

PHILLIPS
COMMUNITY
COLLEGE OF THE
UNIVERSITY OF
ARKANSAS EARLY
CHILDHOOD
EXTERNAL
REVIEWERS' REPORT
AND INSTITUTIONAL
RESPONSE TO
REPORT FALL 2014

Submitted by Dr. Deborah King on behalf of the Early Childhood
Education Program Review Committee Program Review Co-
Chairs- Yvette Robertson and Joyce Hargrove and Committee
Members-Robin Bryant, Chair Arts and Sciences in Phillips
County, Kim Kirby, Chair Arts and Sciences Arkansas County.

Program Review Available at
http://www.pccua.edu/faculty_staff/

ECE Program Review

Dr. Gail Cheney is an Early Childhood Education consultant who has extensive experience working in university early childhood programs at the University of Mississippi, Delta State University. She has an Ed.D. from the University of Mississippi, An M.S. from the university of Southern Mississippi, and a B.S. from the University of Southern Mississippi. See resume attached.

Brenda Brown is a highly qualified teacher with a strong dedication to the total development of children with 26 years of experience teaching grades Pre-K through First grade. She graduated from the University of Illinois at Chicago with a Bachelor of Arts in Education.

Academic Program Review for PCCUA's Early Childhood Program

External Reviewer's Report

Prepared by Gail Cheney, Ed.D and Brenda Brown

November 5, 2014

I. Review of Program Goals, Objectives and Activities

This review category is difficult to address because there are multiple goals given in the document. For example, there are 4 goals listed under **Mission** (p 5)

These listed goals of the program are to:

1. understand child development from birth to age 8
2. develop the ability to establish family and community collaboration
3. be aware of professionalism required to serve in early childhood environments
4. acquire knowledge about adaptations and accommodations for diverse learners in inclusive settings

Then listed under **Goals and Objectives, Activities and Assessment** (p 5) are five PCCUA core competencies:

1. Social and Civic Responsibility
2. Technology Utilization
3. Analytical and Critical Thinking
4. Communication
5. Cultural Awareness

Under **ECE Goals, Objectives and Competencies** (pp 11-15), 10 more goals are listed. Of these, there are only 7 since some are duplicated (Goals II and II are the same, Goals IV and V are the same, and Goals VI and VII are the same.) The original 10 are listed below.

GOAL I: Students will demonstrate the ability to use written and oral communication.

GOAL II: Students will be able to demonstrate and apply principles of child development and learning theories in the physical, social, emotional, cognitive, & aesthetics development of children.

GOAL III: Students will be able to demonstrate and apply principles of child development and learning theory in the areas of (physical, social, emotional, cognitive, and aesthetics) development.

GOAL IV: Students will be able to plan and implement developmentally appropriate curriculum and instructional practice based on how children grow and develop.

GOAL V: Students will be able to plan and implement developmentally appropriate curriculum and instructional practice based on how children grow and develop.

GOAL VI: Students will use informal and formal assessment strategies to plan and implement individualized curriculum and environmental teaching practices.

GOAL VII: Students will use informal and formal assessment strategies to plan and implement individualized curriculum and environmental teaching practices.

GOAL VIII: Students will demonstrate a commitment to professionalism by reflecting on their practices, articulating a philosophy and rationale for decisions and self–assessment, and evaluating the effects of their choices and actions on others.

GOAL IX: Students will apply and utilize language appropriate materials for children’s emergent literacy development.

GOAL X: Students will develop and maintain positive partnerships with families and communities.

If these duplications noted above are eliminated, there are 7 remaining early childhood goals as listed below. The 4 goals listed under “Mission” can be incorporated into these as noted in italics. The PCCUA Core Competency Goals seem to be goals for all PCCUA students that compliment and support the early childhood program.

GOAL I: Students will demonstrate the ability to use written and oral communication.

Understand child development from birth to age 8

GOAL II: Students will be able to demonstrate and apply principles of child development and learning theories in the physical, social, emotional, cognitive, & aesthetics development of children.

GOAL III: Students will be able to plan and implement developmentally appropriate curriculum and instructional practice based on how children grow and develop.

GOAL IV: Students will use informal and formal assessment strategies to plan and implement individualized curriculum and environmental teaching practices. *Acquire knowledge about adaptations and accommodations for diverse learners in inclusive settings*

GOAL V: Students will demonstrate a commitment to professionalism by reflecting on their practices, articulating a philosophy and rationale for decisions and self –assessment, and evaluating the effects of their choices and actions on others. *Be aware of professionalism required to serve in early childhood environments.*

GOAL VI: Students will apply and utilize language appropriate materials for children’s emergent literacy development.

GOAL VII: Students will develop and maintain positive partnerships with families and communities. *Develop the ability to establish family and community collaboration*

These 7 educational (learning) goals are appropriate for an early childhood program and are assessed in appropriate ways (i.e. portfolios, observations, presentations, lesson plans, case scenarios). This program meets a unique and specific need in that it is training and supporting not only early childhood students who are seeking associate degrees, CDA certification, and/or technical certificates but also early childhood professionals in the community (i.e. workers in Headstart, private daycare centers, etc.) Based on the number of declared majors as presented in Table 7 (p 26), there seems to be an adequate number of students to justify the need for the program and the required resources needed to support the program.

Table 7 (p 26) shows that declared majors have declined since 2011; however, the number of Associate of Applied Science majors seems to indicate support for the need for the program (25 in 2013 and 24 in 2014). It is not clear how many of the declared majors in each of the programs noted in Table 7 complete their work in their declared major. It would be helpful to research this and also the number of these majors who either find early childhood jobs or continue in early childhood or elementary programs at 4 year institutions.

II. Review of Program Curriculum

Fifteen of the 16 courses listed are specifically designed for early childhood (the only exception being Computers in Education (EN 213). Coursework includes history and foundation of early childhood, child development and guidance, methods and materials appropriate for young children in various content areas, and field experiences. The overall program curriculum covers conception to age 8 and some courses target specific age ranges (i.e. Birth to Pre-K, Birth to age 2, Birth to age 5, etc.). The breath of the ages covered gives students an overall view of early childhood while the specific ages covered in some courses give students an in-depth knowledge of dealing with children within the covered age ranges (i.e. ECD-103 Foundations of Early Childhood deals with Birth to age 8 and gives not only a historical overview of early childhood but also a view of appropriate programs for young children. ECD-243 Infant and Toddler Curriculum deals with children from birth through age 2 and covers specific needs and programs for children during these years). The majority of courses focus on children from birth through Pre-K which seems to be appropriate for early childhood students and practicing early childhood professionals who desire to or are presently working with children from birth through Pre-K.

Course syllabi address a variety of topics with a focus on developmental appropriateness, group and individual needs of children (physical, social/emotional, cognitive), appropriate guidance and assessment, the importance of the family, and professional behaviors.

One course (ECD-283) Future Perspectives specifically addresses current research and practices in early childhood. In addition, instructors who keep abreast of “current and best practices” are more likely to keep their early childhood students “up to date.” The two primary instructors (Yvette Robertson and Joyce Hargrove) document attendance at professional development sessions both in and out of the state of Arkansas as well as being members of state and national early childhood organizations.

Course syllabi address generally discuss the use of teaching and learning methods including textbook readings, demonstrations, discussions, and observations.

Course syllabi address the use of varied assessments including the CDA Assessment Observation Instrument, CDA Portfolio, tests/quizzes, field experience observations, individual and group projects, case studies, community service projects, article reviews, course notebooks, class presentations, CDA portfolios, etc. and stress the importance of punctual and regular class attendance.

III. Review of Academic Support

PCCUA provides a variety of student services programs (described on pp 25 and 26).

- Career Pathways
- Carl Perkins Grant

- Student Support Services Funds

It is not clear how academic advising is done for the early childhood program. The Field Experience Courses probably provide some mentoring for these students.

Retention and student success is noted as being a priority at PCCUA with the use of Student Success (SS) classes and the Early Alert System. The SS classes are one hour credit classes designed to help students academically through a language arts class and a learning systems class. The Early Alert System provides a way for faculty members (with students who are in danger of failing because of nonattendance or lack of preparation) to work with the student’s advisor to provide intervention early in the semester. The report noted that although this system can utilize an “Early Alert Coordinator,” that PCCUA does not have the funding to support this.

IV. Review of Program Faculty

All program faculty members listed in Appendix have graduate level degrees. The two full time EC faculty members (Robertson and Hargrove) have degrees and experiences related to the ECD courses they teach (p 22). Without looking at their transcripts, it is not certain that the SY 223 Family course is within their areas of expertise. Page 22 notes that “instructors are often assigned overload courses per semester.” This might suggest the need for additional faculty during regular semesters. Teaching summer courses on a voluntary basis and with adequate compensation seems to be reasonable and desirable for faculty members. It is not clear whether these two EC faculty members teach at both campuses (Helena and DeWitt). It is also not clear which courses and where the other two EC degree faculty members (Hargrove and Turner) teach. Students having access to more than one EC faculty member is desirable. The following chart gives an overview of the faculty members who currently teach early childhood courses.

Faculty Member	Degrees	Courses taught in EC Program	Are the degree(s) and/or experiences related to course(s) being taught in Early Childhood
Yvette Robertson	BS Elem & EC; M.Ed. Elem; Ed.S. Elem	ECD 1001, 1003, 1103, 1203, 103, 213, 223, 243, 253, 263, 283, 293	Yes
Joyce Hargrove	BA EC; M.Ed. EC/Sped	ECD 1001, 1003, 1103, 1203, 103, 213, 223, 243, 253, 263, 283, 293	Yes
Carolyn Turner	BA Eng; M.Ed. Eng/Guid	Not clear which EC course(s) are taught	Unable to determine

Carolyn Willingham	BS Health, PE, Rec; M.A. Health, PE, Rec	ECD113 Health, Safety and Nutrition	Yes
Ja Chambliss	BS Communicative Disorders, M. Ed EC/Sped	Not clear which EC course(s) are taught	Her degree in EC/Sped would qualify her for most ECD courses

Students are given a PCCUA Student Satisfaction survey (Appendix X). General information is noted about the EC program, courses, etc. but no questions relate specifically to faculty members in the program. Appendix W gives results of Employers who have had PCCUA students as employees or as practicum students. No questions relate to the faculty member(s) who teach the practicum course(s). There is nothing noted in the report that gives information about faculty orientation and/or evaluation.

V. Review of Program Resources

PCCUA has library facilities at three campuses (Helena, DeWitt, and Stuttgart). Based on the report, the EC programs are at the Helena and DeWitt campuses and both are reported to have a library. The Helena campus is reported to have an “expansive library available for student and faculty use.” Table 6 on p 24 gives a report on the library budget which seems adequate and Inter-library loan gives students access to books that may not be in the library’s permanent collection. The electronic resources that are available at the Helena campus are shown in Table 5 on p 23. The IT Department is working to provide access for electronic databases for off campus facilities.

Other resources that may be available to students and faculty are not noted (i.e. hand’s on materials for math and science, creative art materials, Big Books and predictable books if not in the library, etc.).

It is also not clear as to whether the faculty members conduct “hands on” workshops and/or demonstrations and if so, if there is a budget to support these.

Although both full time EC faculty members document attendance at professional meetings (pp. 20 and p 21), it is not clear whether there is a budget to support their attendance or whether they must pay for attending meetings and participating in other professional development opportunities.

VI. Review of Program Effectiveness

PCCUA is to be commended for providing a variety of program options in early childhood for perspective and practicing early childhood teachers, assistant teachers, and day care workers as well as providing for a Child Development Associate (CDA) credential. Students may obtain an Associate of Applied Science degree, a Technical Certificate, or a Certificate of Proficiency in Early Childhood. All students are exposed to NAEYC child care standards and practices, the Arkansas Frameworks, and the Division of Early Care and Education of the Arkansas

Department of Human Services quality standards. A notable side effect of the training obtained is that students who have young children are exposed to practices that benefit them as parents with their own children.

The Early Childhood Program appears to have many strengths including:

- two full time faculty members who have both training/degrees and work experiences related to the courses they teach.
- field experiences and practicum experiences which are valuable for the students and also for the child care centers who host these experiences. It is true that learning is enhanced when we are involved in real experiences. It is important that these experiences are positive ones.
- the use of varied assessments that require not only knowledge and comprehension but also critical and creative thinking, problem solving, and application.
- the wide spectrum of courses offered which deal with the child, the family, the early childhood curriculum, and the history and future of early childhood.
- access to library resources and opportunities for faculty members to request materials to support and enhance the early childhood program.

No mention is made of ways that communication and coordination are enhanced and supported between the early childhood program faculty and the host early childhood centers/programs/classrooms. If this is not being currently done, it might be an area to be considered over the next 2-5 years. It is also not clear whether the early childhood faculty (full time and adjunct) meet at least yearly to discuss and plan for program consistency, utilization of best teaching practices, and changes if needed. This would be another improvement area to consider.

VII. Review of Instruction by Distance Technology

NOT APPLICABLE TO THIS PROGRAM

VIII. Review of Program Research and Service

Appendices W and X give data which can be analyzed and used for program planning.

IX. Local Reviewer Comments

Having two highly qualified early childhood faculty members is a strength of the program. These faculty members also are advisors to the early childhood students and have weekly contact with them. Having a facility specifically designed for early childhood classes at the Helena campus is a real benefit as well as having local early childhood programs at each campus for the students to do field experiences. This is an accommodation as well as offering courses at nights and on weekends to meet with the schedules of the students.

Early Childhood faculty members meet weekly with CDA students to discuss their field experiences. It would also be beneficial for the faculty members to meet with Pre-K cooperating teachers and their director to discuss strengths and weaknesses of these students.

X. Report Summary

Early Childhood programs that focus on children before they enter Kindergarten provide an essential need to communities that provide programs for these young children (Birth through Pre-K years). These children and their parents deserve teachers and caregivers who understand young children and provide for their unique needs and who will provide developmentally appropriate environments and curriculum for these children. PCCUA's Early Childhood Program Mission clearly states the college's commitment to this need. Many parents have no choice about whether to have their children in childcare or educational programs but they should have an assurance that they are entrusting their children to qualified caregivers and teachers.

Some of the courses offered in this program would make excellent electives for other PCCUA students who are young parents in need of a better understanding of the way children develop and how to enhance this development at home.

Having a program review process in place can only make the program a more viable one. The program goals should be the basis for this process. Utilizing students who are currently enrolled as well as those who have completed the program as informal "reviewers" and "planners" and having a way to obtain input from PCCUA instructors (full time and adjunct) might enhance the formal review process. Once a comprehensive review process has been completed and analyzed, program adjustments should be considered and made.

Institutional response to Program Review

Phillips Community College of the University of Arkansas

Early Childhood Education Program Review – Response to Reviewer Comments

Dr. Gail Cheney, Early Childhood Education Consultant from Cleveland, Mississippi, and Brenda Brown, Helena/West Helena Preschool Director from the Helena Public School System in Helena, Arkansas, visited our campus and completed the program review.

Reviewer Concerns Addressed

- Reviewers noted that there were duplications in the program goals and suggested that the goals be incorporated to state seven program competency goals. The reviewers noted that the PCCUA Core Competency Goals seem to be goals for all the PCCUA student that compliment and support the early childhood program. As noted by the program reviewers, all duplicated goals were eliminated and the revised seven goals will be used for the Early Childhood Program.
- Reviewers noted that it is unclear how many students who have declared majors in each of the early childhood programs actually complete their work in their declared major, and suggested it would be advantageous to the program to research and find the number of these majors who find early childhood jobs or continue in early childhood or elementary programs at four year institutions. Plans are being made to conduct post follow up with graduates who obtain a position in an early childhood facility in our PCCUA service area. Modifications will be made to the employer satisfaction survey to include information on new employees who are graduates of PCCUA Early Childhood programs.
- Reviewers noted fifteen of the sixteen courses listed in the degree program are designed specifically for the early childhood program with the exception of Computers in Education (EN 213). Even though Computers in Education (EN 213) is not a specific early childhood course, it is included in the degree plan because technology is presently incorporated into today's classrooms.
- Reviewers stated they were not clear as to how advising is done for the early childhood program. The early childhood faculty serve dual roles as instructors and advisors for the early childhood students as well as mentors students in Field Experience I (ECD 1001) and Field Experience II (ECD 1101).
- According to reviewer comments, it was unclear that the SY 223 Family course, which is a requirement for the Early Childhood Education AAS degree, is within the areas of expertise of the early childhood faculty. Even though the early childhood faculty members do not have sociology degrees, both have had courses and trainings in dealing with families and family issues, as well as possessing the knowledge of ways to strengthen families in today's society. Adjunct faculty member, Carolyn Turner, has a counseling degree and periodically serves as an instructor the Family course (SY 223).
- The reviewers stated they were unclear as to whether the faculty members conduct "hands on" workshops and/or demonstrations and if so, if there is a budget to support the workshops. The instructors are both active in conducting workshops and trainings to the community as needed. Early Childhood and Care Projects by the University of Arkansas at Fayetteville trainings along with the 2G (Two Generational) workshops have recently been conducted by PCCUA Early Childhood faculty for child care providers and parents. These workshops and trainings are grant funded.

- Reviewers noted that the early childhood faculty members attend professional meetings but it was not clear about a budget to support their attendance. The early childhood program has a budget allotment for professional development.
- Reviewers noted that there was no mention in the report as ways that communication and coordination are enhanced and supported between the early childhood program faculty and the early childhood centers/programs/classrooms. This is a long term goal of the early childhood program.
- Reviewers commented that it would be beneficial for the early childhood faculty members to meet with Pre-K cooperating teachers and their director to discuss strengths and weaknesses of these students. The early childhood instructors are in the process of developing an assessment tool to evaluate students' performance while interning in the childcare facility.

Examples of Exemplary Practices

- Meets a unique and specific need in that it is training and supporting not only early childhood students who are seeking associate degrees, CDA certification, and/or technical certificates but also early childhood professionals in the community (i.e. workers in Head Start, private daycare centers, etc.)
- The use of varied assessments including the CDA Assessment Observation Instrument, CDA Portfolio, tests/quizzes, field experience observations, individual and group projects, case studies, community service projects, article reviews, course notebooks, class presentations, CDA portfolios, etc. as well as stresses the importance of punctual and regular class attendance. The assessments require not only knowledge and comprehension but also critical and creative thinking, problem solving, and application.
- Provides a variety of program options in early childhood for perspective and practicing early childhood teachers, assistant teachers, and day care workers as well as providing for a Child Development Associate (CDA) credential. Students may obtain an Associate of Applied Science degree, a Technical Certificate, or a Certificate of Proficiency in Early Childhood.
- Two full time, highly qualified faculty members who have both training/degrees and work experiences related to the courses they teach. These two faculty members also serve as advisors to the early childhood students and have weekly contact with them.
- Field experiences and practicum experiences which are valuable for the students and also for the child care centers who host these experiences. Students' learning opportunities are enhanced through the real classroom experiences.

- The wide spectrum of courses offered deal with the child, the family, the early childhood curriculum, and the history and future of early childhood.
- Access to library resources and opportunities for faculty members to request materials to support and enhance the early childhood program.
- Courses are offered at nights and on weekends to meet with the schedules of the students.

Suggestions for Strengthening the Program

- Plans are being made to conduct post follow up with graduates who obtain a position in the PCCUA service areas to see the effectiveness of the PCCUA Early Childhood Degree Program and their preparedness for their early childhood positions.
- A revised Employer Satisfaction Survey will be distributed to facility directors and administrators as to how effective the PCCUA Early Childhood Program is in meeting the current needs of their staff.
- The early childhood staff will provide information on current early childhood course competencies and goals in the possibility of adding more early childhood adjunct instructors in the future.
- The early childhood full time and adjunct faculty will develop a schedule of planned meetings for discussing program consistency, utilization of best teaching practices and modifications to the program goals.
- Periodic meetings will be hosted by the PCCUA Early Childhood Faculty for the childcare centers for which it serves. These meetings will be held at least annually for each service area.
- The early childhood instructors are in the process of developing an assessment tool to evaluate students' performance while interning in the childcare facility. This evaluation will be used to discuss with the cooperating teacher/director the strengths and weaknesses of the student. The instructor and student will then use this information to create a professional growth plan for the student.

RESUME

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Personal Data

Birthdate: October 14, 1943 (Laurel, Mississippi)
Home Address: 809 S. Fifth Avenue, Cleveland, MS 38732
Work Phone: (662) 719-8599; Home Phone: (662) 843-7808

Professional Degrees

Ed.D. (1972) University of Mississippi
University, Mississippi
Elementary Education with Early Childhood Emphasis

M.S. (1967) University of Southern Mississippi
Hattiesburg, Mississippi
Early Childhood Education

B.S. (1964) University of Southern Mississippi
Hattiesburg, Mississippi
Elementary Education

Certification

Elementary Education
Kindergarten
Administration
Gifted and Talented
Certified PET (Program for Effective Teaching) Trainer

Professional Experience

July 2006-present	Educational Consultant
July 2005-2006	Educational Consultant, JBHM Education Group, Jackson, MS (part time)
July 2004-July 2005	Assistant Superintendent, Cleveland School District, Cleveland, MS
January, 2002- June 2004	Director of Curriculum and Instruction, Cleveland School District, Cleveland, MS
August – December, 2001	Arts Coordinator, Greenville Arts Council/Greenville Public Schools
June 4, 2001- August 6, 2001	Executive Director, The Mississippi Office of The National Faculty (<i>This organization filed bankruptcy and terminated all employees on August 6, 2001</i>)
1994-2001	Professor and Coordinator of Elementary Education, Division of Curriculum and Instruction, Delta State University
1993-94	Associate Professor, Elementary Education, Department of Curriculum and Instruction, Delta State University
1987-93	Curriculum and Staff Development and Gifted and Talented Coordinator, Helena-West Helena School District, Helena, Arkansas
1985-87	Coordinator, Project Discover (Gifted and Talented Program) Helena-West Helena Public Schools, Helena, Arkansas
1984-85	Associate Professor and Coordinator of Early Childhood and Director of the University of Mississippi Laboratory Kindergarten, Department of Curriculum and Instruction, University of Mississippi
1972-84	Associate Professor and Director, University of Mississippi Laboratory Kindergarten, Department of Curriculum and Instruction, University of Mississippi
1971-72	Graduate Assistant, Elementary Education Department, University of Mississippi
1970-71	Kindergarten teacher, University of Mississippi Laboratory Kindergarten, University, Mississippi
1969-70	First grade teacher, Jackson Public Schools, Jackson, Mississippi
1967-68	Team leader and teacher, District #63 Schools, Niles, Illinois
1964-67	First grade teacher, Hattiesburg Public Schools, Hattiesburg, Mississippi

Professional Activities

1971-present

The following is a summary of various types of professional activities from 1971 to present.

Consultant for public school systems and education cooperatives including:

Cleveland, Mississippi; West Bolivar County, Mississippi; Shelby, Mississippi; Greenville, Mississippi; Tishomingo County, Mississippi; Clarksdale, Mississippi; Meridian, Mississippi; Jackson, Mississippi ; Desoto County, Mississippi; New Albany, Mississippi; Hernando, Mississippi; Tate County, Mississippi; Charleston, Mississippi; Sunflower County, Mississippi; Helena-West Helena, Arkansas; Panola County, Mississippi; Tunica County, Mississippi; Marshall County, Mississippi; Simpson County, Mississippi; Leflore County, Mississippi; Wynne, Arkansas; Greenbriar, Arkansas; Hughes, Arkansas; Clarendon, Arkansas; Marvell, Arkansas; Memphis, Tennessee; Great Rivers Co-Op, Helena, Arkansas; Pulaski County Co-Op, North Little Rock, Arkansas; Southeast Arkansas Co-Op, Monticello, Arkansas; Wilbur Mills Co-Op, Beebe, Arkansas; Arkansas River Education Service Co-Op, Pine Bluff, Arkansas; Dawson Educational Co-Op, Arkadelphia, Arkansas; Dumas, Arkansas; Forrest City, Arkansas.

Consultant for private school programs including:

Broadmoor Baptist Church, Memphis, Tennessee; AFL/CIO Day Care Project, Houston, Mississippi; Educare Centers, Memphis, Tennessee; Presbyterian Church, Greenville, Mississippi; Tunica Academy, Tunica, Mississippi, Lee Academy, First Presbyterian Day School and St. George Episcopal Church, Clarksdale, Mississippi; Desota School, West Helena, Arkansas.

Speaker or workshop presenter for the following:

Mississippi Association of Children Under Six, Tennessee Association of Children Under Six, National Association for the Education of Young Children, Southern Association of Children Under Six, Southern Early Childhood Association, Conference of the Mississippi Science Teachers' Association, Infant Stimulation Workshop -- Office of the Governor of Education and Training, Greenville Pre-school Association, Newspaper in the Classroom Workshops of The Commercial Appeal, Memphis State University, ICS Headstart, Delta State University, Governor's Conference on Education, University of Mississippi Reading Conference, Philadelphia Indian Reservation Schools, Mississippi College's Preschool Conference, Memphis Association for Young Children, CDA. Training Workshops, Arkansas Education Association, Childhood Services, Jonesboro, Arkansas, ARVAC Handicap Consortium, Russellville, Arkansas, Arkansas Department of Human Services, Phillips County Chamber of

Commerce, Arkansas Children's Hospital, Arkansas Early Childhood Commission, Joint Conference of Arkansas Association of Children Under Six and the Arkansas Association of Childhood Education, League of Women Voters, State Title I Conferences, Mississippi Baptist Convention Board, Arkansas Association on Children Under Six, National Association of Gifted Children, Arkansas' for Gifted and Talented Education (AGATE), ASU Annual Early Childhood Education Conference, LeMoyne-Owen College, Arkansas Department of Education, University of Nebraska at Lincoln, Nebraska, BRIDGES (MDE), Mississippi Association for Middle Level Education, Mississippi Association for Supervision and Curriculum Development.

Research papers presented at the following:

1971-Present National Association of Biology Teachers, Project Math, Mississippi Association of Biology Teachers, Mississippi Association on Children Under Six, Southern Association on Children Under Six, Mid-South Educational Research Association.

Major University Committees:

2000- Tenure Committee, Housing Committee

1994-96 Graduate Council

1994-Present Curriculum Committee, Department of Curriculum and Instruction

1993-Present Writing Across the Curriculum Committee

1985-1993 Helena-West Helena Public School Committees:

Staff Development Committee; Multicultural Committee; Staff Morale Committee, Chairman; State selected Pilot Committee for Development of an English Language Arts Curriculum Frameworks, Chairman; Discipline Committee, SITES School Improvement Committee.

1971-72 University of Mississippi Committees:

Co-Chairman -- University Administrators Training Committee; Planning Process Task Force; Search Committees for Library Director, Curriculum and Instruction Chairman, Higher Education faculty member; Committee on Committees; Student Affairs, Graduate Admissions Committee; Multicultural Committee, Chairman.

Miscellaneous Professional Activities:

1971-Present National Faculty Textbook reviewer for Houghton-Mifflin and Follett Publishing Companies; member of Faculty Senate: participated in AACTE's Institute on

Multicultural Teacher Education; Coordinator for Title I Kindergarten Workshop (co-sponsored with the Mississippi State Department of Education); one of several originators of Fun Shop (a non-commercial TV show for children on TV-9, Tupelo, MS), participant on "Pro/Con" (Production of Mississippi Center for Educational TV); Coordinator for two state conferences sponsored by Mississippi State Department of Education for Administrators on Kindergartens.

Honors and Services

1994- 2005	Bolivar County Headstart Policy Council Community Representative Board Member, Transitional Shelter, Community Action Partnership SPARK State Steering Committee Bolivar County Steering Committee
2000-2001	IHL Curriculum Council, Barksdale Reading Institute
1997-Present	Bridges Committee, Department of Education
1998-2001	Sponsor, Mississippi Professional Educators Affiliate Group
1993-99	Sponsor, affiliate group of Mississippi Early Childhood Association, DSU
1999-Present	Member of Neighborhood Children's Program Board, St. Luke United Methodist Church, Cleveland, MS (President from 2000-present)
11/94-2001	Faculty sponsor, Student Advisory Council (SAC), Delta State University
1/95-9/95	Publicity Chair, Mississippi Early Childhood Association
1991-93	Member, Teacher Center Committee, Great Rivers Educational Co-Op, East Arkansas
1991-93	Member, East Arkansas Regional Mental Health Board
1990-91	Coach of Odyssey of the Mind team of 7th graders (regional and state level champions who competed at the 1991 World Finals)
1988	Challenger Award, Arkansas Gifted and Talented Association (AGATE)
1986-87	Phillips County Community College Advisory Board
1984-93	Member, Helena Library and Museum Board of Directors

1977-78 Outstanding Teacher in Education for University of Mississippi
 Member, CADET Child Care Center Policy Board, Holly Springs, Mississippi
 CRAFT Advisory Committee, Oxford-Lafayette County B and I Complex
 Lafayette County Child Development Council

Grants

Summer 2004 Improving Schools Through Literacy (Laura Bush Library Grant) (funded for 1 year for \$359,000.00)

Spring 2002 CSRD: Comprehensive School Reform Development Grant (funded for \$65,000 per year for three years for Eastwood Junior High School, Cleveland, MS)

Fall 2002 Family Involvement Literacy Grant from the Department of Human Services for Eastwood Junior High School for the 2002-2003 school year (funded for \$26,000)

Professional Development Grant for \$2,000.00 from the Mississippi Department of Education for the 2002-2003 school year

Spring 2003 Volunteers for a Healthy Community (funded for \$65,000 by Baxter International for one year) co-authored partnership grant with Delta State University

Fall 1996 Faculty Retreat Grant (funded)

1994-2001 Recipient of DSU Faculty Grants

1994 "Grant for Improvement of Instruction" submitted to the Associate Commissioner of Academic Affairs of the IHL Board (not funded).

1994 Grant to fund a "Drive-In" Middle School Conference (funded).

1994 Grant to fund a "Drive-In" Whole Language Conference (funded).

1991-93 Authored Middle School Consortium Grant (funded).

Grants to fund presentations by the Arkansas Repertory Theater to students of Helena-West Helena School District (funded).

1991-92 Authored a Restructuring Grant: "The Change Process K-12" to the Arkansas Department of Education (funded for \$10,000).

1991 Authored a grant to Winthrop Rockefeller Foundation for an elementary K-6 program for At-Risk Youth (funded for \$100,000.00). This program was written up in Beyond the Barriers: Successful Educational Interventions in Arkansas, Winthrop Rockefeller Foundation Policy Study.

1971-82	Co-authored Kindergarten proposals for state grants with twelve school districts, State of Mississippi (funded).
1995	Student Advisory Council Retreat Grant (funded)
Fall, 1995	Faculty Retreat Grant (funded)
Fall, 1994	Training Grant (funded)
	Faculty Retreat Grant (funded)

Research

"A Study to Establish the Relationship Between the Color of a Teaching Aid and a Child's Tendency to Self-select an Aid from Those Commonly Found in a Kindergarten Room," Faculty Research Grant

"The Effect of an Educational Television Program on Selected Second Grade Students in Lee County, Mississippi

"Free Choice of Activities by Five-Year-Old Children as Related to Their Needs and Interests," Faculty Research Grant

"The Effects of Color on Kindergartners' Selection of Teaching and Play Materials," Paper presented at Southern Association on Children Under Six Convention, March 31, 1978, and the Mid-South Educational Research Association, November 8, 1979

"Kindergarten Math Readiness Skills." Paper presented at Project Math meeting, Montgomery, Alabama, February 17, 1979

"The Effects of a Film and Related Discussion Upon University Early Childhood Preteachers' Concepts about Natural Childbirth," Presented at the National Association of Biology Teachers Convention, New Orleans, Louisiana, October 26, 1979

"Effects of TV Advertising on Children," Un-sponsored research.

"An Attempt to Bridge the Gap Between Theory, Concerns, and Practical Applications in Education," Nonfunded grant submitted to the Kellogg Foundation.

Professional Publications

Mississippi Association on Middle Level Education Newsletters:

Topic articles from 2001 to 2003

The Development and Validation of an Instrument Based on Viktor Lowenfield's Developmental Stages in Art for Determining Social, Emotional, Physical, Creative, and Intellectual Growth of Five-Year-Old Children. Doctoral Dissertation

Professional Development of Preservice Teachers, MPE Journal, Spring, 2000.

Bridges Training Module, "Encouraging Creative Art," 1998

Writing and editor of DSU Elementary Education Materials: (1) Elementary

Materials Packet, (2) Elementary Education Brochure, (3) Observation/ Participation Packet for Introduction of Elementary Education Course

Executive Director's Column, Through the Middle Newsletter of the Mississippi Association for Middle Level Education

"Pitter-Patter," column in Young-Ums (a quarterly publication of the Mississippi Child Development Council), Governor's Office of Education and Training

Illustrator of Parent Power, Project Printing, Washington, D.C.

"Children Tell Us About Themselves Through Their Art," column in MACUS Newsletter, Volume 4, No.3, Fall, 1975

Preparing For School, Calhoun County Schools, Pittsboro, Mississippi, 1975

A Manual of Procedures and Policies for a University Laboratory Kindergarten, University of Mississippi

"Let's Play and Learn Together," The Commercial Appeal, Memphis, Tennessee, April, 1977, (Lewis, Wirtz, Woolner, Eddins, and Liddell)

One, Two, Three, Go. Educational Consultants, Memphis, Tennessee, 1978

Recipes for Learning: Exploring the Curriculum Through Cooking, Goodyear Publishing Company, Santa Monica, California, 1979

"A Part of Every Body", Instructor, October, 1980, p. 166

Kindergarten Handbook, Title I, ESEA, State Department of Education, Jackson, Mississippi, 1980

"What To Do When There's Nothing To Do," Parents Directory, Rebel Press, Oxford, Mississippi, 1980

"Equipment and Materials," Implementing Kindergarten in Mississippi An Administrator's Handbook, Division of Instruction, Mississippi State Department of Education, Jackson, Mississippi, 1984

"Creative Art," Handbook for Kindergarten, Division of Instruction, Mississippi State Department of Education, Jackson, Mississippi, 1985

Membership

Association for Supervision and Curriculum Development (ASCD)

Kappa Delta Pi

Phi Kappa Pi

Delta Kappa Gamma

Phi Delta Kappa

Southern Early Childhood Association

Mississippi Early Childhood Association

Treasurer - 1974-76

Newsletter Editor - 1976-77

President elect/Conference chair - 1980-81

President - 1981-82

Affiliate Sponsor - 1993-1999

Mississippi Association for Middle Level Education

IHL Representative 1994-96

Executive Director 1997-2003

President 2003-2004

Past President 2004-2005

National Middle School Association

Mississippi Professional Educators

IHL Representative 2000-2001

Leadership Roles

1994-2001	Coordinator, Elementary Education, Delta State University
1995-96	Planned and implemented multi-aged summer enrichment program for children in grades K-2 to also be used as a laboratory experience for undergraduate and graduate students in Elementary Education Extended program to include grades 3-5 in Summer, 1996.
Fall, 1995	Initiated first Networking Meeting on Whole Language for Delta area teachers Organized a meeting for Community College advisors
Summer, 1995	Two Channel 6 News presentations
Fall, 1994	Planned and initiated a "Drive-In" Middle School Conference (implemented September, 1994) Initiator of Portfolio Assessment for undergraduate elementary education majors.
Spring, 1994	Planned and initiated a "Drive-In" Whole Language School Conference

Coursework

I have taught or directed the following courses:

Delta State University

CEL 301	Introduction to Elementary Education
CEL 310	Instructional Planning in the Elementary School
CEL 312	Language Arts for the Elementary School
CEL 314	Basic Skills of Reading
CEL 315	Teaching of Reading in the Elementary School
CEL 316	Approaches to Reading Instruction
CEL 317	Principles and Techniques of Teaching in Early Childhood
CEL 318	Principles and Techniques of Teaching in the Middle Grades
CEL 393	Classroom Management
CEL 610	Effective Instruction in the Elementary School
CEL 613	Communicative Arts

CEL 617	Social Studies in Elementary Education
CEL 620	Fundamentals of Early Childhood Education
CEL 621	Education in the Intermediate Grades
CEL 630	Practicum in Elementary Education
CRD 624	Methods and Materials of Teaching Reading in the Elementary School

University of Mississippi

EDEC 300	Curriculum and Theory for Early Childhood Education
EDEC 301	Experiences in Early Childhood Education
EDED 303	Science and Numbers
EDED 322	Workshop in Early Childhood Education
EDEC 500	Introduction to Early Childhood Education
EDED 553	Language Concepts and Literature in Early Childhood Education
EDEC 555	Art and Music in Early Childhood Education
EDEC 570	Program Development and Administration in Early Childhood Education (I developed this course)
EDEC 661	662, 663, and 665 Practicums
EDEL 301	Language Arts in the Elementary School
EDEL 303	Science in the Elementary School
EDEL 305	Child Development
EDEL 617	The Nature and Structure of the Language Arts as developed in Elementary Schools
EDEL 653	Seminar in Elementary Education
EDEL 727	Internship in Elementary Education
EDEL 556	Supervision of Student Teachers
EDEL 519	Classroom Management

Arkansas State University

SE 4070 3G	Identification, Nature and Needs of the Gifted
ELED 50033	Problems and Trends in Elementary Education
8E 50843	Creativity in Gifted Education
ELED 50023	Curriculum Construction
CI 6553	Supervision of Instruction

University of Arkansas at Little Rock

GATE 7393	ST-Curr/Design/GT
RHSE 7350	Teaching the Gifted and Talented
RHSE 5302	Teaching Creative and Critical Thinking Skills in/for Content Areas

Director of the UALR Summer Laureate for Young Children, 1987

Instructor of 1986 Summer Institute for Educators of Gifted Students

Phillips County Community College of the University of Arkansas

I have taught Child Development Associate Classes (CDA) on numerous occasions for Phillips

I have been Chairman of eight doctoral dissertation committees and served on numerous others as well as Specialist Field Studies at the University of Mississippi and Delta State University.

BRENDA BROWN

1219 East Baldwin, West Helena, AR *H: 870-572- 1062*C: 870-816-1062*twinsbrenda@yahoo.com

Professional Summary

Highly Qualified Teacher with a strong dedication to the total development of children. With 26 years of experience teaching grades Pre-K through First grade. A caring and organized professional ensuring that all students have the skills to move to the next level. Extensive experience gaining the trust and confidence of students and parents. I have proven abilities to improve student learning through tailored language arts and math skills.

Skills

- Core Knowledge trained
 - Reading First Model Teacher
 - Early Literacy Learning In Arkansas (ELLA)
 - Parent Facilitator
 - Whole Language
 - Direct Instruction
 - Intensive Phonics
 - Presented Code of Ethic for Arkansas Teachers
 - Presented Arkansas History workshop
- Class room discipline
 - Age appropriate lesson plans
 - Positive reinforcement
 - Positive Learning environment
 - Experience with special needs students

Work History

Director/Teacher, 1988 to Current

Helena-West Helena School District-Helena- West Helena, AR

- Successfully improved student participation in the classroom through integration of creative role-playing exercises.
- Collaborated with faculty to develop running records.

Kindergarten Teacher, 1992-1995

Lakeview Elementary School District-Lakeview AR

- Planned, implemented, monitored, and assessed a classroom instructional program which was consistent with the State Board of Education.
- Developed and taught lessons on relevant children's books, poems movies and themes to promote student interest.

First Grade Teacher, 1988-1991

Saint Dorothy Catholic School-Chicago, IL

- Planned, implemented, monitored, and assessed a classroom instructional program which was

Lead Teacher, 1990-1992

Kids Production, Bollingbrook, IL

- Developed and taught lessons on relevant children's books, poems, and movies and themes to promote student interest.
- Organized field trips

Education

Bachelor of Arts in Education, 1988

University of Illinois at Chicago-Chicago, IL

Professional Organization

Arkansas Education Association (AEA)- 1991 to present

Arkansas Education Association Board Member-2003 to present

National Education Association Association-1991-present

Helena-West Helena Education Association-2008 to present

Professional Licensure Standard Board (PLSB)-2007 to present

Professional Licensure Standard Board Ethic Sub-committee Chairman- 2013 to present

Southern Early Childhood Association Member-2013 to present

Personnel Policy Committee Chairman-2008 to present