

**UCA Executive Advisory Board - Agenda**  
**November 5th, 4pm - ZOOM**

**Join Zoom Meeting**

<https://uca-coe.zoom.us/j/947034565>

**Meeting ID: 947 034 565**

Please consider the following questions and help us build our agenda. What would you like to see us discuss??? What news can we share with you?

1. Intern preparation as it relates to the science of teaching reading proficiency (guest: Amy Thompson)
  - a. Passing Test vs
  - b. Face to face PD (RISE) K-6
2. Instructional practice - [LINK TO UCA DATA](#)
  - a. Data interpretation for guiding instruction
  - b. Small group instruction based on above
  - c. How to group students using data on skill deficiency
3. Minority Recruitment Efforts - [LINK TO GOOGLE FOLDER](#)
  - a. RR Plans
  - b. Cadet Initiative
  - c. Diversity Recruitment Study
  - d. Faculty CRP Study
4. Training provided for pre-service teachers on social-emotional issues - [LINK TO FOLDER](#)
5. Incorporating culturally responsive practices, especially with regard to classroom management - [LINK TO GOOGLE FOLDER](#)
  - a. Harvard Deep - <https://online-learning.harvard.edu/course/deep-learning>
  - b. Addition of EDUC 2330 (elective, all candidates)
  - c. Rewrite of EDUC 1300 (all candidates)
  - d. Rewrite of EDUC 3322 (ML/SECED)
  - e. Equity Audit of COE Coursework
  - f. MES Survey Data
  - g. Field Placement Tracking
  - h. Internal Data on Key Assessments (INTASC, TESS)
6. Program admission and progression requirements (specifically, candidate dispositions) - [LINK TO GOOGLE FOLDER](#)

**UCA Executive Advisory Board - Minutes**  
**November 5th, 4pm - ZOOM**

**Participants:** Elise Hampton, Karen Lasker, Donna Wake, Gary Bunn, Cathy Riggins, Danny Ketcherside, Tammy Knowlton, Robert Robinson, Lori Smith

1. Intern preparation as it relates to science of teaching reading proficiency: Passing Test vs Face to face PD (RISE) K-6
  - Notes on ELEM/SPED (guest: Amy Thompson - ELSE Faculty). All K-6 and K-12 programs are approved pathways for Science of Reading (proficiency). All 4-8 and 7-12 programs (awareness) are in process of alignment in AY 2019-2020 per ADE timeline requirements.
  - Notes MAT (Sunny Styles-Foster - MAT Coordinator): Candidates in the K-6 program take the two Elementary courses that focus heavily on preparing them for the Foundations of Reading exam, as well as hitting many of the proficiency requirements. The other proficiency requirements that are part of the pathway are MAT 6320-Disciplinary Literacy and MAT 6314-Reading Difficulties. These courses provide candidates in K-6 with proficiency pathway Q (approved earlier this year). All other candidates (starting in 2020) will receive awareness via MAT 6320, MAT 6314 and/or AR IDEAS trainings online
  - Dr. Bunn shared that the new rules/regs around initial teacher licensure are available for public comment until December 3. Will share via email and here
    - Current rules -  
[http://dese.ade.arkansas.gov/public/userfiles/Legal/Legal-Current%20Rules/2018/Educator\\_Licensure\\_Final\\_10-29-18.pdf](http://dese.ade.arkansas.gov/public/userfiles/Legal/Legal-Current%20Rules/2018/Educator_Licensure_Final_10-29-18.pdf)
    - Draft rules -  
[http://dese.ade.arkansas.gov/public/userfiles/Legal/Legal-Pending%20Rules/2019/ADE\\_317-1\\_Educator\\_Licensure\\_Draft.pdf](http://dese.ade.arkansas.gov/public/userfiles/Legal/Legal-Pending%20Rules/2019/ADE_317-1_Educator_Licensure_Draft.pdf)
2. Data-driven instructional practice - [LINK TO UCA DATA](#)
  - Dr. Wake shared Impact on Student learning project guidelines (data in folder) and talked about how project was designed so that supervisor and candidate define subpopulations for context of classroom. All candidates are required to analyze the impact of their instruction on whole class and two subpopulations and present analysis as major internship project.

- Note: Project rubric was revised this summer with working groups to provide even more emphasis on reflection and then resultant action from analysis to include: data interpretation for guiding instruction, small group instruction, and differentiation. Rubric linked in folder.
3. Minority Recruitment Efforts - [LINK TO GOOGLE FOLDER](#)
- K. Lasker asked for updated on COE minority recruiting efforts.
  - D. Wake shared efforts made by COE so far to recruit and retain students (Cadet, Impacting Tomorrow Summit, Focus groups on campus with Dr. Jackson)
  - D. Wake shared summary of grant written this summer to hire a recruitment/retention specialist for students of color for COE. The grant was not funded. But D.Wake plans to re-use grant materials and identify other sources to apply for grant monies once accreditation self-study is completed. D. Wake will give update in spring meeting.
  - D.Wake also shared new idea to start COE Student Group specifically for Students of Color (and one for LGBTQ students as well). The focus would be on empowering students and providing them voice and a space for their professional development. Response from committee was positive. D. Wake will give update in spring meeting.
  - G. Bunn shared that the 2020 Impacting Tomorrow Summit is scheduled for February 21st. He wondered if schools might like to come and be part of the day. G. Bunn will reach out to Executive Advisory Board members to schedule an event for that day.
4. Training provided for pre-service teachers on social-emotional issues - [LINK TO FOLDER](#)
- C. Riggins shared that SEL is a growing concern she sees for teachers and K-12 kids.
  - D.Wake shared that syllabi were included in the folder but that COE was eager for guidance on improving our practices
  - C. Riggins shared that the state has new SEL guidelines. COE should examine and align instruction to new guidelines. This information will be shared with faculty through CAC and UPC this month.

- D. Wake wondered if COE faculty partnering with Arch Ford faculty might be a good meeting to revisit this topic in our curriculum (see notes from AF IF Julie Workman below).
  - Notes provided (Julie Workman): For SEL, I'm thinking they would benefit from knowing key practices to allow for SEL support in their classes. The one we talk about most is Morning Meeting, and allowing kids to check in and share with teachers how they are feeling about life in general and how their day is going. Mindfulness and incorporating ways to build resiliency are also areas they could benefit from knowing about. I don't see any of those topics in the link for what you shared for SEL, but maybe that's more of a foundational class. I just know they would benefit from knowing real strategies they can use for kids who are struggling. The other issue here is that they know and understand how to take care of themselves when dealing with kids who are going through trauma. It really goes back to teacher resiliency. Elena Aguilar has an amazing book about this which ties into it called [Onward: Cultivating Emotional Resiliency in Educators](#). I think that this is a huge piece related to SEL that has a lot to do with our retention rates in teaching. I'm trying to figure out a way I could do a book study on this with some novices and pay them a stipend for joining in one evening a month. I'd love to take a group of beginning teachers through the workbook and study their retention rates in years to come.
5. Incorporating culturally responsive practices, especially with regard to classroom management - [LINK TO GOOGLE FOLDER](#)
- E. Hampton asked about COE current practices around CRP generally and CRP and classroom management specifically.
  - D.Wake shared initiatives (information linked in folder) to include: Harvard DEEP training, rewriting of course curriculum for social justice topics (EDUC 1300, 2330, 3322), the fall 2019 equity audit, the MES survey practice, the new field placement tracking.
  - D.Wake also shared that data across measures indicate that our relative low points are (INTASC): classroom management, diversity, parent communication, and assessment. COE faculty teaching common courses across departments will be asked to come together in the spring 2020 term to share best practices with one another to explore how to provide a more cohesive vision of these topics.

One group will be classroom mgmt/diversity/CRP with the second being assessment. Also, ELSE are currently using equity audit in a curriculum revision process they are undertaking. Parent communication is being discussed in the November undergraduate program coordinators' meeting based on work Steve Ward is doing in his middle level curriculum.

- C. Riggins noted that self-efficacy was part of the equation and wondered if we (as a collective) could be doing more to support self-efficacy in novice teachers, candidates, and K-12 students and what that would look like in curriculum and instruction practices, particularly in terms of persistence and perseverance.
  - D. Wake noted this was important to consider and noted that often COE feels it is in a Catch-22. We place candidates with strong teachers so they see what teaching should/could be, but then when they candidates start their own classrooms, they don't understand the work it takes to create that space from scratch and that this is disheartening to them.
  - G. Bunn noted that the COE was in a partnership with Sanford to curate and share resources around topics like SEL. He shared the link in the chat to the Sanford resource library - <https://www.sanfordinspire.org/>
  - AF IF Julie Workman also emailed notes: How can we help our novice teachers understand that classroom management starts with providing a predictable structure for kids? We have been talking about trauma-informed classrooms and how to deal with students that are unmotivated (even at the youngest ages), but often we go in and they have a very unstructured classroom. Then we start by putting structures in place, but they seem at a loss for how to deal with kids who don't immediately conform. We are looking at building in some culturally-responsive and trauma-informed strategies to help them out, but would love for them to feel more prepared in those areas. It seems like no matter what type of district they go into, they are all dealing with kids who are traumatized and act out. Just a thought!
6. Program admission and progression requirements (specifically, candidate dispositions) - [LINK TO GOOGLE FOLDER](#)
- D. Wake shared the items in the google folder link and described the "gates" for program profession as well as the disposition rubric used by the COE which will be considered for revision in summer 2020.

- K. Lasker noted that perhaps more focus on topics of professionalism was important to include dress, social media behaviors, ethics violation areas, and maintaining teacher identity outside of work.
- G. Bunn suggested D. Wake send google form for other ideas and open response. D.Wake agreed :)