as well. The ERZ worked with the School of Education faculty at the beginning. By the end of the 2006-2007 school year, the faculty from the School of Arts and Humanities became more involved in the ERZ activities. During the 2007-2008 school year, a new partnership was established with the School of Math and Natural Sciences. Working within these units has made this partnership extremely strong. At this time, additional support and partnerships are being established throughout the UAM campus to communities in southeast Arkansas to strengthen P-20 education. After the retirement of Mrs. Barnett, Mrs. Jones was named the Director of the Southeast ERZ. In January 2010, Ms. Lynn Fox was hired as the Assistant ERZ Director. The ERZ Office also includes a full-time administrative assistant. The Southeast ERZ Office continues to be housed in the UAM School of Education. In May 2010, Arkansas Department of Education had budget cuts which affected the statewide ERZ system. Following the competitive grant process, Southeast ERZ was funded for \$137,026.00 for the 2010-2011 school year. This funding does not allow the continued employment of the assistant ERZ director. In October 2010, Southeast ERZ was informed we would be able to hire an assistant ERZ Director. An assistant ERZ director was not secured in the 2010-2011 school year. In March 2011, Arkansas Department of Education posted an RFP for ERZ competitive grant process for the 2011-2012 school year. Southeast ERZ was once again funded along with an Assistant ERZ Director. The search process began in June 2011 and is continuing at the time of the writing of this report.

ERZ/UAM School of Education School Partnership Data

School Year	Number of Visits Recorded
2005-2006	57
2006-2007	244
2007-2008	336
2008-2009	328
2009-2010	472
2010-2011	534

July 2010 - June 2011	
Names	Site Totals
Tracie Jones - ERZ	123
Tracie UAM Visits	94
Dr. Sue Martin - SOE	21
Gail Snider - Math Specialist	103
Dr. Morris Bramlett - Math & Science	13
Dr. C. Morrell Jones - SOE	29
Dr. Kathy King - SOE	1
Barbie Johnson - SOE	3
Dr. Alayne Zimmerly - SOE	13
Kim Level - SOE	1
Gina Richard - Science Specialist	83
Ranelle Eubanks - UAM Academic Affairs	1
Mary Whiting - UAM Admissions	1
Crystal Ratliff - UAM Academic Affairs	1
Debbie Givhan - SOE	7
Dr. Peggy Doss - SOE	10
Dr. Kay Walter - Arts & Humanities	30
GRAND TOTALS 2010-2011	534

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 twelve 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.

During the past six years, the specialists have co-taught in the methods courses with university faculty teaching pre-service candidates. The methods courses are embedded in the pre-service candidate internship; this allows the candidates to immediately implement the research-based instructional strategies they have learned with public school students. An average of 26 pre-service teachers are in the internship per year. The pre-service candidates work with an average of 20 public school students per year. By co-teaching lessons for the pre-service candidates in the methods courses, the specialists have the potential to impact the achievement of 520 public school students per year. Over a six-year timeframe, the achievement of approximately 3,100 students has potentially been impacted by the lessons co-taught by the specialists and the university faculty. The specialists are scheduled to continue working with the pre-service candidates in Dr. C.M. Jones in the Math and Science for Young Children course and Dr. Alayne Zimmerly in the Teaching and Learning in the Middle Grades course.

The math specialist completed a Root Cause Analysis overview for Mrs. Pam Beard's Data Analysis class with ten graduate students who were preparing for administrative positions in the public schools. As future public school administrators, this training has the potential to impact faculty and staff of ten buildings across Arkansas. The science specialist facilitated a presentation provided by Dr. Robert E. Burns from the University of Arkansas for Medical Sciences, which provided 31 UAM interning candidates with materials and information to use in their classrooms. These 31 UAM candidates have the potential to return to classrooms containing an average of 25 students and impacting 775 students in the region.

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

In partnership with the School of Mathematics and Natural Sciences and the School of Education, the UAM STEM Center math and science specialists have written and received five No Child Left Behind grants, and one SMART grant. Dr. Morris Bramlett, Mr. Lowell Lynde, and Ms. Linda Chapman in the School of Mathematics and Natural Sciences have worked collaboratively with the School of Education and the UAM STEM Center math and science specialists to provide opportunities for public school teachers to receive training in Learning and Teaching Linear Functions, Number Sense, Geometry and Measurement, Probability and Statistics, Dealing with Data, Algebra I Lesson Planning, and Fostering Algebraic Thinking. An average of 23 high school teachers attended the seven different trainings. The 23 teachers taught an average of 120 public school students per year. The development of the grants and training that resulted from the partnership between the School of Education, the School of Mathematics and Natural Sciences, and the UAM STEM Center math and science specialists had the potential to impact the achievement of 19,320 public school students.

Recently, the UAM STEM Center for Math and Science received another NCLB grant for ninth grade Algebra I teachers. Mr. Lowell Lynde and Mrs. Linda Chapman UAM faculty, are working with other educators to develop the modules and will be instructors for this training at the University of Arkansas at Monticello in July 2011. The UAM STEM Center is currently recruiting ninth grade teachers to assure all 20 spots are filled at this location. The math specialist will facilitate, attend and support teachers at all ten meetings throughout the year.

The math specialist is currently coordinating and facilitating efforts between Monticello High School and the University of Arkansas at Monticello to vertically align mathematics courses. The team consists of high school mathematics teachers, the high school math instructional facilitator, the UAM STEM Center math specialist, university mathematics professors and the ERZ director to facilitate the shift from high school to college math more successful and rewarding. The focus is currently on the Algebra course work beginning in Algebra I moving through Algebra II, and Transitions to College Algebra. The Common Core Standards will be used to align common vocabulary, lessons and strategies across the curriculum.

The UAM math and science specialists have worked collaboratively with the Southeast Arkansas Educational Cooperative, conducting numerous workshops and model lessons. Additionally the specialists have worked with public school teachers, students, and administrators to impact student achievement. Over the past six years, the specialists have facilitated approximately 175 workshops at the Southeast Arkansas Educational Service Cooperative. The specialists have

1,981 school support visits. Impact on student achievement from the workshops, school visits, and trainings will be detailed in the following paragraphs.

Over the past six years, the UAM science specialist has presented approximately eight science content workshops through the Southeast Arkansas Educational Service Cooperative. An average of 25 teachers attended the eight workshops. The science content workshops had the potential to impact the achievement of 12,000 public school students.

The science specialist from the STEM center and the specialists from the Southeast Arkansas Educational Service Cooperative have jointly presented 14 workshops through the Southeast Arkansas Educational Service Cooperative. Twenty-five teachers on average completed the 14 workshops. The joint workshops had the potential to impact the achievement of 21,000 public school students.

In the past year, the UAM science specialist jointly completed with the Southeast Arkansas Educational Service Cooperative science specialist, nine science keys workshops at the Southeast Arkansas Educational Service Cooperative. An average of 12 teachers and instructional facilitators attended these workshops and had the potential to impact 5,700 public school student's achievement.

The math and science specialist at the UAM STEM Center co-presented an instructional facilitator overview day with the math, science, and literacy specialists at the Southeast Arkansas Educational Service Cooperative. Thirty-seven instructional facilitators from 12 districts attended this overview day in the southeast region. The UAM STEM Center specialists and the Southeast Arkansas Educational Service Cooperative math specialist are providing the Jim Knight instructional facilitator professional development as an ongoing job embedded process to six instructional facilitators from six schools. Specialists have made 16 on-site visits to facilitate the training of instructional facilitators in areas of classroom management, content planning, instructional strategies and assessment.

The math and science specialist at the UAM STEM Center are also partnering with the literacy specialists at the Southeast Arkansas Education Service Cooperative to provide onsite Jim Knight Year II Training to the Crossett School District. Five instructional facilitators and one administrator are completing the training.

Six instructional facilitators from six districts has the potential to impact 8,641 students from Crossett, Drew Central, Monticello, Dumas, Hermitage, and Star City School Districts.

All specialists from the Southeast Education Service Cooperative and the UAM STEM Center are participating in a book study. The book, Strength Based Leadership, by Tom Rath and Barry Conchie is being read and discussed to strengthen professional relationships as we work together to effect student achievement. This has the impact to affect 13 of the 14 school districts in our area as we come together to lead our schools out of school improvement.

The math specialist at the UAM STEM Center along with Mrs. Tracie Jones, ERZ Director, and Mr. Javier Taylor, Math Specialist from Arkansas Tech University STEM Center, presented

Common Core standards for Algebra I teachers at the request of the high schools in our area. There were six instructional facilitators, four administrators, two counselors and six teachers involved in comparing the current Algebra I frameworks to the new standards. The training impacted seven districts. Remediation CDs were sent out to all the districts. The CD's alone have the ability to impact 9,062 students at Monticello, Crossett, Drew Central, Hamburg, Star City, and Hermitage School Districts .

The math specialist partnered with the ERZ to provide Common Core math information to the School of Mathematics faculty at UAM. Seventeen instructors were presented an overview of how Common Core was developed and how it will positively impact college readiness of the students entering the university upon full implementation of the Common Core standards. Instructors or Professors at the university level are interested in providing content training to middle and upper level public school teachers as the more rigorous standards are implemented. The potential impact of this situation is immeasurable as college faculty train teachers to prepare students for college.

The math and science specialists are both members of the Southeast ERZ Advisory Committee. Through this partnership, the specialists assist in making connections between the University of Arkansas at Monticello and the public schools in the Southeast Arkansas region along with the ERZ partnership. The math and science specialists provide monthly reports to the ERZ Director indicating the schools to which support and assistance have been provided in the previous month.

Over the past year the UAM STEM Center has served on the State Specialty Team (SST) with Mrs. LaDonna Spain, the ADE School Improvement Advisor, housed at the Southeast Arkansas Educational Service Cooperative. In collaboration with the specialists from the Southeast Arkansas Educational Service Cooperative and the School Improvement Advisor, the UAM STEM Center specialists spent over forty hours in preparation for the District Leadership Team meetings scheduled in September, December, and February. The UAM STEM Center specialists have attended 48 scheduled DLT meetings at the Southeast Arkansas Educational Service Cooperative. The math and science specialists have spent 80 hours teaming with 14 districts in the region during the DLT meetings to impact student achievement through the school change model. The districts impacted were Cleveland County, Crossett, Dermott, DeWitt, Drew Central, Dumas, Hermitage, Hamburg, Lake Village, McGehee, Monticello, Star City, Warren, and Woodlawn. All districts have schools currently in school improvement status, except for the Woodlawn School District.

The math and science specialists have provided technical assistance to Hamburg, Drew Central, and McGehee school districts as part of the State Specialty Team (SST) on Committee Structures, Data Walls, and Root Cause Analysis. Both the math and science specialists have provided ACSIP support as a part of the SST to Monticello Intermediate School, Warren School District, and McGehee School District. The science specialist, in working through Star City Middle School's Professional Learning Communities, has supported the science faculty in implementing the notebooking process in lesson planning. These strategies will filter down to the students in the 2011-12 school year.

The math and science specialists are a part of the weekly Professional Learning Community meetings at Monticello Intermediate School. The specialists worked through the Professional Learning Community to plan and develop a family math and science night on November 15, 2010. The specialists along with the Monticello Intermediate School faculty and staff, presented a “Night at the Museum” family math and science event for over 500 participants.

The science specialist collaborates weekly with the Monticello Intermediate School science coach to provide materials and resources for the faculty. The resources, materials, and strategies shared with the staff have the potential to impact the 553 students that attend MIS.

Drew Central Middle School and High School have been impacted by the work of the specialists in their buildings throughout the past year. The math specialist has been working through the math department to provide ongoing support to the new seventh and eighth grade teachers in lesson planning, curriculum support, classroom management, and pedagogy. Teaming with the math instructional facilitator, resources and materials have been developed and shared to improve student achievement. This work is currently impacting over 150 students daily in these classes. The specialists have also provided resources and lesson planning support with other faculty in math and science.

The math and science specialists have collaborated and teamed with the principal and math instructional facilitator at Noble Elementary School, Hamburg Arkansas to provide continuous classroom support. Ongoing job embedded professional learning opportunities are provided to the math and science teachers on a bimonthly basis, to help impact student achievement by addressing the rigor of instruction in the classroom. The math specialist provided Common Core training on deconstructing the standards through the Professional Learning Communities on February 15, 2011.

The math and science specialists have participated as judges in local and regional science fairs in the past nine years. The science specialist has collaborated with teachers and students throughout the school year in preparation for the regional science fair.

The math and science specialists review all technical assistance requested by schools on the State Specialty Team Wiki, developed by the team to keep the specialists informed of what is occurring in the schools. Technical assistance is also updated and recorded by the specialists on a regular basis to assure that all requests of the districts are being met. The work done by the math and science specialists through the SST has the ability to impact 16,965 students at 14 districts.

The UAM STEM Center science specialist has conducted 1,130 school support visits over the past five years. The school support visits included dissection labs, science probes, roller coaster project, GeoCaching, school yard habitats, weather centers, learning gardens, vegetable gardens, community plant activity, the model-life-size whale, science fair judging, family science nights, model lessons, standards based lesson planning with teachers, United Streaming, and lab safety. School training workshops included digital white board training, science probes, research-based instructional strategies for the classrooms, science fair, classroom management, and cooperative learning. The impact on student achievement from these activities is substantial due to the

number of teachers, administrators, parents, and students that have attended the trainings and have been in the classrooms during the school support visits.

The UAM STEM Center science specialist has presented ninety workshops for teachers on the UAM campus. The workshops conducted on the UAM campus included but are not limited to Catapults and Planets, Earthly Matter, Gettin' Down and Dirty with Rocks, Minerals, and Soil, Benchmark Exams, and TOTE workshops.

The UAM STEM Center science specialist has presented at five Arkansas Curriculum Conferences (ACC), one Technology Information Center for Administrative Leadership Conference (TICAL), and two Texas Instruments Teachers Teaching with Technology Conferences over the past five years.

The UAM STEM Center math specialist has conducted 864 school support visits and trainings in the public schools over the past six years. The school supports visits included TI-10, TI-15, TI-73, TI-84, TI- Navigator, TI-Nspire, Vernier probes, TI Calculator Based Laboratories, Ti-Calculator Based Rangers, model lessons, standards based problem solving, Fraction Islands, Algebra Tiles, Algebra Alive, TI Applications.

School training workshops included test taking strategies for the Benchmark and End of Course Exams, research based instructional strategies, TI-10, TI-15, TI-73, TI-84, TI- Navigator, TI-Nspire, Vernier probes, TI Calculator Based Laboratories, Ti-Calculator Based Rangers, model lessons, standards based problem solving, Fraction Islands, Algebra Tiles, Algebra Alive, TI Applications. The impact on student achievement from these activities is substantial due to the number of teachers, administrators, parents, and students that have attended the trainings and have been in the classrooms during the school support visits.

The UAM STEM Center math specialist has presented over 100 workshops for teachers on the UAM campus. The workshops conducted on the UAM campus included but are not limited to Common Core Math for kindergarten through grade eight, Common Core for Math high school teachers, Fostering Algebraic Thinking, Algebra I Endorsement, Teaching Math and Science Using TI Calculators, Teaching Elementary math, math and literature, Math Solutions, Learning and Teaching Linear Functions, Number Sense I and II, Geometry and Measurement, Probability and Statistics, and Dealing with Data in High School Math and Science. The 100 plus workshops were attended by an average of 15 public school teachers potentially impacting the achievement of approximately 24,000 public school students.

The UAM STEM Center math specialist through the STEM Center has presented at seven Arkansas Curriculum Conferences (ACC), six regional Texas Instrument Teachers Teaching with Technology conferences, one international Texas Instruments Teachers Teaching with Technology conference, seven University of Central Arkansas Professional Development Institute for Math and Science and Technology conferences, and seven Delta Institute conferences.

The UAM STEM Center has several projects currently in the process for the 2011-12 school year. The NCLB grant will begin in July and continue with two follow-up days during the school

year. The training is to help Algebra I teachers implement best mathematical practices to teach to the new common core standards. The math specialist will offer on-site assistance in implementing the strategies and lessons learned during the summer to prepare them for the two follow-up days. With twenty Algebra I teachers teaching an average of one hundred twenty students per day the summer training at UAM will impact approximately 2,400 students and their achievement in Algebra I next year.

The UAM STEM Center will host training for 30 preregistered lead teachers and instructional facilitators in grades 4-6 in “Thinking Mathematically”. The strategies, books, and materials will be shared with other fourth, fifth, and sixth grade teachers in their schools. Participants from eight districts have an average of five teachers per grade level, therefore 120 teachers teaching 30 students per day would have an impact on approximately 3600 students. The math specialist at the UAM STEM Center will follow up after the workshop to offer support and supplemental training to all teachers in their schools. The UAM STEM Center will also explore the possibilities of bringing the “Thinking Mathematically” ongoing job-embedded professional development to the region to meet the needs of the fourth through sixth grade teachers as they prepare to implement the Common Core Math Standards for 2012-13.

The UAM STEM Center will be offering Kagan training on June 28-29, 2011 to promote cooperative learning in the classroom. As the new Common Core standards are implemented and the best practices for mathematics are practiced in the classroom, teachers must utilize cooperative learning groups in an effective manner to accomplish teaching the standards. Mathematical practice number three in the Common Core standards requires students of all grades to construct viable arguments and critique the reasoning of others. In order to do this, teachers must have some tools and training in cooperative learning in the mathematics classroom. Follow up and support will be provided as the math and science specialists work in the schools with instructional facilitators and teachers to develop strong cooperative learning groups.

The UAM STEM Center specialists are currently participating in the online professional development offered through the Arkansas Department of Education Learning Services Division. The specialists are completing coursework weekly to develop online professional development to prepare to meet the needs of teachers working in remote schools in the southeast and delta regions.

The math and science specialist will continue to work with Dr. Robert Burns to present the programs with the Arkansas Cancer Coalition to UAM Interns this spring to impact approximately 775 students in the schools where they are currently completing internships. Also, the science specialist is working to partner with Dr. Burns within the school settings for the 2011-2012 school year during the job-embedded professional development days.

The science specialist received a grant from the Arkansas Science and Technology Authority for \$11,760 for technology integration in the science classroom. This grant is a continuum of a previous grant award from the ASTA. The UAM STEM Center is proud to continue the professional growth of teachers in the science content area utilizing technology. The award will assist teachers to further the in-depth learning process for students through an inquiry-based

approach in the learning environment. The teachers will receive the technology to implement into their classrooms, training on how to use the technology, lessons, and on-site support throughout next year to further the enhancement of the technology use and teacher growth process.

The UAM STEM Center partners with the University of Arkansas at Little Rock STRIVE program under the direction of Jim Winters and Janet Lanza to host a STRIVE worker each summer. The UAM STEM center sponsored a math teacher during the summer of 2010. The teacher created inquiry-based lessons and activities while working with the math and science specialist at the UAM STEM Center. The STRIVE worker will share their experiences with the school based STRIVE team and with the administration of the school. The six members of the school based STRIVE team consists of math and science teachers who have the ability to impact an average of 25 students per class, six periods per day for a total of 750 students. The UAM STEM Center will be working with a science teacher from Star City High School this summer to develop authentic units of study focusing on STEM awareness. The kits will be available for all districts to check out and has the ability to impact 14 districts with an average daily membership of 16,965 students.