Role/Position (that best describes you)	Name of Your District (if applicable)	This first question relates to the increase in scripted curriculum and the use of high quality instructional materials. Many of our candidates, whether they are placed or the teacher of record, have expressed concern regarding their ability to deviate from required curriculum set for by the district. With that being said, we know that active learning, collaborative groups, discussion, and opportunities to go beyond a textbook are critical to student success. For those of you who are in the classroom, how have you worked to ensure that you are using best practices, while also following the provided curriculum? If you were/are an intern, how did you work to ensure you were meeting the district requirements, as well as the requirements set forth by your internship assignments? What were some challenges and how can we address those? UCA Faculty, what ideas do you have to help us to better prepare our candidates for the reality that they will likely have a curriculum that they will need to follow in their future positions?	We are actively looking to better streamline our internship course. Can you provide any suggestions or insights into what you believe is needed during this semester, based on your current role and experience? Feel free to also comment on anything that is currently in place and how we can make that better.	Please let us know if there is anything else that you believe we need to address or discuss regarding the MAT program at UCA. Thank you for your time!
UCA Faculty		I wonder if we could offer some workshop sessions during Internship II where we work collaboratively, modeling the PLC process, to break apart a scripted lesson and find the spaces where we can incorporate more active learning while still using the provided lesson as a general guide? Maybe this is something we could also integrate into other lesson planning-specific courses like 5310?	I had 10 interns this semester (5 undergrad/5 MAT) and 7 of them required or requested in-person observations. I think scoring and providing feedback on all of the required key assessments is doable, but I consistently find that across all of my interns, there is a lot of confusion about how the unit plan, IoSL, and an observed lesson have to fit together and what the timeline should look like. I think part of this may be because the Internship handbook is written in narrative form, and a lot of candidates need a visual or bulleted list to figure out how to count back and submit each one of those key assessments on time. Could we add a timeline diagram to the Internship handbook to make it more evident that the unit plan, IoSL, and an observed lesson is basically like a three-week process? This might help them better plan ahead. Just an idea :)	n/a
Mentor/Classroom Teacher	Buffalo Island Central Schools	Our school is a PLC school and we have developed units of learning based on our essential standards. We do not use scripted curriculum. We have developed our own.	Students need a better understanding of the Science of Reading research and what it says about how students learn to read. They also need to have a working knowledge of the standards.	Students who have not been in the classroom prior to starting the MAT, need to understand the research of the science of reading.

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UCA Candidate/Intern	Prairie Grove Schools	At Prairie Grove, we used the Open Sci Ed Curriculum in 6th grade as a part of the national pilot for Open Sci Ed this year. It is "semi-scripted" in that it has planned out 5E-based lesson plans, but there are options for discussion starters, as well as some potential misconception points throughout the curriculum. It also has ideas for scaffolding or deafferenting for ELL learners or struggling learners. What I did was to communicate well with my school admin and mentor what UCA's assignment expectations were, while also communicating with my UCA internship mentor about how I was using Open Sci Ed's curriculum, how to cite it in my lesson plans and assignments, and then how I was adapting it. The advantage of a "curriculum in a box" is that it allows for consistency across a team or department, can be vertically aligned easily, and has predictable supply expenses from year to year. Secondly, it allows for scaffolding for new teachers in not having to write their own curriculum and gives them a guided starting point. This is also useful for experienced teachers who changes schools or grades. Thirdly, it is easily downloadable and emailable for parents who may be concerned about curriculum for political or religious reasons. This allows teachers and administrators the transparency that parents may want. For example, a parent was surprised that we were talking about sexual reproduction in 6th grade and was upset for parenting/religious reasons. She had not checked her email and found the Genetics unit introduction letter I had send weeks prior which address our topics covered and how we were specifically going to cover sexual vs. asexual reproduction. By having the lesson plans, my unit intro letter to parents, as well as the Arkansas State Science standards ready to document our curriculum, it provided me with transparency in what I was teaching, why we were teaching it, the scope and sequence, and most importantly, that it was covering sexual reproduction at the cellular level (and not the physical act itself or sexuality). So, for UCA and for its students, I would consider 3 best practices: communicate well, utilize academic honestly and transparency, and finally, adapt the "curriculum in a box" to your specific classroom. This allows UCA to still be a teacher preparation program, but one that can work in supporting students who write their own lessons or those that use a curriculum, because both cases will happen. This is also important with the rise of generative AI programs like ChatGPT, which are impacting education. UCA needs, and quickly, to learn how to utilize and regulate these tools, because their usage will not be going down, but increasing. Like Napster, VHS tapes, and other technologies, you cannot prevent the rise of tech which is potentially unethical or disruptive, but instead learn how to leverage technology ethically and legally in new ways. There will not be less AI in the future, there will be more, perhaps it can be beneficial to teach teacher candidates how to use ChatGPT to support their lesson planning more efficiently. I personally have never used it, but seeing its ubiquitous use, it makes sense to stay ahead of developments and use it as a tool rather than focusing exclusively on policing measures to control it. I see it as a 3-legged stool, how to write a "traditional" lesson plan, how to adapt a "curriculum in a box," and how to use emerging technologies like ChatGPT as emerging forms of literacy and lesson planning, curriculum design, and content creation. Personally, I used Open Sci Ed, a "semi-scripted" curriculum, but I adapted each of my lessons to fit my classroom. In some cases I gutted entire sections to do something better (a PhET simulation instead of a marble manipulative for our thermal energy unit), chose different readings/articles instead of the Open Sci Ed material (for example articles from Wonderopolis), or did my own activities instead (Punnett squares and articles about eye color and inheritance). Thus, I curated, adapted, and adjusted my own lesson plans to meet my own students' needs, to differentiate to their own pacing, extension needs, and to make them more authentic. For genetics, for example, we focused on muscle traits in cattle since Prairie Grove is a rural district. Thus, I am still able to practice and show evidence of competence of the skills UCA wants me to have in a classroom, but doing it within the framework of a curriculum.	I felt the whole pacing of the Internship was excellent, I would simply try to find a way to move everything up 1 week. I understand that most of your candidates likely have little classroom experience and may need that first month to get their feet wet and get used to classroom routines, but the last 2 weeks of Block 2, and the first 2 weeks of Block 3 (Observation 2, IOSL, Observation 3) was kind of jam packed. Though to be fair, I had an additional TESS evaluation for the state since I wasn't a "novice" teacher anymore, and perhaps that made my own personal internship a little more packed than usual.	I noted before, I think UCA's education prep program is outstanding. My only suggestion was to have more practice at reading 504/IEP plans, how to differentiate for that in assessment, in UDL's, and in how to do them. I would include them in all pertinent classes (Intro to Teaching, Differentiation, Assessment, and Pedagogy Specific electives.