

**Executive Advisory Board – UCA College of Education
Monday, November 13, 4pm. Zoom.**

Present:

- Michael Mills, Associate Dean, UCA
- Donna Wake, Assessment Director, UCA
- Sunny Styles-Foster, Interim Department Chair, UCA
- Bethany Ratermann, Senior Director of Communications, LISA Academy
- Elise Hampton, Principal, North Little Rock Middle School , 7-8
- Holly Howard, Teacher Bentonville High School
- Karen Norton, Instructional Specialist, Arch Ford ESC
- Karen Lasker, Director of Recruitment and Student Services, Conway School District
- Quintin Cain, Principal, Dunbar Middle School, LRSD
- Julie Workman, Teacher Center Coordinator, Arch Ford ESC

1. Welcome

2. SPEL Online dual Licensure K6/SPED programs

- a. 60-hour program for those working in an instructional role in an LEA (paraprofessional, tutoring, interventionist of some kind). Designed for those with an AA or with 60 hours (minimum). Designed to be enacted where they are working (embedded field). Currently we have 15 applicants. Program currently headed by Amber Brantley
- b. Bethany Ratermann asked about embedded coaching for participants. Sunny responded we would prefer to have site-based coordinators (adjunct) we train and work with. If that is not possible, we will be engaging in remote coaching primarily and on-site coaching as necessary.
- c. M.Mills noted we have an MOU specific to this program to emphasize the integrated nature of the program curriculum and clinical experiences.

3. Aspiring TESS (Wake) -

https://dese.ade.arkansas.gov/admin/Files/Aspiring_TESS_Rubric_2023_September_EEF.pdf

- a. EPP is moving to new Aspiring TESS rubric per DESE expectation in fall 2024. Candidates will be familiar with both Aspiring TESS or the TESS used in the field by principals. E. Hampton asked if interns will be assessed on Aspiring TESS or TESS used by principals. D. Wake explained DESE required us to use Aspiring TESS, but we are in conversation with program coordinators on how best to familiarize candidates with both versions of the rubric to best prepare them for their novice teacher experience.

4. Data Day Data and Insights Insights (Wake) –

Data:

https://drive.google.com/drive/folders/19TLMirTbQ58d_u3dwDJrIFVWp0SJG6uv?usp=sharing

Insights:

<https://drive.google.com/file/d/1ba5Sg2UPBbVMavj5pEhigstEw3VD1LQS/view?usp=sharing>

- a. D.Wake noted that the EPP held its annual data day event for initial and advanced programs to review data. Our programs noted strong data for content knowledge and professionalism. Our programs noted lower data for assessment, differentiation, questioning/discussion, communication with families (see PoP cycle)

5. PoP cycle (Wake)

- a. Per DESE guidance UCA is adding 2 new rubrics to our protocol around observations: 1 pre-conference rubric, 1 post-conference rubric. Both rubrics have been drafted and are being reviewed by program faculty. Once rubrics have been revised from that process, they will be sent to K12 partners for further revision (around December 11th).
- b. The first draft version is linked here: <https://docs.google.com/document/d/1V-MOYrh6b-KGpPuSUGR44ibb62Edtj-VZeulipyUHFI/edit?usp=sharing>

6. PhD Literacy Leadership Concentration - <https://uca.edu/phdleadership/>

- a. M. Mills shared PhD program is adding 2 new concentrations (e.g., reading, higher education administration) beginning in spring 2024. This is a break from the traditional fall only admission cycle, but we are making this one-time change in order to jump start those programs.

7. HQIM (Bunn)

- a. UCA faculty will work with Arch Ford faculty on February 15th to understand HQIM.
- b. Julie Workman noted Arch Ford has a grant from the state to support EPPs and districts to work with HQIM. She spoke positively about the materials and protocols in support of teacher instruction.
- c. Bethany Ratermann asked if there will be support to use HQIM for inclusive classrooms for first year educators. Julie Workman responded in affirmation. She noted that Arch Ford had a session last week looking at the intersection of UDL and HQIM to support diverse learners.

8. [Job Board](#) (Bunn) [Submit Openings](#) (<http://uca.edu/go/TeacherOpenings>)

- a. Gary Bunn has created a job board for our candidates to access. K12 partners are encouraged to send us job information to add to our job board.
- b. Holly asked if the state had a similar board. Julie Workman provided information for this site: <https://arjobsined.schoolspring.com>. Bethany provided a link for this site (but cautioned they were not frequently updated: <https://dese.ade.arkansas.gov/Employment/>

9. Year-Long Residency (Mills)

- a. This has not been finalized by the state yet, so it is hard to share definitive information. We are approaching a clearer understanding of state expectations. The state will use an hour requirement for Internship 1 and Internship 2. Candidates are also expected to be in the same location with the same mentor and the same supervisor for both experiences. We will need to meet those expectations and will be evolving programs over the next year once definitive rules are released.
- b. We do have specific concerns for secondary programs in meeting these expectations given their content coursework in colleges outside the COE and navigating those spaces.
- c. We do have concerns about our ability to provide students with diverse experiences (e.g., different grades taught, different schools, different districts, different student demographics). We are not sure how to retain the integrity of that practice we have centered while adhering to the new state expectations (which are still undefined). J. Workman affirmed that the structure we use supports candidates understanding diversity better than the proposed structure (Also affirming: Bethany Ratermann, Elise Hampton). E. Hampton also affirmed that if students are in a space that is not a good fit for them, it may reinforce negative stereotypes or discourage them from entering the profession.
- d. The state has placed all program revisions on hold until the new rules are finalized after the open comment period.
- e. M. Mills added mentors are compensated \$200 or a graduate class. Mentors may not be inclined to take an intern for an extended experience (Internship 1, 2) if compensation does not match extended expectations.
- f. M. Mills noted that when the rules come out for public comment, we will share with EAC to comment, and we will share what our EPP response will be. We will share our language for use if that is helpful. K. Lasker noted appreciation
- g. Q. Cain asked about our experience recruiting teacher mentors. M. Mills shared that Gary Bunn does this work and has a high level of success. But he noted that we are seeing a need to do more mentor training to meet DESE expectations (particularly around coaching). But again, we cannot compensate more than we already are. He also affirmed compensation in the form of graduate credit is a great benefit to the field.
- h. J. Workman shared that Arch Ford has been working with G. Bunn in coaching. Arch Ford offers coaching training in the summer we may be able to access for this work. She also noted LEAD teacher designation through our ASTL program may be a way to support teachers in receiving PD as well as being compensated in ways that might benefit them.

10. Partner News/Insights