

Executive Advisory Board Meeting
Agenda
November 15, 2021, 4pm

Meeting by [Zoom](#)

Present: Michael Mills, Donna Wake, Elise Hampton (CPSD), Karen Lasker (CPSD), Gary Bunn, Tammy Knowlton (JNPSD), Julie Workman (Arch Ford), Necati Sahin (Lisa Academy).

Guests: Trenice West-Raymond (US Prep), Jen Stack-Driver (US Prep), Meranda Sierra (TPI-US), Martin Newell (TPI-US)

1. Internship II Praxis Score Requirement

Review that we removed Praxis Core in Spring 2021 based on Fall 2020 input from stakeholders, including Executive Advisory Board. Gary Bunn noted that we still review candidates, but that our goal was to remove barriers and consider candidates more holistically.

UCA recently made a move to change policy around Praxis II requirements and wish to present them for input. UCA had noted that candidates were taking, but not feeling pressure to “pass”, the Praxis content exam tests prior to Internship. As a result, we saw numbers drop for licensure compared to enrollment in Internship 2 as well as data from Arch Ford on novice teachers hired but still struggling to pass the exam and earn the standard license.

UCA through Initial Licensure Program coordinators explored data and decided to require scores on Praxis 2 to enter internship using states’ new [AAP cut scores](#) making them eligible for a provisional license on an alternative assessment plan. This new policy is on the [OCS website](#).

Fall 2021 was first semester for this new policy piloted in ELSE program. There were a few hiccups in candidates not understanding the expectations. But overall, all but 4 candidates in elementary struggled to reach the AAP score, and most passed for full licensure status.

M.Mills noted this offers us avenues to provide more intensive support for candidates struggling with the test based on resources provided by OCS.

J. Workman gave thanks as they are supporting novice teachers and giving Praxis support. She feels this will allow them to focus earlier and appreciates our focus and partnership.

2. Demographic Trends -

a. [Undergraduate Admission Data](#)

b. [MAT Admission Data](#)

D.Wake presented data on increases in numbers for students of color for undergraduate programs. Group discussed potential causality, or at least correlation, to include: (1) changes to admission requirements, and (2) faculty experiences with DEEP project. MAT programs are not seeing an increase, and we are monitoring closely. MAT is always higher in % for SOC, but latest data reflect lower numbers akin to undergraduate numbers.

N.Sahin asked about numbers in SPED programs and talked about encouraging general education teachers at his site to consider online programs to earn SPED endorsement. D. Wake noted the merit of that idea and will pass information to SPED program coordinators. D. Wake will ask K.Lenz (program coordinator) about efforts to connect and to increase numbers.

J.Workman asked question about SPED resource and if that had an impact on our numbers. D. Wake noted that UCA did not apply for the SPED resources grant from ADE due to staffing issues. We did apply for the ESL and the Online endorsement

M.Mills noted that in addition to the increase in %, UCA has been working hard to better prepare students in culturally responsive pedagogy. But we've seen some situations where teachers in the field / clinical placement are not responsive and may be biased. Perhaps in terms of partnerships and selection of mentors, we are working to identify mentors who are equity-minded. K.Lasker noted that she has worked with D.Wake to increase SOC. She sees disparity when she comes on campus to work with interns.

D.Wake noted that faculty have started an Educators' Rising student organization led by Kela Jackson, Catherine Miller, and Wendy Rickman. The organization has only had two meetings but had HIGH engagement and strong numbers for SOC. So that organization might be powerful in creating community to support recruitment and retention. Dr. Jackson visited each introduction to education class to personally invite students, and her efforts appear to have yielded results.

3. Alternative Placement/Internship Residency

M.Mills led discussion on need to seek models for alternative placements for internships, particularly internship residency. Schools are seeking interns to hire as Teacher of Record. UCA has had 12 requests this year, and we know the district need is strong. They appear to be predominantly smaller districts struggling with staffing. M.Mills presented at Arch Ford via invitation from J.Workman to talk to districts looking

for immediate hires. UCA is also concerned with supports that are available from UCA, the school/district, and the coop (if possible).

UCA has created an alternative placement addendum MOU in addition for the standard partnership MOU. UCA is working on planning yearlong residency and semester long alternative placement models to codify for use with districts and candidates.

J. Workman noted that smaller districts have special needs, and we can consider placing students there with additional supports and move away from using larger districts.

4. Partnership Cafe Suggestions

5. Mentor selection/PD

M.Mills combined discussion for items #4 and #5 to focus on selecting and supporting mentors. He shared that intern dispositions in the field have been problematic. Not in terms of increase in numbers. Rather that mentors and supervisors don't handle issues early leading to a situation that could have been avoided. M.Mills shared that we could do better on training mentors and supervisors to handle these situations early. Supervisors will be handled internally to target how to give feedback constructively and proactively. For mentors, we need to rethink how we support and compensate mentors appropriately. Wants to use Partnership Café in May 2022 to explore ideas and structures around modeling.

N. Sahin wondered if UCA could share our data on mentors to schools to help guide them in selecting and supporting mentors with us. That would allow schools to see who is doing a good job and is a good model.

M.Mills noted visiting school sites directly to have these conversations in future pending COVID restrictions.

J. Workman wondered if we did anything with the lead teacher designation. We could apply to be a pathway to lead teacher where we give them PD to earn lead teacher and we train them. G. Bunn noted our ASTL program offers lead teacher designation and wonders if we could weave in Julie's recommendations to that existing program. Arch Ford is paying mentor teachers stipend to be lead teacher and giving credits. Offered to partner with us. But noted schools now may have very few veteran teachers.

This could be priority item and discussion to continue in MAY.

6. ForwARd Arkansas/TPI-US Visit

UCA faculty left room to allow TPI/USPrep to ask a few questions of K12 partners.

