



Executive Advisory Board - UCA College of Education
Monday, February 12, 4pm by [Zoom](#)

Present:

- Michael Mills, Associate Dean, UCA
- Sunny Styles-Foster - Interim ELSE Department Chair, UCA
- Donna Wake, Assessment Director, UCA
- Gary Bunn, Office of Licensure, UCA
- Debbie Dailey – T&L Department Chair, UCA
- Quintin Cain, Principal, Dunbar Middle School, LRSD
- Bethany Ratermann, Senior Director of Communications, LISA Academy
- Elise Hampton, Principal, North Little Rock Middle School , 7-8, NLRSD
- Amy Jordan, Central Office, NLRSD
- Holly Howard, Teacher Bentonville High School
- Julie Workman, Teacher Center Coordinator, Arch Ford ESC
- Suzanne Rogers, Assistant Director of Public Relations, Lisa Academy

1. Welcome

2. SPEL (Online Dual Licensure Program) (Styles-Foster)

- a. UCA (ELSE) has launched our fully online UG K6 / SPED Program. Candidates can earn either a K6 and/or SPED licensure along with a BSE. Differences in licensure pathways occurs in field setting and Praxis exams.
- b. Spring 2024 is the first semester for enrollment. We have 7 candidates who have been carefully vetted. All have their AA and are working on BSE and licensure. They are all working professionals in their current schools. Current candidates are taking 2 classes (spring) and 4 classes (summer). Right now, our plans are to only admit in spring semester.
- c. The program echoes the MAT program curriculum and structure. Currently the instructors or MAT faculty.
- d. Bethany Ratermann asked about candidates' exposure to SoR pathways and was affirmed that the content for proficiency was in place.

3. PoP cycle (Wake)

- a. D.Wake shared that the COE had engaged in a study in the fall term to shift our practice around candidate observations in the field per the Dean's request. The Dean had shared that DESE had been referencing a POP cycle based on the USPrep model.
- b. D.Wake worked with faculty, supervisors, and program coordinators to review the USPrep model and to develop a local POP cycle based on our study. The curriculum revision was approved in fall 2023 and implemented in spring 2024 and is ongoing as a pilot.
- c. The UCA version of the POP cycle saw 2 shifts to our existing practice. Up through fall 2023,
 - i. candidates submitted lesson plans for written feedback 48 hours in advance of the observed lesson. They now submit lesson plans for written feedback 5 days in advance of the observed lesson, **and** the candidate schedules a meeting with the supervisor to discuss the lesson and written feedback prior to the observed lesson. There is a new, 4-line accountability rubric focused on candidate engagement, candidate receptivity to feedback, and candidate focus on an area of improvement.
 - ii. After the lesson observation, candidates debrief with the supervisor and submit a written reflection. There is not shift to practice here, but there is a new, 4-line accountability rubric focused on candidate engagement, candidate receptivity to feedback, and candidate focus on an area of improvement.
- d. Feedback will be collected throughout the spring 2024 term to guide us in moving this protocol out of pilot, with any revisions, for full adoption and implementation in fall 2024 along with a shift to the new Aspiring TESS rubric per DESE's direction.

4. Year-Long Residency (Bunn)

- a. Dr. Bunn shared details of our current understanding around DESE's year-long residency. While the official rules and regulations have not been released, he noted this shift will necessarily change the nature of relationship between UCA and K12s
- b. Dr. Bunn expressed a concern that the expectations for mentoring and placement will be increased, but that funds have not been allocated to compensate UCA or K12 partners for these increased expectations.
- c. Julie Workman noted she was in a working group developing a curriculum for clinical supervisors and mentors. She noted the same concerns around funding for increased expectations have not been discussed other than mention of teachers applying for merit

pay. DESE also is sharing that mentors must be Lead/Master credentialed, but currently there are not many teachers in the state who are credentialed.

- d. Suzanne Rogers noted there was a DESE webinar last week about the state's new VAM model. She picked up in that model that if you are designated mentor and support an intern and have increased VAM working with that intern, that you would be eligible for merit pay. But there was a lot unknown still about how this works.
 - e. Dr. Bunn noted that UCA has a Lead teacher approved program (not Master teacher) for Lead pathway.
5. [Job Board](#) (Bunn) - [Submit Openings](#)
- a. Dr. Bunn shared a job board site at UCA where districts can post to the job board and share openings with interns. Positions stay on the board for 30 days (currently). School partners were invited to post on the board.

6. LEARNS Act and the Governor's Executive Order

For the upcoming state review (spring 2025), COE is working to evaluate diversity-oriented curriculum against LEARNS requirements and Governor's Executive Orders. We are moving to a focus on UDL as an umbrella model for thinking about diversity and equity. Focus will be on protected student classes and keeping them safe using a pedagogical (not sociological or political) position.

Dr. Mills reiterated UCA's commitment to diversity and inclusion.

7. Partner News/Insights

- a. Julie Workman asked if UCA had acquired HQIM materials and how we were using them with candidates. Dr. Dailey responded that we have an HQIM library developed at UCA and candidates were being introduced to materials in their coursework. M.Mills shared that faculty involved in teaching or observing any of our initial licensure programs, were being provided a session on High-Quality Instructional Materials with Bethany Hill from Arch Ford. This session will take place in Mashburn 103 on Thursday, February 15th, from 10:00 AM to 1:00 PM.