

EDUCATION RENEWAL ZONES

ANNUAL REPORT NARRATIVE

SPRING 2008
Central Education Renewal Zone

Education Renewal Zones
Strategic Plan
Review of Implementation,
Progress, and
Future Directions

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EXECUTIVE SUMMARY

The partnership of the Central Education Renewal Zone consists of the University of Arkansas at Little Rock, two schools in the Little Rock School District: Bale Elementary and Hall High School; five schools in Magnolia Public Schools: East Side Elementary, West Side Kindergarten, Central Elementary, Walker Pre-Kindergarten, and Magnolia Junior High; and four schools in the Pulaski County Special School District: Oakbrooke Elementary, Sherwood Elementary, Sylvan Hills Elementary and Sylvan Hills High School, the South Central Education Service Cooperative and the Little Rock School District and Pulaski County Special School District portions of the Pulaski County Service Cooperative.

The Central Education Renewal Zone has made a great deal of progress during the 2007-2008 school year. All legislative requirements were met with some degree of success with the greatest growth in the areas of Collaboration and Professional Development. All projects that were begun were successfully completed as scheduled except High School Redesign which did not progress as planned. Almost all of the goals and objectives from the year one plan were successfully completed.

Legislative Requirement #1: Develop meaningful collaboration between and among the higher education institutions partners, education service cooperatives, schools, and communities participating in the Education Renewal Zone, including academic departments within the higher education institution partners.

The Central ERZ is still at level II of implementation of this requirement but is close to level III. A written process has been developed that allows for additional Advisory Council meetings to be called, if needed, and partner roles have been more clearly defined. The website has been revised and is updated regularly. Improvements to the newsletter will appear in the next issue and a Web CT shell has been established to enhance communication among the partners and to facilitate "distance" group work reducing the number of required face-to-face meetings for committees. The diversity of the Advisory Council continues to need more members of the community and more parents. Collaboration among and between the partners has broadened and is more meaningful.

Legislative Requirement #2: Develop a comprehensive program of professional development (PD) to assure the practical knowledge base of pre-service and in-service teachers with respect to pedagogical practice, content knowledge, and competent use of distance learning technology.

The partnership was operating somewhere between level I and level II on this requirement last year but is a firm level II this year. A catalog of professional development services is available to all partners and includes all the offerings available. The catalog contains services specifically tailored to the needs of the partners and general offerings. Most of the offerings are for in-service teachers. Pre-service teachers do not receive extensive training in using distance learning technology to deliver instruction. The College of Education faculty and staff receive updates of Arkansas education initiatives via the College of Education listserv as they are received from the state by the dean.

Legislative Requirement #3: Enhanced and expanded local school curricula offerings through the use of two-way interactive television to include advanced placement, dual credit, and advanced high school courses.

The use of two-way interactive television is impossible for any of the Central ERZ partner schools because they do not have the equipment nor the funds to purchase the equipment and the phone

lines necessary for the program at this time. The University's College of Education does not have Compressed Interactive Video (CIV). Both high schools in the partnership did offer advanced placement and dual credit course for the 2007-2008 school year, however. Sylvan Hills will not offer dual credit courses for the 2008-2009 school year. The partnership is still considering the use of CIV to conduct Advisory Council meetings. The rating on this requirement is a very weak I.

Legislative Requirement #4: Develop a means of sharing faculty for core course offerings when schools are unable to hire highly-qualified teachers in core subject areas required for college entrance or teachers necessary to meet state accreditation standards.

This requirement receives a rating of II. A survey of partner schools revealed that Magnolia Schools have no problems in hiring staff nor do they need to faculty share outside of the district. The Little Rock School District and the Pulaski County Special School District have processes in place that allow them to faculty share within their districts. However, no technique exists to share faculty across different districts.

Legislative Requirement #5: Develop a strategy to recruit and retain highly-qualified teachers with particular focus on hard-to-staff schools.

The partnership has identified some strategies to recruit highly qualified teachers for hard-to-staff schools giving this requirement a rating of II. A plan was developed to support Teachers of Tomorrow clubs in the public schools. The director worked with Dr. Diane Knight, Assistant Dean of Field Placement and Assessment, to place UALR candidates in hard-to-staff schools for their field placement. The College of Education makes available to all students information about Arkansas scholarship programs such as STAR and the Minority Teacher Scholarships. The director will continue to work with the State Recruitment and Retention Task Force and attend Task Force meetings and conferences to stay abreast of the State's efforts. The director also attended the Legislative Ad Hoc Committee for Recruitment, Retention and Graduation Rates meetings. The information gathered from both committees has been shared with partners.

Legislative Requirement #6: Develop a system for mentoring teachers with three (3) or fewer years of professional service as well as career status teachers whose performance indicates the need for such help.

Several programs were implemented during the 2007-2008 school year to address this legislative requirement resulting in a rating of II. All partner schools provide teachers with training in Pathwise but more mentors could be used. The College of Education provides Pathwise mentor training for cooperating teachers who work with teacher candidates in their field placements. Professional development opportunities that provided a mentor component included Co-Teach training, the Middle School Summer Science Institute funded through the No Child Left Behind Math Science Partnership Grant, and the new Smart Start Part II Science Institute. The director has mentored science teachers in partner schools through demonstration lessons, developing lesson plans and revising science curriculum maps. The director will receive Pathwise training in July when it is offered to cooperating teachers and UALR faculty.

Legislative Requirement # 7: Develop active participation of the community in the work of the school and parents in the academic work of the school.

The Central ERZ made a concerted effort to increase work towards meeting the requirements for this goal resulting in a rating of II. Community and parental involvement needs were assessed at the beginning of the school year. Strategies to involve the community in the work of the schools included contacting the local governmental agencies to work with the schools. The City of Little Rock was contacted to work with Hall High School. The Central Arkansas Planning and Development District was contacted to provide services to Sylvan Hill High School. The director provided assistance and programs for Family Math and Science Nights at Bale Elementary, Sylvan Hills Elementary, and Oakbrooke Elementary Schools. The director and staff will continue to work to bring the resources of the community to partner schools and to involve parents in the academic work of the schools. More parents and community members will be recruited to serve on the Advisory Council.

Legislative Requirement #8: Outline short-term and long-term evaluation strategies, including a means of collecting data necessary to evaluate the progress of each participating public school and the ERZ in its entirety.

Legislative Requirement #8 receives a rating of level II: Limited development or partial implementation. Evaluations are imbedded in all ERZ initiatives and information will be collected throughout the year to determine the progress of the initiatives. This information will be shared with partners and adjustments made to the initiatives as needed. Annual reports, external evaluations and the strategic plan will be posted on the website as well as shared with the Advisory Committee during meetings. Surveys will be conducted throughout the year to determine the progress of initiatives and to determine the overall progress of the ERZ.

LEGISLATIVE REQUIREMENT #1: Develop meaningful collaboration between and among the higher education institution partners, education service cooperatives, schools, and communities participating in the education renewal zone, including academic departments within the higher education institution partners.

Indicate the current level of implementation of this goal within the ERZ:

Fully functioning and operational level of development and implementation

Limited development or partial implementation

Little or no development or implementation

Please provide detailed evidence to support the level of implementation indicated:

The fifty-three member Central ERZ Advisory Council held four meetings this year: September 20, 2007, November 8, 2007, December 13, 2007 and April 24, 2008. The meeting dates were set by the advisory council during the September meeting. The fifty-three member Advisory Council includes representatives from schools (26), UALR (17), Service Cooperatives (4), parents (2), and the community (4). The Central ERZ did not reach its goal of adding three more parents and three more community members; only one additional member from the community was added but the director has worked with parent-teacher groups throughout the school year and expects to be able to add three more parents to the council during the 2008-2009 school year.

The decision-making process involves all partners and distributes decision-making authority across all partners. Partners have clear understanding of their roles in the ERZ, Relevant partners determine the actions that are placed in the strategic plan through face to face meetings, phone calls and email messages with the director. All partners receive the strategic plan electronically to make additions, deletions, or revisions before the plan is submitted for approval by the Advisory Council. The strategic plan is composed through a collaborative process that involves all partners.

The strategic plan includes a vision statement that addresses common needs among partners and acts as a guide for decision-making. Goal statements were collaboratively written with the Advisory Council. These achievable goals are directly related to the school improvement plans of the partners and the legislative purposes of Act 106 and the ERZ Logic Model. The vision and goals are clearly reflected in the Strategic Plan.

Much has been done this year to improve communication among and between the partners in the Central ERZ. The director and the ERZ staff regularly communicate with the partners through phone calls, electronic mailing, and site visits. The website was improved to include more links to resources for administrators, teachers, parents and students. A Web CT shell was established to alleviate the need to conduct all meetings and work face-to-face. Web CT training was planned for the Advisory Council members during the last quarterly meeting but was cancelled due to low attendance at the meeting. The Central ERZ newsletter was published and distributed quarterly to members as scheduled. Listservs were established to improve communication but are not fully utilized by the partners.

To increase collaboration among the Central Education Renewal Zone and the University's efforts in the community, the director serves on the advisory boards of the University District Partnership and Children's International. The University District and Children's International worked together to find volunteers for Bale Elementary School's Project KABOOM, building an entire playground for the school in one day. The project was sponsored by Home Depot who donated playground equipment, materials, and volunteers to complete the project.

The director worked as a volunteer with the Central Arkansas Regional Science Fair hosted through the UALR MATH Science Partnership in March, putting up signs and getting the rooms ready for the students' projects. She also assisted Fair students, judges, and the science fair committee with tasks throughout the competition. The director also provided science fair workshops for parents, students and teachers at Sylvan Hills Elementary School and encouraged participants to send winning projects to the Regional Science Fair.

The Tri-District Science Leadership Team was established to apprise the Science Leadership in the three districts in Pulaski County of changes and proposed modifications being developed by the Arkansas State Science Specialists. The committee is chaired by Keith Harris, Science Specialist with the UALR Math Science Partnership, and consists of the three science specialists from the Tri-District, Jennifer Webb from the Little Rock School District, Paulette Blevins from the North Little Rock School District, Dr. Ann Guilbert from the Pulaski County Special School District, and the Central ERZ Director. The meetings are scheduled on a monthly basis and held after the State Science Specialist monthly meetings. The Leadership team also seeks ways to work together to bring science professional development to the teachers in the three districts. As a result of the committee's efforts, a science training session sponsored by the Little Rock School District was opened to teachers from the North Little Rock and Pulaski County Special School Districts on June 9-12, 2008.

The Summer Science Institute (originally the UALR "MESA" Project) is a three-year professional development opportunity offered by UALR through the No Child Left Behind Title II Part B Grant Mathematics and Science Partnership Program. It is funded by Arkansas Department of Education for science teachers in grades five through eight in the Little Rock School District. The grant is administered by Dr. Carolyn Pearson, Professor, Educational Leadership. Instructors for the course are Dr. Bob Burns, Biology, UAMS; Dr. Al Adams, Physics, UALR College of Science and Mathematics; and Dr. Jeffrey Connelly, Earth/Space Science, UALR College of Science and Mathematics. Problems recruiting teachers for the project during the summer of 2007 were resolved by LRSD Science Specialist Jennifer Webb who recruited twenty-seven (27) participants during the fall. The first session was held June 16-27 with four days of follow-up during the 2008-2009 school year. Funding is guaranteed for two years with an option to re-apply for a third year of funding. Participants must contract with the program for the entire grant period.

In an effort to increase involvement of the local governmental agencies in the work of the public schools, the Central ERZ sought help for Hall High School from the City of Little Rock and help for Sylvan Hills High School from the Central Arkansas Planning and Development District (CAPDD). Both agencies receive Workforce Investment Act (WIA) funds and are working with respective schools to involve youth in summer programs sponsored by the agencies. The CAPDD will begin a tutoring program at Sylvan Hills High School and will recruit nineteen-year-olds for programs designed to help older, at risk youth. A work study program has been planned for Hall High School.

Both the City of Little Rock and Central Arkansas Planning and Development District have identified UALR students who are receiving grants and/or aid. Dr. Charles Donaldson, Vice Chancellor of Educational and Student Services, will use the services of the University to support those students while they are attending UALR. Dr. Donaldson will also recruit some of the identified students to mentor new students receiving aid from the governmental agencies.

The Smart Start Science Initiative was begun in June of 2007 and continued with two days of training in November and one day in January for teachers in grades Pre-K through five in the Little Rock School District. The training emphasized inquiry and writing in context as well as science content. The instructors for the program were from the UALR College of Education (Keith Harris, Betty Hathaway and Anne Lindsay), Henderson State University's Math Science Center (Betty Ramsey and Lisa Anderson) and University of Central Arkansas's Math Science Center (Barbara Griffith). The remaining funds from the project were used to develop a follow-up training emphasizing integrated science units of study. This training was delivered June 9-12 by Keith Harris, UALR Math Science Partnership; Dr. Anne Lindsay, UALR Associate Professor, Early Childhood Education; Barbara Griffith, Science Specialist, UCA Math Science Partnership; and Yoriko Perritt, Director, Central ERZ. The project was made open to the Pulaski County Special School District and the North Little Rock School District. The workshop, held at Mabelvale Middle School in the Little Rock School District, had twenty-nine participants in Grades Pre-K through five with nineteen from the Little Rock School District, three from the Pulaski County Special School District, one from the Catholic Schools and six from the North Little Rock School District. Participants for the program were recruited by Jennifer Webb, Science Specialist, Little Rock School District; Paulette Blevins, Science Coordinator, North Little Rock School District; and Dr. Ann Guilbert, Science Coordinator, Pulaski County Special School District.

Work has begun on a new integrated science training that is to begin in the fall of 2008 with Little Rock School District teachers in grades Pre-K through five, with some slots being made available to the North Little Rock School District and the Pulaski County Special School District. The new training will focus on integrated science units that will include mathematic and reading/language arts components. Neeley Dobbins, Math Specialist from the Math Science Partnership at UALR and Karyl Bearden, Central Arkansas Literacy Specialist from the Arkansas Department of Education helped to develop the curriculum. The training will begin in September of 2008 and will include follow-up site visits by the instructors to observe and to give recommendations to classroom teachers as they deliver the lessons that were developed in training. The project is scheduled to be completed during the fall '08 semester.

The High School Redesign Project got off to a very slow start. No meetings were held until the 07-08 school year, but will begin in the fall of 2008. Dr. Brad Minnick, Assistant Professor of English has written a proposal for UALR secondary English candidates to do their field work in the High School Redesign high schools, beginning with Hall High School.. The proposal allows for professional development for pre-service teachers and in-service teachers in the school. The program will be expanded to include Sylvan Hills High School in year 2 and Magnolia High School in year 3.

The director has attempted to attend the monthly meeting of the Tri-District Service Cooperative throughout the year. The meeting is usually held one hour before the State Co-op Director's Meeting. Every effort will be made to attend the meetings during the 2008-09 school year.

The Central ERZ also works to support University faculty in its co-teach efforts. University faculty was encouraged to attend Co-Teach Collaborative Training with public school teachers. Dr. Judith Hayn, Secondary English; Dr. Ronnie Monroe, Middle Level Science; Dr. Jennifer Hune, Special Education; and Dr. Betty Wood, Middle Childhood and Gifted attended the training. Dr. Hayn has incorporated parts of the Co-Teach training in her courses. Dr. Monroe has implemented part of the Co-Teach Collaborative training in his courses and took his students to Lakeside Middle School to observe Co-Teaching in action. The Central ERZ supported his field trip by securing a University van to transport the students. Dr. Bruce Smith, Associate Dean, and Dr. Allison Clark, Assistant Professor of Teacher Education, co-taught SPED 4301 Educating the Exceptional Child during the Spring 08 term. Dr. Smith is also the author of the original Co-Teach Cooperative Grant.

The Central ERZ worked with Mike Gerfen, Director of the Workplace Skills Enhancement Program in the College of Business, to secure funding for a Spanish for Counselors program. The program's primary goals are to provide counselors with the specific language necessary to communicate vital information to Hispanic students and parents and to learn to control the conversation to allow for language limitations. The program, funded through the Workforce Investment Board, began with two classes composed of counselors from the Little Rock School District. The classes are meeting at the LRSD Technology Center at Metropolitan Career and Technical High School. Additional classes will be scheduled during the fall of 2008 and will include counselors from the Pulaski County Special School District with emphasis in recruiting teachers from ERZ partner schools. Mr. Gerfen will also work with Magnolia Schools to bring the training to them.

The director communicates regularly with all partners through electronic mail, regular mail, phone calls and site visits.

Detail the future direction of this ERZ as it relates to this goal:

Advisory Council members will be encouraged to take a more active role in the Central ERZ. Working committees will be established, goals identified, and projects developed and implemented based on the needs of the partners.

The High School Redesign project will begin with meeting dates set up for the year. Dr. Brad Minnick's proposal for placing field candidates in English in the High School Redesign schools will begin at Hall High School in the fall '08 semester.

The Central ERZ will continue to support the efforts of the University District and Children's International by serving on the advisory councils of both organizations and assisting the organizations with new and existing programs and initiatives. The director will actively seek opportunities for collaboration among and between the organizations. A meeting was scheduled July 1 with Dean Sewall, Ron Copeland, and Cheryl Chapman and Dr. Mark Giese, Associate Professor in the School of Mass Communications, to determine a use for computers that are being replaced in his department. Dr. Giese would like for the computers to be made accessible to parents and students within the University District.

The director will continue to meet on a regular basis with the Tri District Science Leadership Committee to determine the professional development needs of science teachers in the tri-district. Programs will be developed as indicated by the districts.

The Central ERZ will continue to seek resources for partner schools from the local governmental agencies such as the Central Arkansas Planning and Development District and the City of Little Rock. The schools will be encouraged to contact the agencies for help and the agencies will be encouraged to develop open lines of communication with the schools.

The Central ERZ will support the Co-Teach Collaborative as it moves into its next phase, Trainer of Trainers. A training has been scheduled to be held this fall 2008 for teams from ERZ partner schools across the state. The training will use the last of the monies from the ERZ Co-Teach Collaborative Grant awarded to Henderson State University and the Southwest A ERZ. Funding will be sought to continue the program through UALR in partnership with the Southwest A ERZ and Director Paulette Blacknall, a trainer in the project. The Central ERZ will continue to support UALR faculty to implement co-teaching with pre-service candidates.

High School Redesign Project will be a primary focus for the Central ERZ during the next year. No formal meetings were held during the 2007-08 school year. The committee may need to request an extension beyond the December 2008 end date for the grant. Additional funding will be sought to continue the program beyond the current grant period.

The Central ERZ will continue to work to support the Summer Science Institute Grant. The three-year, NCLB Mathematics and Science Partnership Grant will run through 2010. The 25 participants in the grant are all from the Little Rock School District.

The Spanish for Counselors, renamed Functional Spanish, will be continued through the Workplace Skills Enhancement Program. The classes will be expanded to include the Magnolia School District and the Pulaski County Special School District.

The Central ERZ will continue to seek opportunities to increase the interactions among and between the partners in the ERZ.

LEGISLATIVE REQUIREMENT #2: Develop a comprehensive program of professional development (PD) to assure the practical knowledge base of pre-service and in-service teachers with respect to pedagogical practice, content knowledge, and competent use of distance learning technology.

Indicate the current level of implementation of this goal within the ERZ:

Fully functioning and operational level of development and implementation

Limited development or partial implementation

Little or no development or implementation

Please provide detailed evidence to support the level of implementation indicated:

A directory of professional development services has been created and distributed to all partners via electronic mail and a section of the website is dedicated to professional development offerings. These data are kept current and include offerings from across the state as well as within the Central ERZ partnership. Many of the offerings have been tailored to meet the needs of the partnership. Partner needs are systematically identified in electronic communication, face-to-face meetings, and phone calls.

Pre-service instruction is beginning to be impacted by the Central ERZ. College professors who have attended the Co-Teach Collaborative Training have started implementing components of the training in their courses. Dr. Bruce Smith is co-teaching SPED 4301: Educating Exceptional Learners with Dr. Allison Clark. The Central ERZ rented a University van to transport Dr. Ronnie Monroe's middle level pre-service teachers to Lakeside Middle School to observe Co-Teaching in practice. Dr. Brad Minnick, UALR English, has proposed that pre-service English candidates be placed in the High School Redesign Schools: Hall High School, Sylvan Hills High School, and Magnolia High School, beginning this school year with Hall High School. In addition to placing the pre-service candidates in the schools, a program of professional development will be planned for in-service and pre-service teachers based on their needs. The program will be expanded to Sylvan Hills High School in year two and Magnolia High School in year three. The director has worked with the UALR Field Placement Officer to ensure that candidates are placed in diverse settings including schools that have difficulty recruiting teachers. Priority has been given to placement of field candidates in ERZ partner schools.

The IHE faculty receive regular updates on Arkansas education initiatives that are relevant to their content areas from the dean through the College of Education Listserv. Faculty are invited to attend professional development alongside classroom teachers on Arkansas education initiatives that are relevant to their content area. Dr. Judith Hayn, Dr. Betty Wood, Dr. Ronnie Monroe, and Dr. Jennifer Hune attended Co-Teach Collaborative training with classroom teachers during the 2007-08 school year. UALR faculty will attend Pathwise Mentor Training with in-service teachers in July.

Pre-service candidates receive some training in using distance learning technology to deliver instruction but no policy is in place to ensure that all students will receive training in using distance learning technologies. It is left to the discretion of the instructor.

The Central ERZ collaborated with partners to provide several opportunities for professional development for in-service teachers with respect to pedagogical practice and content knowledge:

- The Math/Science Partnership Grant provided content and pedagogical practice for twenty-five middle level science teachers in the Little Rock School District. The three-year grant began classes on June 16, 2008, It consists of two weeks of intense content training in life, earth, and physical sciences and four follow-up training days during the school year. The participants will also develop and teach integrated science lessons based on the Arkansas Science Frameworks.
- The Smart Start Science Institute provided content and pedagogical practice for forty-two Little Rock School District Kindergarten through fifth grade teachers in five days of training: July 9-10, 2007, November 1-2, 2007 and January 4, 2008.
- Smart Start Science Part II used monies left over from the initial Smart Start Science Institute to conduct two more days of training in science for kindergarten through fifth grade teachers. The training was opened to the North Little Rock School District and the Pulaski County Special School District teachers. Thirty teachers were trained: twenty from the Little Rock School District, three from the Pulaski County Special School District, six from the North Little Rock School District and one from the Catholic Schools.
- The Co-Teach Collaborative Grant in partnership with the State ERZs' conducted training sessions in September and November that were attended by school partners from the Magnolia School District and the Little Rock School District. UALR faculty also attended the trainings, which were held in Arkadelphia at Henderson State University. A follow up session was held May 7th at UALR for participants of the fall trainings.
- Magnolia Schools were provided three half-day training sessions, one each for Pre-Kindergarten, 1st grade and 2nd grade, in science content and inquiry on February 18 and 19, 2008.
- Spanish for Counselors, renamed Functional Spanish, in cooperation with the Workplace Skills Enhancement Program and Director Mike Gerfen, received funding and the first two classes have begun with Little Rock School District Counselors. The program will be offered to all ERZ partner schools including Magnolia Schools as well as the schools in the greater Little Rock Area.
- The ERZ Director provided model science lessons for partner schools, Oakbrooke Elementary, Sylvan Hills Elementary and Central Elementary, with primary focus on inquiry and hands-on science activities.

Funding was sought by Teacher Education and the Central ERZ for a middle school/high school science grant to provide middle and high school science teachers with reading intervention strategies to aid in reading comprehension. Funding was not received this year but the group will resubmit the grant during the upcoming school year.

Funding was received for the High School Redesign Project but very little work was done in the 2007-08 school year. A WebCT shell was developed and is ready for use by the committee during the 2008-09 school year. Dr. Brad Minnick has written a proposal to place field candidates in ERZ partner high schools and provide professional development for the field candidates as well as the English faculty in the high school.

Detail the future direction of this ERZ as it relates to this goal:

Teacher Education and the ERZ will seek funding to provide middle and high school science teachers training in the Comprehensive Intervention Model (CIM) to provide those teachers with the skills necessary to help improve students' reading especially in the science content area.

The Central ERZ in partnership with the Math/Science Partnership, the Little Rock School District, and Karyl Bearden, State Literacy Specialist, will develop a professional development opportunity for elementary science teachers. Participants in the Smart Start Science Institute will be given first opportunity to attend the training. The invitation will be extended to North Little Rock and Pulaski County Special School District personnel that attend the Smart Start Science Part II workshop this summer. The program will include classroom follow-up visits also.

Funding will be sought to continue the Co-Teach Collaborative Grant and to move the grant into the next logical phase, Co-Teach Trainer of Trainers.

Spanish for Counselors will be continued and expanded to include counselors from the Pulaski County Special School District and Magnolia Schools. The class may be offered to counselors from other school districts in the Greater Little Rock metropolitan area if not filled by the ERZ partner school districts.

High School Redesign will provide professional development to High School faculty as well as IHE faculty working on the project. The English portion of the project's goals are to:

- increase dialogue between university professors and public school teachers,
- more closely align public school English curricula with university curricula,
- allow high school teachers, university students and university professors to explore and develop content-level pedagogical approaches and technology that will lead to standards of excellence among all instructors and their students
- develop a strong link between research and classroom-based elements
- develop a vertical structure where high school English language arts teachers work collectively to consider ways to enhance excellence in teaching and learning, including reconsidering teacher training as it is currently configured at UALR .

The director will actively seek opportunities to provide additional professional development to ERZ partners, pre-service candidates and UALR faculty.

LEGISLATIVE REQUIREMENT #3: Enhance and expand local school curricula offerings through the use of two-way interactive television to include advanced placement, dual-credit, and advanced high school courses.

Indicate the current level of implementation of this goal within the ERZ:

Fully functioning and operational level of development and implementation

Limited development or partial implementation

Little or no development or implementation

X

Please provide detailed evidence to support the level of implementation indicated:

A survey was conducted that confirmed that none of the ERZ partner schools have access to CIV technology. All partner high schools provide advanced placement courses. Sylvan Hills receives dual credit in Algebra from University of Central Arkansas. Hall High receives dual credit courses from UALR.

A needs assessment for advanced courses was not conducted, the principals of the schools contact the director directly when there is a need. Hall High School sought help in finding an instructor for a teacher of Mandarin Chinese, a course necessary for its International Baccalaureate Program. UALR is in the process of getting a teacher from China to teach the course.

The Central ERZ partnered with Southwest Arkansas B ERZ and River Valley ERZ to provide Scholastic Audit Training with Larry Lock, via CIV in August. The Central ERZ hosted participants from the Little Rock School District and the Pulaski County Special School District for the two day event.

Detail the future direction of this ERZ as it relates to this goal:

This legislative requirement is difficult to address since none of the Central ERZ schools have CIV equipment. The Central ERZ will conduct a survey to determine the needs of partner schools for advanced placement, dual credit, and advanced high school courses. A survey will also be conducted to determine the need for faculty sharing in partner schools.

LEGISLATIVE REQUIREMENT #4: Develop a means of sharing of faculty for core course offerings when schools are unable to hire highly-qualified teachers in core subject areas required for college entrance or teachers necessary to meet state accreditation standards.

Indicate the current level of implementation of this goal within the ERZ:

Fully functioning and operational level of development and implementation

Limited development or partial implementation

Little or no development or implementation

X

Please provide detailed evidence to support the level of implementation indicated:

A needs assessment was conducted to identify partner needs for highly qualified teachers. The only need that any school expressed was for a teacher of Mandarin Chinese for Hall. The University is working on bringing a teacher from China to teach Mandarin Chinese at UALR and at Hall High School.

A process already exists within the Pulaski County Special School District and the Little Rock School Districts to share teachers within the respective districts. Magnolia Schools does not have a problem hiring highly qualified teachers and have no need for faculty sharing outside their district.

Detail the future direction of this ERZ as it relates to this goal

The director will continue to survey partner schools about their needs to hire and/or share faculty.

LEGISLATIVE REQUIREMENT #5: Develop a strategy to recruit and retain highly-qualified teachers with particular focus on hard-to-staff schools.

Indicate the current level of implementation of this goal within the ERZ:

Fully functioning and operational level of development and implementation

Limited development or partial implementation

Little or no development or implementation

Please provide detailed evidence to support the level of implementation indicated:

The partnership has not formally addressed the issue of recruitment and retention as it relates to hiring teachers in hard-to-staff schools. A needs assessment has not been done. School leadership contacts the director if there is a recruitment problem. Hall High School needed a teacher to teach Mandarin Chinese. The University has worked to bring a teacher from China to teach Mandarin Chinese on campus and who could be shared with the public schools through either faculty sharing or distance learning.

A system already exists in all partner school districts to share faculty within their districts whenever necessary. There has been no work from the partnership to design a systemic method to identify the need of a school to hire a teacher in a hard to staff content area or in hard to staff schools.

The Central ERZ supported the University's efforts to recruit candidates to the College of Education by attending the Pathways to Teaching Fair in November and Teacher Job Fair in May with faculty members and by working the UALR booth. Participation in the fairs resulted in several individuals contacting the College of Education to seek advanced degrees, add a certification, or get an initial licensure.

The director is working with other ERZ directors to develop strategies to support the Teachers of Tomorrow clubs in public schools. Strategies have been developed to support the clubs in partner schools. The challenge for the group is to find funding to support the clubs. The ERZ directors will work together to locate funding.

In order to stay abreast of the status of recruitment and retention in the state, the director serves as a member of the State Recruitment and Retention Task Force, which is a part of the Office of Teacher Quality. The committee works to develop strategies to help schools recruit highly qualified teachers and to develop strategies to increase the number of teacher candidates. The director also attended the Legislative Ad Hoc Committee on Recruitment, Retention and Graduation Rates meetings and invited members of the UALR Recruitment and Retention Committee to attend the meetings, also.

Detail the future direction of this ERZ as it relates to this goal:

The Central ERZ will continue to support the efforts of the University to recruit candidates to hard to staff content areas such as mathematics, science, foreign language and special education. The director will continue to serve on the State Recruitment and Retention Task Force in an attempt to stay abreast of the state's efforts toward this legislative requirement.

A plan will be developed to support Teachers of Tomorrow Clubs in all ERZ partner schools across the state in conjunction with other ERZ directors. Funding may need to be sought to support the project.

LEGISLATIVE REQUIREMENT #6: Develop a system for mentoring teachers with three (3) or fewer years of professional service.

Indicate the current level of implementation of this goal within the ERZ:

Fully functioning and operational level of development and implementation	Limited development or partial implementation	Little or no development or implementation
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please provide detailed evidence to support the level of implementation indicated:

All partner schools have the capacity to mentor novice teachers through Pathwise. In addition to Pathwise mentoring training offered through the partnering districts' professional development departments and the service cooperatives, the University offers mentor training for the cooperating teachers with whom pre-service field candidates are placed. The University class did not have enough participants in the fall and was cancelled. Pathwise Mentor Training scheduled for July will include participants from the public schools as well as University faculty. Pre-service candidates are evaluated in their field experience using Pathwise indicators but are not given the specific training that the cooperating teachers receive.

The Co-Teach Collaborative Training contained a mentoring component. Each co-teach team was observed twice: once by instructor, Kathy Balkman and once by the co-teach team's ERZ director. The observations include a conference and written comments from the observer that includes observed strengths and suggestions for improvement. Kathy Balkman observed the teams on February 8. Director Perritt accompanied her on some of the observations and conferences. Director

Perritt completed the second observations on April 28 and May 8. The co-teach teams were composed of veteran teachers as well as teachers with three or fewer years of professional experience.

The Summer Science Institute for Middle School Science evaluates the success of the program through extensive pre and post tests to assess participants gain in content knowledge. Student standardized test scores will be examined to determine if student achievement was impacted by the training.

Detail the future direction of this ERZ as it relates to this goal:

The High School Redesign Project will contain a mentoring component. The details of the plan will be determined by the working committees during the fall.

Smart Start Science Part II, an expansion of the 2007 LRSD science grant for Kindergarten through fifth grade teachers, will be offered to participants from the original 2007 and 2008 program. Participants in the project will be observed three times during the course of the semester. Each observation will be followed by a thirty minute conference with the teacher to discuss strengths, weaknesses, and suggestions for improvement. The curricula will be developed by Dr. Anne Lindsay, Early Childhood Education; Keith Harris, UALR Science Specialist; and ERZ Director Perritt with assistance from Neeley Dobbins, UALR Math Specialist and Karyl Bearden, ADE Literacy Specialist. Slots in the class not filled by LRSD personnel will be offered to the NLRSD and the PCSSD teachers from the summer 2008 workshops.

The partnership will seek funding to continue the Co-Teach Collaborative Grant to train co-teach teams within the ERZ and in local schools. The partnership will also seek funding to expand the original grant to include a Trainer-of-Trainers component.

LEGISLATIVE REQUIREMENTS #7 & 8: Develop active participation of the community in the work of the school and parents in the academic work of the school.

Indicate the current level of implementation of this goal within the ERZ:

Fully functioning and operational level of development and implementation

Limited development or partial implementation

Little or no development or implementation

Please provide detailed evidence to support the level of implementation indicated:

Community and parental involvement needs were assessed at the beginning of the year in meetings with the partners.

Strategies were implemented to increase community involvement and support in the work of the schools and to increase parental participation in the academic work of the schools. The ERZ staff worked with local governmental agencies to bring the resources of the agencies to partner schools. Meetings were established between the Central Arkansas Planning and Development District (CAPDD) and Sylvan Hills High School to seek tutoring help from the agency for students. The CAPDD will hire and train Sylvan Hills High School students to be tutors within the school. The CAPDD will be able to recruit Sylvan Hills students for some of its required programs.

The City of Little Rock funded a work study program for students at Hall High School during the summer of 2007 and were approached to fund another project for this summer. Initial meetings were arranged by ERZ staff between Hall High School Assistant Principal Judy Zink and members of the City of Little Rock Staff including Dorothy Nayles and Barbara Osborne. A representative from the city Workforce Investment Board was also in attendance.

The director worked with Oakbrooke Elementary parents and Sylvan Hills High School science teacher, Michael Johnson, and his AP Physics classes to present a family science night for fourth and fifth grade students at the school. The high school students prepared and conducted a series of science stations in which the elementary students could experience science through hands-on activities. Some of the activities included learning to classify one's fingerprints, observing through a microscope, learning the physics involved in making an individual serving of ice cream in a Ziplock bag, and exploring static electricity.

The director conducted two workshops at Sylvan Hills Elementary School to enable parents to help their children with science fair projects. The workshops required the parents and students to work together to complete a project. The Primary Workshop task was to determine which brand of raisin bran contained the most raisins. The Intermediate Workshop provided a choice of projects. Parents and students could either test the strength of a variety of brands of paper towels or test the absorbency of the same group of towels. The procedures for the intermediate workshops were determined by the students in the classrooms in pre-lab activities lead by the director. The pre-labs also served as professional development for the classroom teachers.

The director participated in Family Math and Science Nights at Bale Elementary and Sylvan Hill Elementary by bringing live animals for students to touch and experience first hand.

The ERZ staff worked to get volunteers and materials to Bale Elementary for KABOOM, in which an entire playground was built in a day. The staff spent hours calling local businesses trying to find one that could donate tents or canopies for the event. The staff also helped to recruit volunteers by emailing notices and calling individuals to help.

The Central ERZ did not meet its goal of recruiting three new Advisory Board Members from the community or three new parents to the Board.

Detail the future direction of this ERZ as it relates to this goal:

The Central ERZ will continue to work to increase community involvement and support in the work of the schools and to increase parent involvement in the academic work of the schools. Community and parent membership to the Advisory Council will be increased.

LEGISLATIVE REQUIREMENT #9: Outline short-term and long-term evaluation strategies, including a means of collecting data necessary to evaluate the progress of each participating public school and the ERZ in its entirety.

Indicate the current level of implementation of this goal within the ERZ:

Fully functioning and operational level of development and implementation

Limited development or partial implementation

Little or no development or implementation

Please provide detailed evidence to support the level of implementation indicated:

The results of the annual external evaluation will be shared with all stakeholders and partners. The external evaluation will be shared with the Advisory Council at the first meeting of the year and will be mailed out to the remaining stakeholders as well as made available on the website.

The annual report will be shared with the Advisory Council at the first meeting of the year and will be sent electronically to all other stakeholders. The annual report will also be placed on the website.

No formal survey of ERZ progress was conducted throughout the year. Most ERZ projects contain embedded evaluation components that allow for evaluation of the project.

Although no formal comparison is made of the year to year progress of the Central ERZ, informal comparisons by staff and partners agree that the 2007-08 school year was the most successful year in the history of the organization. More projects were successfully started and completed than in any other year and more plans made for future projects than ever before.

Detail the future direction of this ERZ as it relates to this goal:

Surveys will be conducted throughout the year to determine progress in specific initiatives.