



**DIVISION OF ELEMENTARY
& SECONDARY EDUCATION**

Act 1240 Waiver Request

District:	Magnolia Public Schools
LEA Number:	1402000
Superintendent:	John D. Ward
Email:	John.Ward@magnoliaschools.net
Contact for Waiver:	Leslie Mayo
Contact Email:	Leslie.Mayo@magnoliaschoools.net
Contact Phone:	870-234-4933
Date Received by DESE:	

The following documents must be submitted with the waiver request:

- 1. Board resolution approving the waiver request**
- 2. Evidence of stakeholder involvement, including teachers and student families**

Waiver Request #1

Topic:	ACT 1240 Waiver Request
Standards/Statutes/Rules:	Standard for Accreditation 1-A.5 (class size) Standard for Accreditation 1-A.6 (teaching load – Grade 6 Science only) Ark. Code Ann. § 6-17-815 (teaching load – Grade 6 Science only) DESE Rules Governing Class Size and Teaching Load
Duration Requested:	Fall Semester 2022
Name of Open-Enrollment Charter Holding the Waiver	N/A
Schools, Grades or Classes the Wavier Will Apply To	East Side Elementary – First Grade Magnolia Middle School – Grade 6 – Science and Math
PURPOSE OF THE WAIVER (Must check at least one)	<input type="checkbox"/> Enhance Student Learning Opportunities <input type="checkbox"/> Promote Innovation <input checked="" type="checkbox"/> Increase Equitable Access to Effective Teachers

1. Provide a DETAILED RATIONALE explaining how the waiver will enhance student learning opportunities, promote innovation, or increase equitable access to effective teachers. Include information about the problem or obstacle, if any, the waiver will help the district overcome.

The Magnolia School District is seeking an ACT 1240 waiver in order to participate in the residency model administered through Southern Arkansas University (SAU) (IHE). By partnering with SAU and participating in the Arkansas Teacher residency Model, the Magnolia School District will increase our capacity to recruit and retain highly effective teachers while addressing the current teacher shortage issues.

With the approval of this waiver request, the Magnolia School District will partner with SAU (IHE) to place interns at East Side Elementary and Magnolia Middle School. The interns/residents have been vetted extensively by SAU (IHE) to ensure they are day-one-ready. The highly qualified master/lead teacher will be teacher of record and work directly with the interns/residents providing support and feedback through coaching, modeling and observation. There will be one master/lead teacher per intern/resident. Interns/residents will be paid long term substitute salary and master/lead teachers will be compensated with stipends. This is a partnership between the district and IHE that will necessitate a continued cadence of communication to “Grow Your Own”.

In order to provide a more focused, hands-on experience, the interns/residents and the master/lead teacher will be provided multiple layers of support from school, district and university. Additional time will be scheduled for the intern/resident and master/lead teacher to discuss content, instructional strategies, student data, unit planning and other related topics.

The Residency Model is a model of internship which strengthens and grows not only the intern’s/resident’s instructional practice, but also the district’s qualified teacher pool, the Master/Lead teacher’s leadership capacity and the partnership between school districts and higher education.

2. Provide a detailed explanation of how the services being waived will be provided for students.

Currently, we do not have any applicants for many of the positions we have open. Allowing us to enter a contract with an intern/resident candidate ensures that our students have the most qualified person we can find for the position. Students will have the benefit of being in a classroom with an intern/resident who is consistently supported and monitored. A highly collaborative team will be created as the mentor and interns plan, practice and reflect together. We feel confident that having a resident is a better solution to our teacher shortage than a substitute teacher since they have an educational philosophy and understand the importance of student engagement and core instruction.

Furthermore, SAU (IHE) has determined that each of these applicants (Interns/residents) have met required grades in all pedagogy/content areas, each is free of dispositions from fieldwork classes, and has the recommendation from the IHE for the position.

3. Provide a detailed explanation of how the district will monitor and evaluate the effectiveness of the waiver.

Students will have the benefit of being in a classroom with an intern/resident who is consistently supported and monitored by an instructional team, administrators and partnering IHE. The Magnolia School district will monitor the effectiveness of the residency model through multiple sources of data including but not limited to:

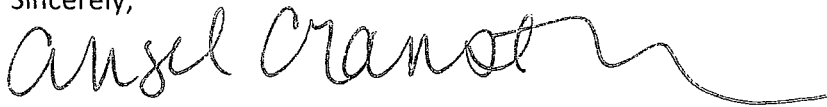
- Regular and timely feedback from the master/lead teacher, university supervisor, and other administration
- Student achievement data both formative and summative assessments, observations, walk throughs,
- Surveys from students, parents and educators
- Educator data from LEA Insights

June 9, 2022

To Whom It May Concern:

I would like to take the opportunity to tell you how Kayla Walker would be an asset to Magnolia Public Schools. I have known Kayla for quite some time. She has attended Central Baptist Church and has served leading children in the following ways: AWANA, Children's Choir, Vacation Bible School, and our church nursery. Together with our families in 2017, we attended a mission trip to Nicaragua. Kayla helped facilitate Vacation Bible School for the children and earned their love and respect in a very short time. I would consider it a true blessing for her to have any of my friends or families' children or grandchildren under her leadership. She is an honest, hardworking, goal driven young lady. Magnolia Public Schools would benefit from allowing her to teach the future generation.

Sincerely,

A handwritten signature in black ink that reads "Angel Cranston". The signature is fluid and cursive, with a long, sweeping underline that extends to the right.

Angel Cranston
Office Manager – Ray & Associates
870-904-1679

June 8, 2022

Dear Sir/Madam:

My name is Tara Boreing and I am excited to have the opportunity to write a letter on behalf of Kayla Walker as she seeks to join Panther Nation.

I have know Kayla since 2007, when she was moved to Magnolia. Kayla was a third grader at the time and I have watched her follow her dreams of becoming a teacher. She has helped coach my son in Upward and has babysat both of my children through the years. Both of my children always look forward to having time with Kayla. They not only have fun but more importantly they feel safe with her. As a parent, I know they will be well taken care of. Another thing that I feel is very important is that while Kayla is fun she is also very firm and my children respect that and look for her consistency.

I have even FaceTimed Kayla when Jax has had homework questions that we were unsure of how to answer. She was able to explain how to work these problems in a way he was able to understand which I think is HUGE when working with students.

Once she became old enough to really think about her career as a teacher, she has looked for ways to grow. She has worked in Bible Schools, worked with children on mission trips, coached and babysat all to gain experience. I hope she gets this opportunity, I would be thrilled as a parent to have her teach my son Jax next year. If you need any further information, please call me at 318.514.9022.

Sincerely,



Tara Boreing

Jason J. Clark
Entergy Arkansas
2415 N. West Ave
El Dorado, AR 71730
06/06/2022

Mr. John Ward
Superintendent
Magnolia Public Schools
1403 High School Drive
Magnolia, AR 71753

Dear Mr. John Ward:

I have known Kristin Smith and her family for over 20 years. Kristin has grown up in a home of educators and therefore she knows what is ahead of her. She is a very intelligent, respected and motivated individual, she has always volunteered in her church teaching Sunday School, bible school and baby sitting at and away from church. With zero hesitation I know she would be a great teacher.

Kristin is more than capable of managing and running her own classroom. She has consistently held down a full-time job while being a full-time student and excelling in her academics in the process. As a student she was the one always willing to help the rest of her peers. It was clear from the 7th grade that she would have her own classroom someday. During my time as a teacher/coach and administrator she received compliments from everyone that had any associations with her.

As a former teacher and administrator, I would be more than happy to have her on my campus not only teaching other students but teaching my own children. Any school district will be very lucky to have her on their team.

If you would like additional information about Kristin Smith, you can telephone me at 903-293-3079.

Sincerely,

A handwritten signature in black ink that reads "JASON J. CLARK". The signature is written in a cursive, slightly slanted style.

Jason J. Clark
Sr. Engineering Associate
Entergy Arkansas



June 1, 2022

Re: Letter of Recommendation for Kristin Smith

To Whom It May Concern:

It is my pleasure to write this letter in support of Kristin Smith. I have had the pleasure of serving as Kristin's professor in several different courses as she completes her teacher preparation at Southern Arkansas University, and I have always been very impressed. Kristin strives to have quality work in school and in the classroom, and I know this trait will carry over as she begins her teaching career. She cares about her students and does a great job differentiating for their different learning needs. She is driven to make a difference in the lives of her students.

Kristin's enthusiasm for teaching has been evident from the start of her education courses at SAU. This enthusiasm is very apparent when planning and teaching lessons. She takes care to plan engaging lessons for her students that focus on the content and the standards that are appropriate for the grade level. She has done an amazing job reflecting on her strengths and weaknesses while teaching lessons, and she understands the implications of both in the schools.

Kristin has done quality work in my courses, and she has maintained high grades in all of her education course work. She has presented herself very well in her field experiences, and her cooperating teachers have all been very impressed with her. Kristin does an excellent job providing support for students who need additional help with materials, and she has excellent classroom management technique.

I am confident that throughout Kristin's career she will make a difference in the lives of many students. She would be a wonderful teacher for your district, and students would be lucky to have her in their classroom. She is going to work closely with each student as she strives to push him or her to be the best they can be. I highly recommend Kristin Smith to be a teacher in your district.

Sincerely,

Jennifer Louden

Jennifer Louden, EdD
Associate Professor of Education
Director of Elementary Education
Southern Arkansas University
870-807-2495
jtlouden@saumag.edu

June 8, 2022

To Whom It May Concern:

As with many schools across the county and state, our school is faced with a shortage of teachers. Our students deserve to have access to the best education possible and that begins with having high-quality teachers. The reality is many teachers are leaving the profession and fewer people are seeking certification as teachers. Our district has been fortunate that we have found three ladies, Kristin Smith, Kayla Walker, and Brittany Yates, who have the knowledge, the heart, and the enthusiasm for teaching. These three individuals simply lack the last course in their degree program, student teaching.

There are many paths to become an educator. The only one that requires student teaching is the traditional bachelor's degree path. I would argue that students who are entering education through this pathway are far more prepared for what they will encounter in a classroom as they have had many education courses and have had field experiences that individuals in other pathways have not had. As a non-traditional teacher (I came through the MAT program), I understand the value of support from other teachers that is required for someone who has not been through student teaching.

If these individuals were to take a teaching position in lieu of student teaching, our school will provide the support that is necessary for any new teacher to be successful. These teachers would be provided support from administration, other teachers, and three instructional facilitators that can work one-on-one with these teachers and ensure they receive the same or more support in their own classroom as they would if they went through traditional student teaching. The school also provides common planning times for each core content area with specific grade level content meetings each week (more often as needed). Simply put, these individuals would have consistent, ongoing support from many different people.

I have had the privilege of teaching these three ladies when they were in middle school and know they are all driven, motivated, and knowledgeable individuals who will work to ensure they are successful in any role. Understanding the nature of teaching and the vital role teachers play in educating students, I am prepared as are my colleagues, to provide the support Kristin, Kayla, and Brittany will need throughout their final semester as students and their first year and beyond as new teachers.

Sincerely,

A handwritten signature in black ink that reads "Jennifer Kirkpatrick". The signature is written in a cursive, flowing style.

Jennifer Kirkpatrick, Ph.D

MMS Math Facilitator

To Whom It May Concern:

It is my honor to give a reference for Miss Brittany Yates. I have had the pleasure of meeting Brittany over six years ago when my husband took the pastorate of Liberty Baptist Church in Buckner. Brittany and her family are faithful members of the church. Over the course of the time, I have seen Brittany grow into the woman that she is today. She has volunteered for several different positions and has faithfully served in each one of them. She has taught in bible school and regularly teaches Sunday School. Brittany has babysat our children on several occasions and has always been on time and did an amazing job.

Again, I know that she will do an excellent job teaching 6th grade children as she will work to the best of her ability. I strongly recommend her for employment.

Sincerely,
Brittany Rogers



Cami Riggins
1 Ridgewood Circle
Magnolia, AR 71753
(870) 904-5503

June 8, 2022

To Whom it May Concern:

I am writing this letter to provide reference for Brittany Yates' recent application for a teaching position at Magnolia Middle School. I have known Brittany since Fall of 2019, in which she filled a student worker position in our clinic at University Health Services at SAU. It is with much delight that I say, that she is simply the best student worker that I have had the pleasure of working with in my 6 years here at University Health Services.

Brittany stepped up in a very challenging and difficult time for UHS. She has established herself to be a very dependable presence in our clinic. She took on all tasks assigned to her and was eager to learn and assist with anything that came up. She was responsible for training other student workers and delegating work and showed excellence with this as well. She was respectful, kind and knowledgeable while assisting staff, faculty and other students with their needs. Brittany learned quickly and adapted to all situations well.

I would be honored to have her teach my own children and would have confidence that they would have a wonderful experience in her classroom.

Please feel free to contact me with any questions or needs you may have.

Sincerely,

A handwritten signature in black ink that reads "Cami Riggins, RN". The signature is written in a cursive style.

Cami Riggins

To Whom It May Concern:

I am honored to write a letter of recommendation for Kristin Smith as a new teacher for Magnolia Public Schools. I taught Kristin College Algebra and Plane Trigonometry during her senior year of high school at Magnolia High School. I am fully confident that Kristin possesses the academic and mathematical abilities needed to be successful as a classroom educator. Kristin is an extremely smart young lady and will bring that intelligence into the classroom, exhibiting mastery of the content that she will be teaching.

Kristin is a hardworking and mature young lady. While she may be young, she is mature enough to handle being a classroom teacher. Further, Kristin is self-aware in that she will recognize areas that she needs to work to get better in. Kristin will work very hard to master the classroom practices that she will need to employ to make her a successful classroom teacher. I am confident that Kristin will make a positive impact on students and help them prepare to be successful in the future. Kristin is structured, disciplined, and focused. These qualities will propel her to success in the classroom and allow students to have a wonderful experience with a great teacher. Any school and group of students will be lucky to have a teacher like Kristin Smith.

Sincerely,

Julie Carter

Magnolia High School

To Whom It May Concern:

I am honored to write a letter of recommendation for Brittany Yates as a new teacher for Magnolia Public Schools. I taught Brittany College Algebra and Plane Trigonometry during her senior year of high school at Magnolia High School. I am fully confident in Brittany's academic to be successful as a classroom educator. Further, Brittany's kind and compassionate manner will make her a teacher that students are naturally drawn to and with whom students feel comfortable.

Brittany is a hardworking and mature young lady. While she may be young, she is mature enough to handle being a classroom teacher. Further, Brittany will recognize areas that she struggles with and will work to get stronger in those areas. Brittany will work very hard to master the classroom practices that she will need to employ to make her a successful classroom teacher. I am confident that Brittany will make a positive impact on students and help them prepare to be successful in the future. Brittany will be a positive light in any student's day; the school she works in and moreover her students will be very lucky to have her.

Sincerely,

Julie Carter

Magnolia High School



June 15, 2022

Re: Letter of Recommendation for Hannah Brown

To Whom It May Concern:

It is my pleasure to write this letter in support of Hannah Brown. I have had the pleasure of serving as Hannah's professor in several different courses as she completes her teacher preparation at Southern Arkansas University, and I have always been very impressed. Hannah strives to have quality work in school and in the classroom, and I know this trait will carry over as she begins her teaching career. She cares about her students and does a great job differentiating for their different learning needs. She is driven to make a difference in the lives of her students.

Hannah's enthusiasm for teaching has been evident from the start of her education courses at SAU. This enthusiasm is very apparent when planning and teaching lessons. She takes care to plan engaging lessons for her students that focus on the content and the standards that are appropriate for the grade level. She has done an amazing job reflecting on her strengths and weaknesses while teaching lessons, and she understands the implications of both in the schools.

Hannah has done quality work in my courses, and she has maintained high grades in all of her education course work. She has presented herself very well in her field experiences, and her cooperating teachers have all been very impressed with her. Hannah does an excellent job providing support for students who need additional help with materials, and she has excellent classroom management technique.

I am confident that throughout Hannah's career she will make a difference in the lives of many students. She would be a wonderful teacher for your district, and students would be lucky to have her in their classroom. She is going to work closely with each student as she strives to push him or her to be the best they can be. I highly recommend Hannah Brown to be a teacher in your district.

Sincerely,

Jennifer Loudon

Jennifer Loudon, EdD
Associate Professor of Education
Director of Elementary Education
Southern Arkansas University
870-807-2495
jtlouden@saumag.edu



Office of
FINANCIAL SERVICES
SOUTHERN ARKANSAS UNIVERSITY

To Whom It May Concern,

Hannah Brown would be a great teacher and asset to East Side Elementary school. Hannah has worked in my office as a student worker for the past two years. From the first time I met her, I could see her love for children. She always talked about her daycare babies and several others that she would keep on an as needed basis. I knew teaching was her calling. Our office grew to love her as our student worker. She is a very fast learner and always willing to help with any project. She kept a smile on her face and displayed a great attitude. While she was a diligent worker, she also maintained a high GPA, was an active chairwoman of Phi Mu Sorority, and babysat whenever she got the opportunity. I know Hannah will excel in anything she sets her mind to. I was so excited for her when she told me she had an opportunity to starting her teaching career early. I know she will love, care for, and teach her class to the best of her ability. I was sad to see her go as a student worker, but I am so proud of her for all of her accomplishments. Hannah will always be one of my favorite people and workers. I am so glad I got to spend time with her during her college journey and cannot wait to see what the future holds for her. She will be an awesome teacher! I hope my future children will get to have her as their teacher one day.

Sincerely,

Halee Colvin
E-commerce Manager/Student Account Specialist
Financial Services
Southern Arkansas University

June 23, 2022

Katherine Davis Pesses
761 Columbia Road 47
Magnolia, AR 71753

Mrs. Jill Rader
1310 Hollensworth
Magnolia, AR 71753

Dear Mrs. Rader:

My name is Katherine Pesses, and my husband and I are friends of Hannah Brown's family and we also currently employ Hannah as our youngest son's full-time babysitter. I am writing this letter in support of Hannah's application for a first-grade teaching position at Eastside Elementary. I have known Hannah for four plus years, and my husband has known her for 21, since the day she was born.

Hannah is an excellent choice for this position. She is an extremely outgoing, creative, and compassionate young lady. She has a wonderful work ethic and her love for children and watching them learn and grow is second to none. We have always been able to depend on Hannah as both an amazing friend to our oldest son and an incredible fun yet stern, when needed, and responsible babysitter to our youngest son.

I feel that all of these qualities plus many more, make Hannah an excellent candidate for this position. She would be a great asset to Eastside Elementary and the Panther Community.

Please feel free to contact me with any questions. Thank you for your consideration and time.

Sincerely,



Katherine Davis Pesses

Dear Ms. Mayo,

I am writing a letter of recommendation on behalf of Hannah Brown for a position as an elementary education teacher in Magnolia, Arkansas. It is my pleasure to tell you that Hannah would be an asset in the classroom and as a coworker. She is a leader with excellent communication skills, and will complete a task with motivation and enthusiasm. Hannah has assisted in caring for my two children over the last 7 years. She has great compassion for others, and will strive to make her students' needs a priority. She is wise beyond her years, and would make an excellent addition to your staff. I would be delighted to discuss Hannah Brown if needed.

Sincerely,
Jessica Goodwin
(713)826-9733

Memorandum of Understanding: Teacher of Record Support Role

This Memorandum of Understanding (MOU) details the mutual understanding between **Southern Arkansas University (SAU)** and the **partner schools** where College of Education and Human Performance (CEHP) candidates are employed by a partner school district and placed in that same school for their student teaching experience.

A *partner school* is a school district that agrees to work with the SAU CEHP to build mutually beneficial relationships that provide placement sites and supervisory assistance for candidates enrolled in the SAU Educator Preparation Program (EPP). The MOU was created and agreed upon by members of the SAU Teacher Education Faculty, the Admissions Field Experience and Licensure Office, and school partners. This document is revised as necessary to reflect changes in SAU policy, Arkansas Division of Elementary and Secondary Education (DESE) guidelines, or the needs of partner schools. This MOU will remain in effect until revised or terminated, which can be initiated by either party by providing notice to the other.

Mission

Candidates in undergraduate Elementary Education (K-6), Middle Childhood Education (4-8), Secondary Education (7 – 12), and Broad Range Education (K-12), if eligible, will have the option to complete their licensure program as a teacher of record support role. This track allows partner districts to apply for an ACT 1240 class size waiver through the Arkansas Division of Elementary and Secondary Education (DESE) with a LEAD teacher as the main support for student teacher candidates. As well, the partner district will have extra support in place, and SAU will provide a site coordinator to support the candidates. Candidates should have a classroom schedule reflective of their intended licensure area and be provided with a LEAD mentor teacher by the district to provide additional support and development throughout the experience. The mentor will provide equivalent support to that of a cooperating teacher assigned in conventional student teacher placements. Please visit this [link](#) to review teacher of support policies, procedures, and requirements.

University Responsibilities

The SAU CEHP is committed to collaborating with partner schools to create optimum learning opportunities for K-12 students and for its educator preparation candidates. To this end, and in support of the candidate(s), SAU faculty will:

- Provide trained supervisors to work with partner school mentors and personnel.
- Be available to mentors, candidates, and schools to solve problems as they arise.



- Provide information, support, and professional assistance (professional development opportunities such as seminars, workshops, meetings, etc.) related to school, university, DESE and other educational initiatives.
- Mentor candidates through multiple observations and provide feedback on coursework to help candidates improve in content and pedagogical knowledge, skills, and dispositions.
- Communicate, at minimum, once per week with candidates and mentors regarding the candidate's knowledge, skills, and dispositions.

District Responsibilities

School administrators and the SAU Director of Field Experience will recommend and/or approve the selection of mentors, considering the guidelines stated in this agreement below.

SAU CEHP candidates should be treated as professionals and, likewise, are expected to follow all rules and regulations established by the school district. The school district has the responsibility to ensure that candidates are aware of all rules and regulations. To this end, and in support of the candidate(s), the district partner(s) will:

- Assign a LEAD mentor teacher to work directly with the candidate daily.
- Schedule a common planning period for the candidate and their mentor.
- When available, assign an instructional facilitator and/or curriculum specialist to spend time weekly with the candidate.
- Allow the candidate to attend all professional development that a new teacher would attend during their first year of teaching.
- Provide additional training and/or support as deemed necessary by SAU and/or school district administrators.
- Assigned mentor will communicate regularly with the SAU Site Coordinator regarding the candidate's knowledge, skills, and dispositions.

Selection of Mentor Teachers

Selection of all mentor teachers is a shared responsibility of the partner school official(s) and the SAU Director of Field Experience. The following are guidelines for making selections of mentor teachers for student teaching. Partner school officials are encouraged to select mentor teachers who demonstrate best practices in serving diverse student populations and who can provide substantive and regular formative observation feedback. Mentors should:

- Possess a bachelor's degree or above and teaches in the area of licensure. Have a LEAD teacher designation, be in a LEAD teacher program, or have the equivalent of this designation.
- Established agreement between the designated school administrator and the Director of Field Experience that the teacher can assume the responsibilities of a collaborating teacher.
- Has clearly demonstrated the ability to be an effective teacher and classroom manager.
- Completed a minimum of three years of teaching experience in the candidates' licensure area.
- Is a willing participant in the student teaching experience.
- Has a positive attitude toward his or her present teaching position and the teaching profession.
- Demonstrates continual professional growth and strong content knowledge base.
- Voluntarily works in collaborative situations as a team member.
- Be fully trained in the TESS-Teacher Excellence and Support System.
- Have received at least an overall proficient rating on their latest TESS performance review.
- Be actively engaged in school and professional communities (e.g., serve on committees, assume leadership roles, serve on ACSIP teams, etc.)
- Agree to provide SAU supervisors and candidate with feedback on a regular basis.

- Be able to complete an orientation seminar (via face to face, webinar or view via recordings provided) at the beginning of the semester.

Qualifications of Site Coordinator

The Director of Field Experience, Chair of Teacher Education, and District patterns will work together to select a qualified site coordinator for the employed candidate. The below criteria will be considered when making the selection.

- Possess a minimum of a master's degree and be a content area and pedagogy expert.
- Hold a current teaching or administration license.
- Completed a minimum of five years of teaching experience in a content licensure area.
- Be fully trained in the TESS-Teacher Excellent and Support System.
- Has a positive attitude toward the teaching profession in general and continuous professional growth.
- Voluntarily works in collaborative situations as a team member.
- Agree to provide SAU Interns, student teachers, Department Chair, and Director of Field Experience with feedback on a regular basis.

University's responsibility for supervised clinical field experience

In addition to the responsibilities listed in this agreement, for those who mentor initial teacher licensure candidates during their supervised clinical practice (Student Teaching), the SAU CEHP will:

- Assist the collaborating teaching and candidate on the completion and submission of assignments and assessments.
- Provide a \$100 stipend to each mentor who has a semester long candidate placement. *Please note: The documents necessary to process the stipend payment must be submitted in a timely manner.*

Acknowledgement

Southern Arkansas University Admissions Field Experience and Licensure along with partnering district agree to the above provisions in the MOU.

Magnolia

School District

Julie Rader

Partner School Administrator

Jami B. BaylSAU Director of Admission, Field
Experience and LicensureEast Side Elementary

School Name (if applicable)

7/27/22

Date

August 8, 2022

Date

John L. Ward8-1-22

Memorandum of Understanding: Teacher of Record Support Role

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University Responsibilities

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- Provide trained supervisors to work with partner school mentors and personnel.
- Be available to mentors, candidates, and schools to solve problems as they arise.



- Provide information, support, and professional assistance (professional development opportunities such as seminars, workshops, meetings, etc.) related to school, university, DESE and other educational initiatives.
- Mentor candidates through multiple observations and provide feedback on coursework to help candidates improve in content and pedagogical knowledge, skills, and dispositions.
- Communicate, at minimum, once per week with candidates and mentors regarding the candidate's knowledge, skills, and dispositions.

District Responsibilities

School administrators and the SAU Director of Field Experience will recommend and/or approve the selection of mentors, considering the guidelines stated in this agreement below.

SAU CEHP candidates should be treated as professionals and, likewise, are expected to follow all rules and regulations established by the school district. The school district has the responsibility to ensure that candidates are aware of all rules and regulations. To this end, and in support of the candidate(s), the district partner(s) will:

- Assign a LEAD mentor teacher to work directly with the candidate daily.
- Schedule a common planning period for the candidate and their mentor.
- When available, assign an instructional facilitator and/or curriculum specialist to spend time weekly with the candidate.
- Allow the candidate to attend all professional development that a new teacher would attend during their first year of teaching.
- Provide additional training and/or support as deemed necessary by SAU and/or school district administrators.
- Assigned mentor will communicate regularly with the SAU Site Coordinator regarding the candidate's knowledge, skills, and dispositions.

Selection of Mentor Teachers

Selection of all mentor teachers is a shared responsibility of the partner school official(s) and the SAU Director of Field Experience. The following are guidelines for making selections of mentor teachers for student teaching. Partner school officials are encouraged to select mentor teachers who demonstrate best practices in serving diverse student populations and who can provide substantive and regular formative observation feedback. Mentors should:

- Possess a bachelor's degree or above and teaches in the area of licensure. Have a LEAD teacher designation, be in a LEAD teacher program, or have the equivalent of this designation.
- Established agreement between the designated school administrator and the Director of Field Experience that the teacher can assume the responsibilities of a collaborating teacher.
- Has clearly demonstrated the ability to be an effective teacher and classroom manager.
- Completed a minimum of three years of teaching experience in the candidates' licensure area.
- Is a willing participant in the student teaching experience.
- Has a positive attitude toward his or her present teaching position and the teaching profession.
- Demonstrates continual professional growth and strong content knowledge base.
- Voluntarily works in collaborative situations as a team member.
- Be fully trained in the TESS-Teacher Excellence and Support System.
- Have received at least an overall proficient rating on their latest TESS performance review.
- Be actively engaged in school and professional communities (e.g., serve on committees, assume leadership roles, serve on ACSIP teams, etc.)
- Agree to provide SAU supervisors and candidate with feedback on a regular basis.

- Be able to complete an orientation seminar (via face to face, webinar or view via recordings provided) at the beginning of the semester.

Qualifications of Site Coordinator

The Director of Field Experience, Chair of Teacher Education, and District patterns will work together to select a qualified site coordinator for the employed candidate. The below criteria will be considered when making the selection.

- Possess a minimum of a master's degree and be a content area and pedagogy expert.
- Hold a current teaching or administration license.
- Completed a minimum of five years of teaching experience in a content licensure area.
- Be fully trained in the TESS-Teacher Excellent and Support System.
- Has a positive attitude toward the teaching profession in general and continuous professional growth.
- Voluntarily works in collaborative situations as a team member.
- Agree to provide SAU Interns, student teachers, Department Chair, and Director of Field Experience with feedback on a regular basis.

University's responsibility for supervised clinical field experience

In addition to the responsibilities listed in this agreement, for those who mentor initial teacher licensure candidates during their supervised clinical practice (Student Teaching), the SAU CEHP will:

- Assist the collaborating teaching and candidate on the completion and submission of assignments and assessments.
- Provide a \$100 stipend to each mentor who has a semester long candidate placement. *Please note: The documents necessary to process the stipend payment must be submitted in a timely manner.*

Acknowledgement

Southern Arkansas University Admissions Field Experience and Licensure along with partnering district agree to the above provisions in the MOU.

Magnolia

School District

Gwen Carter

Partner School Administrator

Jamie B. BoydSAU Director of Admission, Field
Experience and LicensureMagnolia Middle School

School Name (if applicable)

7/27/2022

Date

August 8, 2022

Date

John D. Ward8-1-2022


RESOLUTION

Act 1240 Waiver Request Resolution

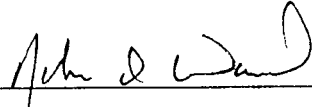
The Magnolia School District Board of Directors approves the District in seeking Act 1240 waivers for Kayla Walker, sixth grade science; Brittany Yates, sixth grade science; Kristin Smith, sixth grade math; and Hannah Brown, first grade classroom. The waivers will be used at the Magnolia Middle School and East Side Elementary during the 2022 fall semester to enhance student learning opportunities.

Board President: 

Date: 6-13-22

Board Secretary: 

Date: 6/13/22

Superintendent: 

Date: 6-13-22