

UCA College of Education
Executive Advisory Board Meeting-Zoom
Tuesday, November 11th, 2025 @ 4:30pm

Attendees: Sunny Styles-Foster (UCA), Donna Wake (UCA), Debbie Dailey (UCA), Jason Trumble (UCA), Renee Kovach (LRSD – HR), Kevin Campbell (Perryville SD – Superintendent), Julie Workman (Arch Ford Co-op - Director), Lora Hendrix (SCCSD – Asst Sup), Courtney Knight (Conway SD - Curriculum Coor), Naomi Sexson (Conway SD, Bob Courtway – Inclusion Teacher), Kirk Freeman (PSCCD – HR), Suzanne Rogers (Lisa Academy - HR), Melissa West (Greenbrier SD - Principal), Quintin Cain (NLRSD – Principal), Ty Hendricks (Conway SD, Carl Stuart - Principal) Cody Jernigan (Vilonia Schools – Band teacher)

- I. Welcome!
 - A. Introductions (see attendee list above)
 - B. Goals for the Meeting

Introductions were made. (See attendee list for reference.)

Sunny welcomed the group and reviewed the agenda. She provided context for UCA's transition to a full-year residency model and noted that the central focus of the meeting was to discuss implications of placing candidates/interns/residents in the same classroom placement for the full academic year.

- II. Yearlong Residency
 - A. Starting Fall 2026
 - 1. Overview of Structure/Days
 - 2. What is New?

Sunny provided an overview of the transition to a full-year residency model beginning in Fall 2026. During the first year of implementation, UCA will be supporting both the new residency model and a small number of candidates completing the previous internship structure. The residency model is designed to support sustained, yearlong development within a single school placement, strengthening candidate learning, mentor relationships, and instructional continuity.

Residency I will involve candidates being in their placement three days per week while completing coursework either online or during evening face-to-face sessions. Candidates will receive two formal POP cycle observations from their university supervisor and one to two additional walkthroughs conducted either by the supervisor or the mentor teacher. Residency II will increase school-based engagement to four days per week, with candidates enrolled in only one remaining course (also online or in the evening). The same observation and walkthrough structure applies during Residency II.

Sunny then outlined the mentor teacher requirements associated with the residency model. The Arkansas Department of Education requires that all mentors complete coaching training from an approved provider, training in the use of High-Quality Instructional Materials (HQIM), and Aspiring TESS rubric training. Additionally, mentors who support candidates designated as “Aspiring Teachers” must hold a Lead or Master Teacher designation. UCA’s expectations align with state requirements and include additional criteria: mentors must hold a valid license in the content area, have a minimum of three years of relevant teaching experience, have taught at least one full semester in their current building, and demonstrate consistently strong TESS evaluations. Mentors are also required to attend an orientation session prior to beginning their work with candidates.

The group discussed important considerations for selecting mentors, including a demonstrated willingness to coach, openness to co-teaching models, and readiness to provide honest, constructive feedback in collaboration with supervisors and residency coordinators. Sunny noted that mentors who meet all state requirements are eligible for merit pay as determined by DESE. UCA will compensate mentors either through a stipend or a tuition waiver for one graduate course and is developing a pathway to support teachers in obtaining Lead Teacher designation in order to broaden the pool of eligible mentors.

Finally, Sunny previewed the implementation of a new “Residency Matching Day” process, which will facilitate thoughtful pairing of candidates with districts, schools, and mentor teachers for the full residency year. This process is intended to ensure alignment of candidate needs, district contexts, and instructional strengths.

III. Key Assessments & Assignments - Current Key Assessment Review

- A. Aspiring TESS - [Aspiring TESS Rubric 2023 November \(\(c\) Fall 2024\).docx](#)
- B. Unit Plan - [Unit Plan Template Revised \(\(c\) Fall 2025\) - Reordered Rubric.docx](#)
- C. Impact on Student Learning
 - 1. Pre - [IoSL - Analysis of PreAssessment Data - \(\(c\) Fall 2022\).docx](#)
 - 2. Post - [IoSL - Analysis of Pre-PostAssessment Data \(\(c\) Fall 2022\) - Copy.docx](#)
 - 3. SPED Unit/IoSL - [SPED IoSL Inst and Rubric \(\(c\) Fall 2025\).docx](#)
- D. Disposition - [Disposition Assessment Rubric - \(\(c\) Fall 2020\).docx](#)
- E. (NEW) ELL Key Assessment - [FINAL - ELL Key Assessment \(ELSE T&L\).docx](#)
- F. (NEW) SoR Supplemental Assmnt - [FINAL - SoR Supplemental Assignment and Rubric \(1\).docx](#)
- G. Tech Enhanced Supplemental Assmnt - [Technology Enhanced Lesson Guide and Rubric AY 24-25.docx](#)

Sunny provided an overview of the current key assessments used across the educator preparation programs. Donna noted that while these assessments have evolved over time, they remain rooted in structures that have been in place for more than a decade. The group agreed that there is an opportunity to revise the assessments so they more closely align

with contemporary K–12 instructional expectations, particularly those focusing on high-quality instructional materials (HQIM), formative assessment practices, data literacy, and collaborative planning. Participants then moved into breakout groups to examine each key assessment and generate recommendations for revisions.

Across the groups, there was strong interest in shifting emphasis from traditional unit planning to models that better reflect current district practices, such as lesson internalization and curriculum auditing within HQIM frameworks. For core subjects, participants recommended a scaled-down, internalization-based approach, while noting that non-core subjects may still benefit from a more traditional unit planning structure. Participants also highlighted the importance of helping residents learn to analyze interim and formative assessment data (e.g., ATLAS, IOSL) using achievement level descriptors (ALDs) to adjust instruction and differentiate support, including Tier 2 intervention practices. The group emphasized that the “Impact on Student Learning” assessment should remain, but may need to be reframed to account for the use of school-based data sources and to support data-responsive instructional decision-making.

Additional suggestions included integrating purposeful technology use directly into lesson planning, reinforcing the role of planning teams and collaborative revision practices, and maintaining the disposition rubric with only minor modifications. The group also affirmed the ongoing use of the POP Cycle approach to observation and reflective growth, while noting the importance of designing lesson plans that encourage flexibility, alignment to standards, and adaptive modifications to HQIM in real time. One participant referred to this set of shifts as essential to preparing residents to work within the actual instructional rhythms of contemporary school settings.

- IV. Paid Residencies - Potential Structures and Recruiting Interest
- V. Apprenticeship Program – Overview and Recruiting Interest

Sunny facilitated a discussion on potential models for **paid residency placements** in which districts compensate residents while they complete their preparation. She noted that several Arkansas districts are reallocating existing funds to support residents serving in roles similar to teacher of record, particularly in hard-to-staff areas. One model described involved hiring two residents whose combined salaries equal one full teacher salary, with both residents assigned to the same mentor teacher. In this model, residents gradually assume greater instructional responsibility over time. Another approach highlighted included paying paraprofessionals who are completing residency requirements, allowing them to remain employed in the district while transitioning into teaching roles. Additional options discussed included offering stipends to attract residents to the district or compensating residents for substitute teaching on their non-placement days. Sunny emphasized that eligibility varies and participation would be determined at the district level.

She also offered to connect districts with peers who are already implementing these models to support learning and decision-making.

Dr. Dailey added that many programs are moving to online or evening coursework during the residency year to allow residents to be in schools full time, minimizing conflicts between coursework and instructional responsibilities. She noted that this structure strengthens “grow-your-own” pipelines by allowing districts to identify, support, and integrate potential future teachers during their preparation year. Districts have the opportunity to select residents they would like to develop and “onboard” into their professional communities, strengthening continuity and reducing recruitment challenges.

VI. Data Preview.

Donna shared that we will be asking for supporting analyzing completer data in the spring – stay tuned!

VII. Closing Thoughts/Lingering Questions

The group concluded with a discussion of scheduling flexibility within the residency model. Cody asked whether residents would be able to select the specific days they are in schools, noting that candidates in areas such as music and band may need to be present on Fridays for performances and rehearsals. Dr. Dailey affirmed that scheduling can be adapted in collaboration with districts to ensure that residency days align with programmatic and instructional needs. Lora Hendrix noted that this flexibility is also important for residents who are engaged in coaching responsibilities. Suzanne Rogers inquired about placement opportunities in Northwest Arkansas, and Sunny confirmed that UCA is open to residency placements in that region.

Participants were invited to provide additional feedback or follow-up questions using the meeting’s Google Form: <https://docs.google.com/forms/d/e/1FAIpQLSejL1vV-FY69JFScz7Z6BHk77gn05yXP-kHAo71X-c7cSE3pQ/viewform>