

UCA COE Executive Advisory Board
February 21, 2022

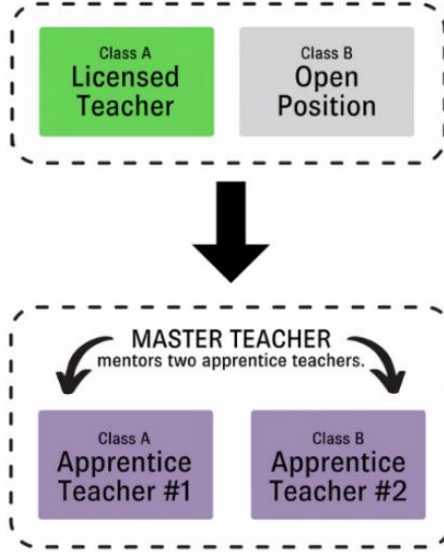
Present: Michael Mills, Donna Wake, Gary Bunn, Suzanne Rogers, Elise Hampton, Quintin Cain, Julie Workman

1. M. Mills shared that multiple districts, are requesting UCA Interns to serve as teacher of record to fill current teacher shortages. UCA COE is exploring models to support interns to work in districts to fill gaps districts are experiencing but in a way that allows maximum support for those interns. G. Bunn shared that UCA COE would “vet” candidates to identify those most prepared/qualified to step into teacher of record role including creating criteria.
2. Alternative Internship (see graphics below). M. Mills noted that we are currently exploring models, but that the annual Partnership Café will be used to come closer to finalizing models with collaboration of partners in the room. This is scheduled for May 10, 2022
 - a. Option 1. Master Teacher. Requires Act 1240 Waivers for class size and class load.
 - i. Questions about term “Master teacher”. G. Bunn clarified the term is being used broadly and not in reference to DESE endorsed master teacher designation.
 - ii. Questions about money distribution, and G. Bunn shared how this is working with UAFS currently using this model.
 - b. Option 2: District needs part-time teacher
 - i. Question about pay model. G. Bunn noted to continue exploring this model
 - ii. G. Bunn noted these models count toward teacher retirement and counts as year of practice.
 - c. General questions
 - i. E. Hampton noted opportunity to vet more student interns, in particular in looking to support teachers of color.
 - ii. J. Workman asked how she could support COE in helping districts connect with COE for these models.
3. M. Mills shared shift in COE to centralize clinical placements in OCS rather than current distributed model with each department having a point person (Hunter, Styles, Anderson)
4. D. Wake noted that the COE committees are working to revise all standing key assessments and surveys to be more intentional about including and elevating language around equity to communicate to our candidates’ expectations for supporting the learning and development of all students using specific equity lenses and language. Currently committees are pulling language from [INTASC progressions](#)
5. M.Mills shared our review from TPI-US and noted concerns about quality of mentors and supervisors. COE is now looking at structures to ensure quality of mentors and how to prepare mentors that will provide candidates with the best possible start in the field possible. This is also a focus for the Partnership Café.

Option 1

Alternative Internship

Option 1: District has an opening for a full-time teacher.



Option 2

Alternative Internship

Option 2: District needs a part-time teacher.

