



Executive Advisory Board - UCA College of Education Monday, February 20, 4pm (Zoom)

Present: Michael Mills (UCA), Donna Wake (UCA), Julie Workman (Arch Ford), Holly Howard (Bentonville), Quintin Cain (LRSD), Karen Lasker (Conway SD), Elise Hampton (North LR SD)

1. Welcome
2. Alternative placements
 - UCA is continuing to explore options for interns serving as a teacher of record in a paid position.
 - UCA has piloted the model this year on a limited basis.
 - UCA is refining criteria for supports for the intern and how an intern (and school) would qualify for this arrangement.
 - Mills shared these placements are good for students. They are similar to structures we use with MAT, and where we have had success with our support of these candidates in student teaching. Undergraduate candidates are (sometimes, marginally) younger and may need additional supports.
 - This academic year we have had some successes, and we also have had to remove a few interns from this arrangement due to candidate fit with school culture, support from the school, stress for the candidate, etc.
3. Year-Long Residency
 - Gov Sanders has indicated in her communication around LEARNS (not yet released) that all EPPs will be required to have year-long interns.
 - VGS has met with Secretary Oliva and determined state is using “year long residency” is an umbrella term and “residency” look or be defined variously. The secretary wants EPPs to know this is a flexible construct.
 - VGS has convened an EPP Dean’s Working group to explore and articulate options to put forward to the PLSB
4. Apprenticeship Model
 - J. Workman spoke about the “apprenticeship program” and AF has received Dept of Labor funds to support teaching pathways. College students working in a school district can receive up to \$12000 toward their tuition. In apprenticeship

model, tasks (and rubrics) are established and students works through that. The new 9-hour educators rising program allows HS graduates to become a paraprofessional. These students would qualify. They can be asked to complete residency as TOR

- District has to have a “journeyman” to support up to 2 candidates (must be mentor or lead teacher designated and will receive \$5000). Julie noted that it felt like old Pathwise model.
- EPPs expected to partner with school districts in support of this model.
- Still a bit undefined in terms of implementation. Julie noted that there are many districts without any designated lead or master teachers. AF is building structures to support development of designated lead or master teachers.
- Arkansas Futures Grant (covers first 2 years for declared education majors) applies to 4-year institutions offering associates degrees in education.

5. Substitute Teaching Policy

- Mills raised concerns that interns are being asked to serve as a substitute teacher which takes away days from their internship experience. Missing days is problematic under state rules.
- If an intern subs in their intended licensure area and grade level, then they can also count that as part of their internship requirement. Otherwise, they have to make up the day.
- Q. Cain asked if schools could be alerted as to which students are sub-eligible so they can move staff around to benefit the building and the UCA intern. (M.Mills noted that Q.Cain should talk to be G.Bunn about TOR model and see if we have a candidate interested in an alternative placement).
- K. Lasker noted that we don’t want to discourage interns who might not be ready to handle their own classroom and will need more supports and scaffolds.
- E. Hampton noted having interns in the building who are also working as subs in their mentor teacher’s room, and it has gone really well. The interns know the students, know the content, know how to teach.

Procedures Regarding Initial Licensure Candidates as Substitute Teachers

A teacher candidate in a supervised clinical practice (i.e. semester-long, full-time internship) may act as a paid substitute teacher in their mentor teacher’s classroom under the following circumstances:

- The candidate is registered with the substitute staffing agency for the school district.
- The candidate has obtained prior approval from the UCA College of Education (e.g., university supervisor)
- The substitute teaching assignment is in the classroom of the candidate’s mentor.

This role can happen only if the mentor teacher, building administrator, and university representatives are confident in the teacher candidate's abilities to manage the classroom effectively, and any time spent as a substitute teacher concurrently with the internship assignment must be in the grade level and content area of the candidate's intended licensure area.

This substitute role is allowable for a short-term basis only. Before making this decision, many factors must be considered (e.g., teacher candidate's abilities, classroom setting, number of students, and length of time in the placement). Candidates completing any early field experience may not serve in the role of substitute teacher concurrently with their internship assignment.

6. Dual licensure program (K-6 & SPED)

- We have created an online K6/SPED degree completion program. Curriculum has moved through UCA levels. It is currently in undergraduate council.

7. Partnership Cafe Update

- COE has no budget this year for partnership café in terms of funding for food and space. It is also difficult to ask people to attend an event after a long day at school.
- M. Mills has asked about COE leaders visit schools to connect in lieu of partnership café structure. The goal would be on hearing needs and challenges experienced in the field so we can fill gaps and find opportunities.
- We are calling this a listening tour
- Members agreed

8. Partner News/Insights

- Partners expressed appreciation for opportunity to connect and share.
- Q. Cain noted leaders are grateful to find ways to partner to support K12 kids.