

**Executive Advisory Board  
November 4, 2024**

**Attendees:**

- Jayme Steinbeck - Crestwood Elementary/NLR, Principal
- Julie Gregory - South Conway County School District, SPED Teacher
- Dr. Jeremy Owoh - Jacksonville North Pulaski School District, Superintendent
- Dr. Karen Lasker - Conway Schools, Asst Superintendent
- Suzanne Rogers - Lisa Academy, Assistant Director of Public Relations
- Ty Hendricks - Carl Stuart Middle School, Principal
- Debbie Dailey - UCA, Interim Associate Dean
- Gary Bunn - UCA, Office of Candidate Services
- Donna Wake - UCA, Assessment Director
- Sunny Styles-Foster - UCA, Chair of ELSE

1. Teacher Residency Updates-Debbie

The meeting addressed challenges in implementing new state protocols, which have seen three updates since July, with final adoption expected for Fall 2026, affecting graduates by Spring 2027. Two audits by TNTP and USPrep are underway, involving faculty and candidate teaching observations, with feedback gathered through the Pop Cycle method. These audits necessitate data collection on mentor teachers' evaluations and coaching training, although concerns about access to ratings were raised. Dr. Jeremy Owoh noted that coaching training resources are available online and via local Co-Ops.

The team also discussed feedback from graduates and employers, with a focus on data-driven improvements. Breakout rooms facilitated group discussions on practice shifts, aiming to refine program strengths and address identified areas for improvement. Key concerns included the criteria for selecting mentor teachers, the burden of additional responsibilities on mentors, and the need to meet evolving accreditation requirements.

2. Data Review - Please review the provided data and share your insights/recommendations with us in the provided table (below)

Group Assignments and Data	Group Insights/ Recommendations
<p><b>Room 1</b> Graduate Satisfaction - <a href="#">EoP - Aggregate - Initial.docx</a></p>	<p>Low Areas:</p> <ul style="list-style-type: none"> <li>● Classroom Management;</li> <li>● Collaborating with families</li> </ul> <p>This is tied to the “human factor” and can’t really be taught but has to be acquired. And these factors change from year to year. These are hard to teach in the EPP</p> <p>Teacher residency might allow the opportunity to address those factors by</p>

	<p>having a full year in the placement. Also, it's hard for candidate to find their own voice as they defer to the mentor.</p> <p>Dr. Owoh led discussion on year-long residency in ONE location as having benefits for recruitment and retention and for supporting novice teachers even as candidates may miss opportunities to see other school contexts or grade levels.</p>
<p><b>Room 2</b> (Sunny, Suzanne, Debbie) Completer Satisfaction - <a href="#">Post-Graduate Satisfaction - Initial - Su.24.docx</a></p>	<p>Low Areas:</p> <ul style="list-style-type: none"> <li>● Managing Student Behavior (increased since 2022);</li> <li>● Collaborating with families (also typically lower)</li> </ul> <p>Areas of increase:</p> <ul style="list-style-type: none"> <li>● Scaffolding learners and using technology to enhance learning</li> <li>● Highest Areas: Aligning instruction to standards</li> </ul> <p>Decrease in using a variety of evidence based strategies</p> <p>How well did we do supporting students :</p> <ul style="list-style-type: none"> <li>● ELLs is low and has decreased since 2022—need to work on this area and make sure we are implementing the new language proficiency standards in our coursework</li> <li>● Also special needs and students in trauma are low and need to focus on these areas</li> </ul> <p>How well did we do preparing their teachers (2024):</p> <ul style="list-style-type: none"> <li>● Secondary ed is low in scaffolding; managing behaviors; and using evidence to evaluate their teaching...Secondary is low across the board—**Note that some secondary do not take classroom management</li> <li>● High in multiple perspectives, aligning to curriculum standards, student centered learning</li> </ul>

	<p>Based on programs, supporting different students (2024):</p> <ul style="list-style-type: none"> <li>• K-6 need to work on ELL, LGBTQ (but we cannot speak to this in elementary grades), Gifted, Students in trauma</li> <li>• Middle Level need to work on ELL, Special Needs</li> <li>• Secondary 7-12 ELLs and learners with special needs</li> </ul> <p>Need a field in ELL in diversity class.</p>
<p><b>Room 3</b>  Employer Satisfaction - <a href="#">Employer Survey - Initial Programs - Su.24.docx</a></p>	<p>Positive</p> <ul style="list-style-type: none"> <li>• Better data on inclusive and CRP was noted and commended</li> <li>• Data on assessment improving</li> </ul> <p>Low points:</p> <ul style="list-style-type: none"> <li>• Managing student behavior</li> <li>• Supporting students in trauma</li> </ul> <p>Low points aren't a surprise and to be expected. Novice teachers just need time in the field to work through these topics</p> <p>DW asked how residency might be re-designed to support candidates better given these data.</p> <p>Noted need to really understand every teacher is a SPED teacher and better preparing ALL candidates for SPED. Every course should cover specific modules on SPED and Gifted including</p> <ul style="list-style-type: none"> <li>• Whole child</li> <li>• Wellness</li> <li>• Small groups (by skill; not hi/med/lo)</li> <li>• Differentiation</li> <li>• Resources</li> </ul>

Resources shared:

- OEP Blog: <https://oep.uark.edu/explaining-the-arkansas-merit-teacher-incentive-fund-program/>
- Teacher Merit Pay: <https://drive.google.com/file/d/1WUdDfY15LVrIshtQIE7v4EluCM3DGtY/view?usp=sharing>