

**K-6 Elementary Education Advisory Board**  
**Department of Elementary, Literacy and Special Education (ELSE)**

Advisory Board Meeting Apr 17, 2024 @4:00-5:00pm  
Mashburn Room 103

## Welcome and Snacks

## Introductions

## Role of Advisory Board

The role of the K6 advisory board is to form a learning community composed of faculty, recent completers, community partners, and other educators in our profession to share common trends, program needs, and analyze current practices so we can best assure our teacher candidates are prepared when graduating from our program.

## K-6 Updates

- Current enrollment for Fall 2024:
  - Junior Block = 19
  - Internship I = 37
  - Internship II = 28
- Licensure/Praxis exams/FOR exams -
  - Foundations of Reading Course -highly trained SOR faculty
  - Partnering and attendance at Arch Ford FOR training
- Model Assessment updates-removal of Professional Growth Plan
  - #1 Praxis II Content
  - #2 Math TESS lesson and reflection-
  - #3 Unit Plan-
  - #4 Summative TESS
  - #5 Impact on Student Learning
  - #6 Parent and Home Connection
  - #7 Professionalism Assignment-**\*\*this has been removed\*\***
  - #8 Tier II Behavior Intervention
- Junior block placed at Mayflower and Conway Elementary Schools this semester
  - Made mentor teacher gifts today
- Lesson planning and HQIM beginning discussion and resources purchased and housed here
  - Eureka Math, Wilson Foundations, and many more housed in our TLC.
  - Exposure to HQIM early in preadmit Curriculum course-ELSE 3390

## What do our partners notice about our K-6 students?

Arrives on time, collaboration, resilient.

Some struggle with classroom management.

More experience with special education.

Tools in their toolbelt for children exhibiting challenging behaviors.(internship)

Intern feels like they may overstep but mentor works with the intern and discusses afterwards.

## **How can we improve? Suggestions?**

Having conversations with the field coordinator to help make sure UCA is intentional with placements. Centralized placements are not always intentional to fit with our faculty and intern matching. We used to have intentionality specifically for placements as a true partnership. Junior block placed in groups of two. This had mixed reviews across schools. Schools want to have their own time to match interns with their mentor teachers to match personalities especially if they are going to have them for one full year like in a residency program.

## **Other**

- Pinning Ceremony is May 2nd at 6pm in Ida Waldran Auditorium
- Graduation is Saturday May 4th @ 11:30. Our K-6 program has 35 graduates.
- Patty Kohler-Evans is retiring from UCA. We will miss her dearly.

## **Adjourn**

Thank you for giving your time to help us train our K-6 teachers. You are appreciated.

## **Minutes**

Meeting started at 4:02 and some came in afterward. In attendance were: Ashley Cox, Jamie Dallas, Jenny Chism, McKinley Green, Dee Dee Cain, Janet Filer, Tina Cope, Ashley Wilson, Stefanie Sorbet, Gary Logan, Carise Echols, Amber Brantley, Dayna Lewis, Mark Lewis, and Sunny Styles-Foster

Everyone gave brief introductions and as others joined us they were able to introduce themselves. Stefanie Sorbet began the meeting by discussing the role of the advisory board and thanking everyone for attending.

Current numbers of students in our K6 program were shared. Junior block currently has 19. Sunny Styles-Foster mentioned that we could actually increase up to 30+ total. Total number of internship I students is 37 and internship II students are 28 for fall at this time. It was also shared that we had a total of 35 graduates in our K6 program this spring.

Faculty shared Praxis exam updates and that all intern I's currently have passed all 4 parts with one exception of a student who has not yet completed all 4 exams.

Our literacy faculty shared their course content and what they are covering to prepare the students for the FOR exam. We continue to partner with Arch Ford for exam workshops. We shared how ELSE 4311 Foundations of Reading course in junior block is a very difficult course and aligned with what they must know to pass the exam. The connection of all 3 literacy courses ELSE 4305, ELSE 4311, and ELSE 4320 in our program was discussed and how valuable all 3 faculty are during this preparation time and especially during the upcoming Science of Reading audit.

Intern I visited Arch Ford in early April for their FOR exam workshop and it was shared that faculty have received emails and reports from those intern I's expressing their gratitude towards Amber Brantley for preparing them for this exam in the Foundations of Reading course and for Lisa Herrington and Ashley Wilson to continue to prepare them in internship semester right now. It was shared that when they were at the Arch

Ford workshop they knew most of the answers to the questions posed and were feeling very prepared to pass the upcoming FOR exam.

Model assessments were discussed and the professional growth plan has been removed. The program still maintains 7 assessments and those are: Praxis II, Math TESS lesson and reflection, Unit Plan, Summative TESS, Impact on Student Learning, Parent and Home Connection, and the Behavior Intervention Assessment. Ashley Wilson discussed the Parent and Home connection project and the partnership with Bigelow over this year. It was also mentioned that this is a great and authentic experience to oversee direct instruction in intervention in the moment while our interns are implementing the lesson and can provide immediate and direct feedback to the intern when they are working. This has been a community partnership for 22 semesters.

Junior block students were placed in Conway and Mayflower this semester. The juniors were set in partners within the classroom. It was suggested by a principal that our students really should have their own mentor teacher each semester they are placed in their field placement. This would cause us to need more mentors in junior block as they are paired up in classrooms currently. The pairing of juniors in one classroom has had mixed reviews in the Conway district among mentors.

Today these juniors made gifts for their mentor teachers in the technology learning center and will bring these gifts and thank you notes to their mentor teacher on their last day. This is in part to help our junior interns to understand how much we appreciate the mentor teachers and all that they do for us to help mentor preservice teachers.

We discussed the 3 interns who were placed at Seventh Street In the fall under the supervision of Gary Logan who served as principal during this time. These three interns were teacher of record and Dee Dee Cain, Patti Hunter, and Stefanie Sorbet reported to Seventh Street weekly to support and assist these interns and teach their Kindergarten and first grade students during that time. Mr. Logan expressed how much these three UCA professors helped the interns. Two of the three still remain and one took employment at another school upon graduating in December.

Lesson planning and HQIM were discussed and the program is beginning discussions and using resources purchased and housed here such as Eureka Math, Wilson Foundations and others. Jamie Dallas mentioned that she is giving our early preadmit students in ELSE 3390 the curriculum course exposure to HQIM as well as Amber Brantley is doing this again once they enter our program. Both are doing this in an effort to expose our students to a variety of HQIM so that no matter which district they intern in or gain employment, they will be somewhat familiar with the programs being used. It was brought up that the lesson plans we currently use are lengthy, but it is in an effort to increase preservice teachers' understandings of the gradual release model so that they fully understand teacher modeling, guided practice, and independent practice in that order. With this foundation they can then move to teach other lessons to include HQIM and original lessons across the K-6 grades.

Jenny Chism and McKinley Green are recent completers from our K6 program from 2020 and also have interns in their classroom. They spoke of how much they enjoyed being at UCA in our program and how they fully enjoy taking our interns in their classroom at Maumelle Charter.

Community partners and specifically school level administrators of North Little Rock and Conway Schools mentioned that they notice our interns arrive on time, collaborate with others, and are very resilient. Discussion was had regarding their struggles with classroom management. Janet Filer mentioned that the students do not always get practice in challenging behavior as the mentor steps in and helps to correct it. Stefanie Sorbet shared that we discuss with our students many teachers leave the teaching profession not because they do not know their content but because they are not equipped to handle the classroom behavior. Mr. Lewis discussed the need

for students to not only have severe behavior but also have training in mental health behavioral challenges. Dee Cain shared that our juniors have been introduced to becoming an RBT through Pediatrics Plus both semesters this year and we hope some students will get this training. Ms. Echols mentioned that interns really need a few tools in their toolbelt for children exhibiting challenging behaviors so they can know of a few things to do in the moment once they are in their internship semesters. It was also shared that sometimes interns feel like they may overstep but the mentor usually works with the intern and discusses how the behavior was handled and what may have worked better etc.

Mr. Logan suggested the need to have ongoing conversations with the field coordinator to help make sure UCA is intentional with placements. It was discussed by the Conway and North Little Rock administrators that centralized placements are not always made with intentionality to fit with individual faculty at school sites. Principals mentioned that UCA used to be more intentional with placements as part of a true partnership. The partnering school principals expressed that they want to have their own time with their district person who works with our field person or with both to match interns with their own mentor teachers so they can best match personalities especially moving forward if they are going to have them for one full year like a teacher resident. Mr. Logan discussed the work he and Ms. Patti Hunter did when he was the principal of Florence Mattison and how she was intentional in working with him to place interns there that he felt would be a good fit for his faculty and the demographics of the students that went to school there.

Community partners continue to want to take on our juniors but some had mixed feelings about them being placed two in a classroom. Community partners want to continue to take our juniors and interns in their school as they come well-prepared.