

**March 10, 2025, 4-5 pm**  
**Executive Advisory Board**

**Participants.** Suzanne Rogers, Bethany Ratterman, Jenny Risher, Holly Howard, Karen Lasker, Julie Workman, Ty Hendricks, Quintin Cain, Jeff Whittingham, Sunny Styles-Foster, Gary Bunn, Debbie Dailey

1. Program submissions to DESE for Yearlong Residency effective fall 2026
  - a. All programs except Middle Level, Mathematics, Elem/SPED have been submitted
  - b. Music has been approved

Debbie provided a recap of these submissions

2. K-12 Partner Concerns with Yearlong Residency
  - a. Mentor Requirements
  - b. Other requirements

What is the concern surrounding the need for the master/lead designated teacher, as it is no longer a shortage area on the DESE site? Lead teacher pathways cost \$ and it is a barrier; struggling to get pathways approved; ArchFord working on one that is only \$200, but still working on getting approval from the state; not going to have the numbers to serve our year long residents

Debbie mentioned mentor teacher pay and that they have to have an intern from Fall-Spring to get the pay

8 days out of the classroom to complete the NIET training for lead teacher, so huge time commitment

Coaching and Aspiring teacher is no online

If you mentor for UCA, we pay for a course each semester...so can work towards lead teacher

3. [Data Day Insights](#)

**[Summary of Data Day Findings by Department](#)**

**Breakout rooms: Read the summaries and provide examples of what we could do to better prepare our candidates for your schools.**

T&L: Still struggle with classroom management; consider critical thinking skills to provide scenarios to help candidates think through the difficulties; we do case studies, scenarios, and early field, but it is still a struggle area

ELSE: Impact of people being in the classroom more frequently; if only one semester, not in there when culture is built; students do okay with building the culture and rapport; consider increasing the number of thought experiences (what I need time at Conway); Give students different contexts and ask how they will handle it across different placements; UCA has considered changing up the internship PD and move to a more EdCamp type experience, to make it specific to the data that we have; year-long residency will have a governance model

LS: Interpersonal skills of the novice and that is difficult to practice; keeping consistent formative data to share with other stakeholders, not just colleagues

#### 4. [SOR Audit and State Review overview](#)

- a. [Rubric](#)
- b. Breakout rooms: Review data and rubric and suggest action steps on the document to improve. With a focus on: Are there any trends or patterns that stand out to you in the data? What areas should be prioritized for immediate improvement?
  - i. 1. Review Area 1 1-3: **Diverse learners; Science of Reading**
  - ii. 2. Review Area 1 4-6:
  - iii. 3. Review Area 1 7-9:

One reviewer indicated that our state review was “flawless”, yay! Not official, but we are proud of this!

SoR we had some areas that needed work.

Debbie reviewed the rubric, prior to sending groups to work

7-9 group said it may need more explicit instruction on those topics; questions about how the topics are spread throughout the programs (lower end has own course; upper end of the rope is more spread throughout the program)

Get into HQIM for top of the rope, especially for those grades that are getting into those areas