



Meeting Date	June 27, 2023 – Zoom Meeting
Attendees	<p>Working Group: Renee Johnson, Curtis Cunningham, Sara Stewart, April Evans, Neelie Dobbins, Pharis Smith</p> <p>ADE Staff: Andy Sullivan, Karli Saracini, Carol Heringer, Sharlee Crowson, Missy Walley, Whitney James, Alisha Lewis</p> <p>Others: Malachi Nichols, Courtney Lincoln</p>

Draft Rule/Policy Component	Work Group Feedback
One-year Residencies	<p>Clarifications to group: One-year residencies are meant to occur within the normal span of an educator preparation program (last year of the program). One-year residencies can occur from the beginning of a spring semester to the end of a fall semester, not just fall to spring semester of the same academic year. Semesters just need to be consecutive.</p> <p>Examples of current models: SAU described their residency model, which includes candidates in the field a portion of the week and in classrooms a portion of the week while providing substitute services on Fridays. Some candidates are in the field 5 days a week and take classes online. UAFS described their residency model which requires an experienced mentor teacher to serve as teacher of record for two classrooms and work side by side with the residents that are hired to be present in each classroom full time.</p> <p>Rules will be written without too many requirements, so programs are not “boxed in”. There will be flexibility for programs and individual circumstances of candidates.</p> <p>Overview of Aspiring Teacher Permit was presented: Passing scores are required on content exams. “Passing score” includes scoring within -2 standard error of measurement (SEM). Scoring within -2 SEM of the passing score allows candidates to demonstrate content competency through performance.</p> <p>There are differences between an aspiring teacher permit and a provisional license:</p> <ul style="list-style-type: none"> Aspiring teacher permits are for traditional educator prep candidates (typically embedded in a bachelor’s degree) and provisional license is for alternative route candidate.



	<ul style="list-style-type: none"> • There has to be an MOU outlining support provided to aspiring educator by both EPP and district. • Aspiring educator permit is a permit not a license. <p>DESE is still in discussions with stakeholder groups at the state and federal level to verify if special education would be eligible for an Aspiring Educator Permit.</p>
<p>Experienced Mentors</p>	<p>Eventually, experienced mentor teachers overseeing a one-year supervised resident will be required to have coaching training AND a Lead or Master designation. The state will be flexible in the first years as the pool of Lead and Master educators is being built and districts/EPPs become aware of the coaching training requirement. Therefore, should coaching model training also be listed as “preferred” similar to Lead and Master Designation?</p> <p>It was clarified that an experienced mentor teacher does not have to be in the same subject area as the one-year resident. If they did, it would pose a problem for small districts who do not have teachers that meet the qualifications of an experienced mentor teacher across all subject areas. It is understood that in the case where an experienced mentor teacher is not licensed in the area of the one-year resident, the district and the educator preparation program for the resident should partner to provide content specific support.</p> <p>What is a “high impact teacher?” This is related to “outstanding growth in student performance” that is referenced in LEARNNS. The teacher effectiveness work group will be discussing this.</p> <p>Consideration for other benefits or qualifications for experienced mentor teachers such as:</p> <ul style="list-style-type: none"> • Release time to plan for one-year resident • Priority for NBCT not eligible for the bonus anymore (They may be eligible for Master designation) • Priority for teachers holding an administrator license • EPPs offer incentives to experienced mentor teacher (ex: 3hr master level course)
<p>Science of Reading Audits</p>	<p>The TPI process is a rigorous process but good, it provides a very clear rubric so no surprises for the EPP. There should be an interview with professors that teach the courses included in the audit so they have the opportunity to explain what they are doing.</p> <p>Should best attempt be included in pass rate analysis, not just first time pass rates?</p> <p>Audit coinciding with the EPP state review is helpful. Is the audit a formative or summative assessment?</p> <p>There was a discussion on how much scientific reading instruction should be occurring in secondary education programs. Description of SOR instruction</p>



	<p>across grade bands was provided by SAU, JBU, and UAFS. All offer some sort of literacy block for K-6 teachers and encourage the FOR test be taken soon after completion of literacy coursework (not all require the assessment be taken before internship). All programs provide SOR instruction at some level across all grade bands (secondary is only required to be at awareness level by law). ESCs are in the process of developing more training for secondary teachers.</p> <p>It was clarified that content assessments need to be passed to receive an Aspiring Teacher Permit. FOR does not have to be passed to receive it.</p>
<p>Teacher Academy Scholarship Program</p>	<p>Each year a candidate accepts scholarship funding requires teaching in Arkansas Public Schools for a year or repay.</p> <p>First cohort in Fall 2024</p> <p>The amount of the scholarship has not been determined, but it can pay for 100% of tuition and fees (unclear if it can pay for room and board).</p> <p>Clarified that Teacher Academy Scholarship can be stacked with other financial aid/scholarships including the DOE-funded apprenticeship program.</p> <p>STEP scholarship has been increased form \$3K to \$6K.</p>

<p>Next Steps</p>	<p>Review materials from today’s meeting will be sent. Draft materials for the next meeting will be sent. Work group members review background materials Next Meeting: Virtual, July 20, 2023</p>
--------------------------	--