

UCA College of Education
Executive Advisory Board Meeting
Individual Variable Meetings Across the Spring 2026 Term

Attendees: Abigail Niemann (Conway SD), Rachel Farhat (Pulaski County Special SD), Chesni Allen (Vilonia SD), Keeley Barnhouse (Conway SD), Yvonne Sturdivant (Conway SD), Erin Matthews (Conway), Ashlyn Jordan (Conway), Kim Browning (Bigelow/East End SD), Alexis Ellen (Greenbrier SD), Calley Logan (Greenbrier SD), Jason Hay (Bryant SD), Candie Watts (Mayflower SD), Ashley Hammett (Greenbrier SD), Chris Norton (Perryville SD), Courtney Knight (Conway), Baylee Sparks (South Conway County SD), Agam Altyyev (LISA Academy), Sara Tyler (Conway), Chase Fresneda (Nemo Vista SD), Callie Quiroz (Bigelow/East End SD), Jeremy Owoh (Jacksonville North Pulaski SD), Dakota Weatherley (Maumelle Charter Middle), Isaiah Cosio (Exalt Academy), Sherri Jennings (Cabot SD), Craig Pinion (South Conway County School District), Kirk Freeman (Pulaski County Special SD), Angela Nichols (Pulaski County Special SD), Jeff Cox (Mayflower Middle School), Suzanne Rogers (LISA Academy), Kim Lacy (Vilonia School District), Karla Tarkington (Beebe School District), Renee Kovach (Little Rock School District), Cody Cole (Bigelow/East End SD)

Due to the extensive work required to revise key assessments in alignment with the new Residency Model, as well as district collaboration connected to Residency Match Day implementation, the College of Education conducted multiple smaller meetings, surveys, working groups, and virtual communications during the Spring 2026 semester in lieu of a single Executive Advisory Board meeting. These activities engaged district leaders, mentor teachers, residency partners, and university faculty in collaborative planning and continuous improvement efforts related to clinical experiences, assessment design, and residency implementation. This document captures the agenda and minutes that were consistently implemented in the small meetings across the Spring 2026 term.

1. Welcome and Purpose of Spring 2026 Partnership Work

The Spring 2026 semester focused on two major areas of collaborative partnership work: revising educator preparation key assessments to align with the new yearlong residency model and contemporary district instructional practices, and planning and implementing the first annual Residency Match Day process in collaboration with district partners. To support these initiatives, faculty and district stakeholders engaged in surveys, review cycles, working groups, meetings, and ongoing follow-up communications throughout the semester.

2. Key Assessment Revision Work

During the Spring 2026 semester, faculty and district partners engaged in a series of surveys, review processes, working groups, and collaborative meetings focused on revising key assessments associated with the new residency model. The purpose of this work was to ensure that assessments more authentically reflected current district instructional practices, residency expectations, and contemporary approaches to instructional planning, coaching, and data-informed teaching. Partners were also engaged in discussion of the EPP current IoSL assignment which the EPP would like to revise so that candidates can more closely work with LEA student data to more closely mirror school-based practices around use

of student data to inform instructional practices. Partners were also provided with the EPP current PoP cycle protocol to review and give feedback.

On February 17, 2026, district contacts connected to field placements received a survey requesting feedback regarding residents' potential access to **student data** during placements and district interest in participating in collaborative assessment revision working groups. This outreach was intended to ensure that revised assessments reflected authentic district contexts and realistic expectations for residency implementation.

On March 4, 2026, mentor teachers and district partners identified by UCA program coordinators and faculty received draft versions of the **POP Cycle document** and the walkthrough observation document for review and feedback. District partners provided recommendations related to:

- Observation expectations
- Coaching language
- Alignment with district instructional practices
- Feasibility within residency settings

Feedback from district partners, faculty, and program coordinators resulted in revisions and adjustments to the POP Cycle materials. Summer 2026 work for the residency coordinator will include development of a guided implementation version to support full rollout beginning in Fall 2026.

On April 27, 2026, follow-up communication was sent to participating district partners to identify individuals willing to serve on **summer working groups** focused on finalizing revised assessments. Four district partners agreed to participate in working groups scheduled for June 10, 2026. These working groups focused specifically on revisions to:

- The Unit Plan Assessment
- The Data-Driven Learning Cycle (DDLC) Assessment

The goal established by the groups was to finalize both assessments and associated rubrics by mid-July 2026 in preparation for residency implementation.

District partners emphasized the importance of preparing residents to engage authentically with district data systems and instructional decision-making processes used in contemporary K–12 settings.

3. Residency Match Day Event Planning

Planning for the first annual Residency Match Day began during the Fall 2025 semester and continued throughout Spring 2026 in collaboration with district partners. The College of Education Residency Match Day was held on Friday, April 24, 2026, in the Student Center at UCA as part of the transition to the yearlong residency model.

The event brought together 14 school districts from across Central Arkansas and more than 80 UCA College of Education students preparing to enter Residency I in Fall 2026. Residents attended the event professionally prepared with resumes and participated in structured interview rotations with district representatives. During the event, residents had opportunities to complete short interviews with up to eight different districts.

The Residency Match Day process was designed to strengthen collaboration between the College of Education and partner districts while also supporting residency placement decisions for the upcoming academic year. Specific goals of the event included:

- Supporting relationship-building between residents and districts
- Providing residents opportunities to practice professional interview skills
- Allowing districts to identify potential residency placements and future hires
- Supporting collaborative placement decision-making within the yearlong residency model

Faculty and district partners noted that the event created opportunities for districts and residents to begin building professional relationships prior to placement assignments and provided districts with greater involvement in the residency matching process.

Feedback gathered from district representatives, residents, and program coordinators will be used to support residency placement decisions for the 2026–2027 academic year and to inform revisions and improvements to future Residency Match Day events.

4. Closing Reflections and Next Steps

Spring 2026 partnership work highlighted the importance of sustained collaboration between UCA and district stakeholders as the College of Education continues transitioning to a yearlong residency model. Across meetings, surveys, working groups, and follow-up communications, faculty and district partners consistently emphasized the need for residency structures and assessments to reflect authentic school-based practices and the realities of contemporary K–12 instructional settings.

District partners and faculty particularly emphasized the importance of:

- Aligning assessments with authentic district instructional practices
- Supporting residents' use of student data for instructional decision-making
- Strengthening mentor and residency support structures
- Building sustainable district partnerships through collaborative placement and residency processes

Participants noted that ongoing collaboration between university faculty, mentor teachers, district leaders, and residency coordinators will remain essential as implementation work continues. Summer 2026 working groups will continue refining revised key assessments and implementation supports prior to the full rollout of the residency model beginning in Fall 2026.