

RESOLUTION OF VAN BUREN SCHOOL DISTRICT 42
BOARD OF DIRECTORS

WHEREAS, the Van Buren School District 42 Board of Directors (Board) met in a regular, open, and properly-called meeting on August 10, 2021, in the District Office Board Room;

WHEREAS, 5 members were present, a quorum was declared by the chair;

WHEREAS, the District, in partnering with the University of Arkansas at Fort Smith, desires to participate in the Teacher Apprenticeship Program;

WHEREAS, the structure of Teacher Apprenticeship Program requires an ACT 1240 Waiver from ADE Rules Governing Class Size and Teaching Load, A.C.A. § 6-17-812 "Compensation for teaching more than the maximum number of students permitted.", and AR Standards for Accreditation 1-A.5;

WHEREAS, the approval of the waiver is applicable only to the classes participating in the Teacher Apprenticeship Program;

NOW THEREFORE, be it resolved that the Van Buren School District 42 Board of Directors authorizes the request of an ACT 1240 waiver from the Arkansas State Board of Education for the purpose of participating in the UAFS Teacher Apprenticeship Program.



Lance L. Lanier (Aug 13, 2021 10:22 CDT)
Board President



Carman Young (Aug 13, 2021 11:31 CDT)
Board Secretary

8-13-2021

Date

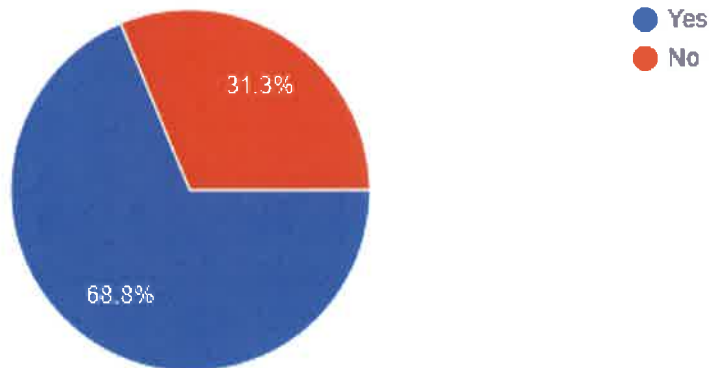
8-13-2021

Date

UAFS Teacher Apprenticeship Program Feedback

Central Elementary School

After hearing more about this model from your principal, do you support the implementation of this model in your school?



What do you feel would be the benefits of the Teacher Apprenticeship Program for the intern, the teacher and/or the school?

- Person can learn before getting out of school
- I think that this will be a good way to get these interns into the classroom and get a lot of hands-on practice.
- More classroom management experience
- Benefits would be that the intern gets so much experience and learns hands on but also has a support person to help!
- The intern will receive a more realistic sense of what teaching is like than in the traditional setting.
- It would ensure that the student has real world experience, but with a mentor that is ALWAYS available which makes it a great experience!
- The Intern would get more time to make the classroom her own. If there was an opening the teacher and school would already have worked with that person.
- The Intern will get hands-on experience, support and feedback, & the teacher will be able to assist and observe. The teacher will not have to worry about trying to teach a class and mentor.
- The intern is receiving a more hands-on, genuine learning experience. The teacher can really focus on helping the intern. The school can use the model to more easily fill teaching positions.
- It gives the intern more hands-on experience than a typical internship program would.
- I think it would help to have a booklet or set of duties/responsibilities set for the mentor teacher on what the process should look like for both the mentor and the intern.
- I feel that the intern will have her own classroom with a lot of support. This will enable her to manage it more like her own class but still have the teacher to help and learn from.
- This will give the intern a more real experience of what it's like to be a teacher.
- The intern will learn real life teaching
- I think it gives them real experience and that's amazing.

What concerns do you have about the Teacher Apprenticeship Program?

- None
- I am concerned that students may get left behind in certain academic areas since they do not have a permanent experienced teacher full time.
- A teacher that picks up a class in December could face a lot of challenges
- Teacher efficacy for the students
- I feel that the intern is missing the opportunity to work daily in a classroom, observing behavior management and the actions of teacher. They lose the opportunity to watch a teacher in action and how they handle different students. They are missing so many observation opportunities.
- I just worry that students could be over looked and get the help they need. Sometimes being new at things you aren't always sure what to look for. In addition this doesn't give parents much of a say regarding their child's education.
- The relationships formed in the classroom are going to have to be formed again due to constant change. Students not handling the change well. The Veteran Teacher not getting the classroom back.
- The intern has zero experience, since they have not had a mentor teacher before. I also don't think parents will like or agree with their child being taught by someone who has not yet graduated college. As for the mentor teacher, I don't think it's right for them to have to give up control of their own classroom in order to help the intern.
- How the transition of the mentor teacher back into her classroom at semester.
- Parents may be hesitant about it.
- I am concerned about how quickly the interns were placed in the position. I am also concerned with one mentor having two interns to service.
- I worry about the kids taking advantage of the situation and I worry about the teacher who takes back her class in January. That's going to be hard.

Other Comments

- I believe this is a great opportunity for the interns to gain real life teaching experience and advice before they are hired for a teaching position.
- None
- As a parent of a student in that classroom I would be upset and curious if my child was getting a proper education

Central Elementary Professional Development August 2021

Thursday, 8/5	Friday, 8/6	Monday, 8/9	Tuesday, 8/10	Wednesday, 8/11
<p>8:00-8:20 Welcome Back!!! Pancake Breakfast</p> <p>8:20-9:00 Team Building Activity - Tie Dye (MVH)</p> <p>9:00-9:15 Break</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>9:15-9:30 Overview of UAFS Teacher Apprenticeship Program (JM) Introduction of New Teachers (JM)</p> </div> <p>9:30-11:30 Curriculum (SL)</p> <p>11:30-12:40 Lunch/Plan</p> <p>12:40-1:00 Team Building- (K/1)</p> <p>1:00-3:00 Child Maltreatment and Mandated Reporter (JM)</p>	<p>8:00-8:30 Team Building (2nd/3rd)</p> <p>8:30-10:00 Teacher Handbook & Expectations (JM) *Code of Ethics *Smart Core *TESS *Homeless</p> <p>10:00-11:00 School Safety (JM/VBPD) *Fire *Tornado *Active Shooter (ALICE)</p> <p>11:00-12:10 Lunch/Plan</p> <p>12:10-12:30 Team Building (4th/5th)</p> <p>12:30-1:00 Dyslexia/Science of Reading (SL)</p> <p>1:00-1:30 G.U.I.D.E., Anti-Bullying, Sexual Har. (SN)</p> <p>1:30-2:00 Human Traf. (JM)</p> <p>2:00-3:00 Team Planning</p>	<p>8:00-8:20 Team Building (MVH/SL)</p> <p>8:20-11:00 Culture and Climate Building (MVH/SL)</p> <p>11:00-12:10 Lunch/Plan</p> <p>12:10-12:30 First Week of School (JM/MVH)</p> <p>12:30-3:00 Culture and Climate Building (MVH/SL)</p> <div style="border: 2px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center;">Refreshments:</p> <p>Thurs - Office, 3rd Grade, SpEd Teachers (Pancake Breakfast)</p> <p>Fri - Kinder, 4th Grade, SpEd Offices</p> <p>Mon - 1st, 5th, GT</p> <p>Tues - Convocation</p> <p>Wed - 2nd, Pullout</p> </div>	<p>8:00-8:30 Convocation Breakfast</p> <p>8:30-11:00 Convocation</p> <p>11:00-12:10 Lunch/Plan</p> <p>12:10-12:30 Staff Picture</p> <p>12:30-2:00 PLTW Preparation (SL)</p> <p>2:00-8:00 Open House</p>	<p>8:00-8:20 Team Building (SpEd Teachers, Cross)</p> <p>8:20-11:30 Curriculum/Data (SL)</p> <p>11:30-12:40 Lunch/Plan</p> <p>12:40-1:00 Team Building (G.T., Curlin, VanHerpen, T. Williams)</p> <p>1:00-2:00 Hope for Autism (Dr. Barnes)</p> <p>2:00-2:30 G.T. (LW)</p> <p>2:30-3:00 PD Week Closing (JM)</p>

Dear State Board of Education Members:

First, I would like to thank you for supporting the Teacher Apprenticeship partnership between the University of Arkansas-Fort Smith and the Fort Smith Public School District when the program was presented at the March 14, 2019 board meeting. The program has proven to be successful. In both years of implementation, students taught by Apprentices performed as well or better on summative assessments when compared with data from other teachers. Teacher candidates who participated in the first cohort of the Apprenticeship and who are beginning their 2nd year as certified teachers, have led statewide PD, worked on the Playbook for the state, and are participating in the High Reliability Teacher Initiative for the state. The program is a win-win for students, teacher candidates, and our profession.

This letter presents support for the expansion of the program to Van Buren School District. Van Buren had an opening for the upcoming 2021-2022 academic year in a 4th grade classroom at Central Elementary. UAFS has been a part of the school culture at Central for many years, teaching university courses in the building and observing the work of the outstanding teachers in the building. When the opening occurred, UAFS suggested filling the vacancy with apprentices rather than with a long-term substitute. Both apprentices and the mentor teacher will have the support of a university mentor teacher as well as the support of the Executive Director and the Director of the Educational Renewal Zone. The current director of the Educational Renewal Zone is the previous principal at Spradling Elementary where the apprenticeship has been implemented. Her expertise will provide great support for implementing the program in a new school district.

We look forward to supporting the work of the Van Buren School District and to working with a new cohort of Apprentices. Thank you for supporting positive change for teacher preparation and for supporting the program as we impact student data.

I'm happy to answer any questions you may have about the program.

Better together,



Monica Riley, PhD
Executive Director-School of Education
College of Health, Education, and Human Sciences
Math-Science 111-A

"If you want to go fast, travel alone. If you want to go far, travel together!" Michael Shoulders

Teacher Apprenticeship Program

About

The University of Arkansas - Fort Smith has partnered with local school districts with the dual purpose of combating the nationwide teacher shortage and assisting the next generation of teachers as they prepare for the transition to the head of the classroom.

UAFS students chosen for this program will have the opportunity to be paid to learn **hands-on skills** while **working full time** as an elementary or middle-level classroom teacher.

An experienced teacher at the local school will be relieved of classroom teaching and will have the opportunity to become a mentor to the chosen interns to support and guide them. One of the two interns will take up teaching in the mentor teacher's previous classroom and the other will fill the vacant spot.

Benefits

A UAFS student taking part in the Teacher Apprenticeship Program will receive the following benefits:

- Half of first-year teacher salary
- One year in retirement
- All school district benefits
- All novice teacher training
- On-the-job experience
- In partnering school districts, program graduates are hired as second-year teachers

This program also has **no additional cost** to the participating school district!

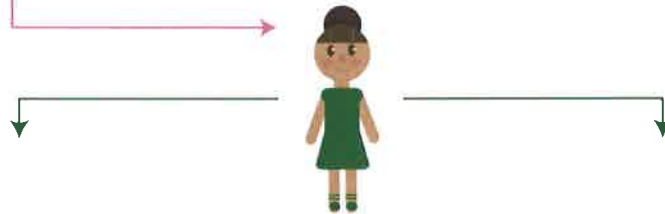
For more information, contact Dr. Monica Riley at 479-788-7912 or Monica.Riley@uafs.edu

How it Works

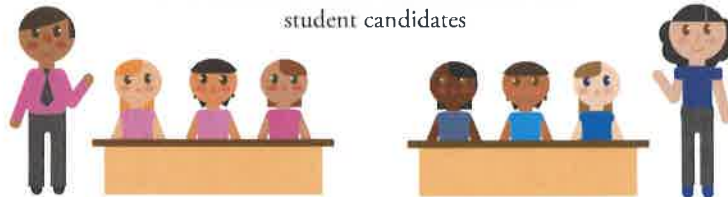
When there is a **vacant teacher position** in a local elementary or middle school classroom,



a previous classroom teacher will **become a mentor**,



to **two interns** chosen from interested UAFS student candidates



The interns will be in charge of their own classrooms and be immersed in **on-the-job training and experiences**.

What surprised me the most is how deeply you begin to feel for the kids. If you are with them for months, you get to watch them grow. I didn't know I would feel it this strongly.

— A previous UAFS student who participated in the Teacher Apprenticeship Program.



COLLEGE OF HEALTH, EDUCATION,
AND HUMAN SCIENCES