



## **Executive Advisory Board - UCA College of Education** **Monday, November 14, 4pm by [Zoom](#)**

Present:

- Michael Mills (UCA COE Associate Dean)
- Donna Wake (UCA COE Director of Assessment)
- Elise Hampton (NLR Middle School, Principal),
- Julie Workman (Arch Ford, Teacher Center Coordinator),
- K.K. Bradshaw (Conway SD Deputy Superintendent),
- Holly Howard (Bentonville High School, Teach+),
- Amy Jordan (NLR SD Executive Director of Secondary School Performance),
- Karen Norton (Arch Ford Instructional Specialist),
- Suzanne Rogers (Lisa Academy, Assistant of Public Relations and Professional Development)

### 1. Welcome

Michael Mills gave welcome and gratitude for the service provided to the board. Introduction throughout zoom.

### 2. Field Updates - G. Bunn

We are expanding our thinking about placements for field experiences. Too many of our students are struggling financially. So we are looking at placing candidates where they need regardless of previous rules around being placed within a 60 mile radius of campus.

### 3. Alternative placements - G. Bunn

Gary noted the needs districts have to place interns as teachers of record (TOR) and allow them to be paid. We are building models to work with this need and support

candidates. We are working to qualify what indicators would signal an intern is “ready” for this experience.

Holly Howard asked that the mentor/lead teacher for the TOR in residency and how they will be compensated. Gary Bunn noted his preference is to use the model where we have one master teacher (paid salary) and 2 interns splitting the 2<sup>nd</sup> full-time salary.

#### 4. ForwARd Arkansas grant - M. Mills

Michael Mills gave update on ForwARd Arkansas Grant attempt which UCA was not awarded. Grant included plans for online dual licensure program in K6/SPED. UALR and SAU were awarded.

#### 5. Paid substitution [Policy](#) - M. Mills

UCA has noticed that interns are being asked increasingly to act as substitute teachers. And more frequently it is for a full day or multiple days (not just an 1-2 hours). Michael introduced policy that program coordinators have been working on.

Elise Hampton noted appreciation for UCA coming up with an option to both take care of interns and cover classes. She affirmed need to keep interns in their mentor teachers classroom and not elsewhere in the building.

#### 6. Dual licensure program (K-6 & SPED) - M. Mills

UCA is going forward with plans for online dual licensure program in K6/SPED. Paperwork will be reviewed by college curriculum committee to start the paperwork trail for full approval by ADHE. Students can take 15 hours a semester and finish in 2 years. Their work as TOR will fulfill Internship requirements. This is an undergraduate program that operates as an MAT for those eligible (e.g., paraprofessionals). We may need to revise some internship assignments as this evolves.

Question for the group about the K6/SPED focus and how to ensure they get both the K6 and SPED.

KK Bradshaw noted that her concern was also the difference between lower and upper elementary and how to ensure students receive the depth and breadth of experience. Suggested dividing experiences in thirds so candidates get: K-2 (lower elementary), 4-6 (upper elementary), and SPED.

Amy Jordan felt this would be do-able given districts' needs for interns and willingness to collaborate.

Holly Howard noted a need for secondary teachers and wondered if there was a plan for secondary/SPED. Particularly given state law removing SPED Resource rooms. There is a need for SPED teachers with content knowledge and Secondary teachers with more SPED knowledge. Michael Mills noted one barrier is the need for our secondary partners to offer content online.

## 7. Employer/Completer Surveys - D. Wake

- a. Employer Satisfaction (Initial) - [LINK](#)
- b. Completer Satisfaction (Initial) - [LINK](#)
- c. Completer Satisfaction (Advanced) - [LINK](#)

D.Wake created zoom break out rooms and asked participants to look at data per room to give UCA recommendations based on review of data.

Room 1: (Karen, Michael, Suzanne (employer satisfaction)).

- Overall, UCA data are strong.
- 2 areas: culturally responsive, differentiating instruction. Mills noted that candidates were closer to “adequate” to “well” in these areas. Question of how to navigate that in an environment of localized hysteria around the idea of culturally responsive
- Lower data noted around data on students in trauma and ELL.

Room 2: (Elise, Holly, Julie (completer satisfaction))

- Overall, UCA data are strong
- They felt well prepared for culturally responsive and student centered pedagogy
- Low point was managing student behavior, but those data were affected by low points by K-6 and Secondary K-12. Data were strong for middle level
- Demographic data mirrored employer data on students in trauma and ELL.

## 8. Partner News/Insights

Gary Bunn gave thanks to Arch Ford for allowing UCA to come present to the region superintendents.