

## **Stakeholder Involvement and Partnership in Teacher Preparation**

The EPP completed the request for proposal and received funding for the initial phase of the ForwARd grant (October 2021-June 2022). The \$100,000 grant funds were provided to support a year-long design collaborative between the EPP and district partners to address four priorities: increasing the quantity, diversity, and quality of prospective teacher candidates; strengthening the program experience to be more practice-based, so emerging teachers are better prepared for the realities of teaching and have the support they need in the early year in the classroom; enhancing program content based on the needs of the schools and districts they serve and to incorporate emerging strategies, tools, practices, and methods; and supporting continuous improvement through strong district partnerships and better data on EPP graduates in their first five years in the profession.

External partners supporting the EPP and its partner district are US Prep, TPI-US, and 2 Revolutions. In fall 2021, TPI-US came to the EPP campus for interviews, observations of interns and teacher preparation faculty, and to examine requested materials. The EPP teacher preparation faculty received feedback given each late afternoon from TPI-US while on site. A final report was written and submitted for the EPP to use with US Prep to assist the EPP in creating a plan for improvement in teacher preparation to meet the priorities listed above. Since the onsite visit in November, regular meetings of EPP faculty, district partnership meetings, and planning meetings with our liaison at US Prep have assisted with creating a shared vision for the reimagining of our teacher preparation programs.

The EPPs in Arkansas that received the \$100,000 planning grant will have an opportunity to submit their collaborative design plans in summer 2022 as part of a request for proposal for the second phase of the ForwARd grant that provides significant additional funding for plan implementation. The EPPs have been told that not all EPPs will receive the second phase of grant funding for the implementation phase. Regardless of the success in securing the second phase of funding, the EPP has found the work and process of this initial grant phase valuable for considering how the EPP would vision what it sees as the *gold standard* for teacher preparation content and application through applied fieldwork.

Included in the vision for improving teacher preparation is to include yearlong internships and adjusting the expectations for the intern experience with the mentor teacher. Our district partner's superintendent has been involved in developing a yearlong residency program with the EPP. A pilot experience with interns will commence fall 2022.

The following are excerpts from ForwARd collaborative meeting agenda (in reverse chronological order) regarding yearlong internship vision, strategies, and logistics:

### **March 31, 2022**

#### **Planning for Mentor Teacher launch for full year of internship**

##### Goals

- What are your goals for the time with potential mentor teachers?
  - Exciting and uplifting time
  - Roll out new concepts: full year of student teaching with same teacher (build excitement with some fear from educators)
  - Share incentives from the district partner superintendent that could impact the educator's day/time

- Express appreciation for previous relationship, but build upon what has been done
  - Build strong teacher candidate base
- What do you hope the outcomes of this process will be?
  - District partner superintendent wants to see who will apply for mentor teacher role
  - Which teacher(s) would you like to replicate?
- How will you know your goals have been met?

#### Logistics

- What must be decided by April 5? What can wait to decide?
  - TC Job description: Similar to the sub contract from the district plus Harding expectations (professionalism, dispositions, etc.)
    - Meet with MT over the summer
    - Participate in PD prior to school year (MT schedule is your schedule)
  - MT job description:
    - Teacher willing to “let go” of classroom, but not leaving the room,
    - Co-teaching expectations
    - Access to logistical things (SIS, teacher of record similar)
    - Shared planning
    - Work over the summer
    - “Calendar” of expectations - when to start releasing control, what is “end week”
    - Purposeful in pairings
- What needs to be prepared for April 5?
  - Handout/Slide for job descriptions

#### Notes:

- Matthew will not be present but part of the planning
- Adam will be in attendance - strengths at building excitement; fun & engaging; will likely lead much of the time; getting more excited about the transformation through ForwARd
- HU stipend for mentor teachers based on new configuration
- Cohorts currently where TCs are in the same courses for the last 3 semesters
- TCs will be applying (starting next week) - mostly excited, but some anxiety around

#### March 24, 2022

#### February 15, 2022

##### Harding Priorities

- Meeting with partner district on Friday w/ partner superintendent & principals
  - Want to be thoughtful on how to build the relationship
  - Moving towards a co-teaching model?
  - How to approach with the principals on the call?
  - Do principals have enough information to provide input?
- Harding will reach out to superintendent to get feedback on the next steps for the meeting
  - Motivators for being a mentor teacher
  - What does intentional coaching and feedback look like?

- How can Harding build the case for residency and get input from the leadership?
  - Why are we here today?
    - Background on the work through Forward Arkansas
    - Guided by mission to train and develop the best teacher candidates for K-12 Students
  - Introducing the Yearlong Clinical Experience via short research article, some other resource?
  - What are the benefits to district, schools, mentor teachers, teacher candidates, students?
  - What would need to be in place to pilot this with next fall's candidates?

**January 28, 2022**

**January 26, 2022**

**January 21, 2022**

### **Harding Priorities**

Meeting with District Partners - First steps

- [Agenda](#)
- First meeting with principals
- Met in an informal meeting with partner superintendents before the break
  - Collaborated on potential topics for today's meeting; co-designed
  - Incentives for mentor teachers - free pass for duty; extra planning "office hours"
  - Full year of internship - Internship I & II with the same teacher
  - Expectations Harding has; expectations/assumptions at the school level
  - Mutual training that addresses both partners' needs
- Subbing is not their biggest need at this moment
- Full year of internship - Internship I & II with the same teacher

**Additional dates not included**