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B-1: FORT SMITH SCHOOL DISTRICT WAIVER

EXHIBIT ONE (1)

ENHANCED INTERNSHIP PILOT PROGRAM

Collaboration between UAFS School of Education/Fort Smith Public Schools

Proposal: Implement a year-long paid internship pilot program to address the teacher attrition among first year teachers and upcoming teacher shortage.

Program Key Points:

- Pilot Program utilizing partnership between UAFS and Fort Smith Public Schools
- Collaborate to identify "High Performing" intern candidates
- Utilize "High Performing" interns to fill upcoming teacher vacancies
- Pay interns at reduced salary (1/2 of regular starting teacher salary)
- Utilize FSPS mentor teachers to "supervise" interns
- Increased supervision from UAFS faculty

Enhanced Internship Program Structure:

- Teaching position vacancy that will begin in the fall occurs and that is determined to be appropriate for the "Enhanced Internship Program", a teacher in the (preferably) same subject and grade level is relieved of his/her own teaching responsibilities to serve as a full-time mentor teacher.
- Two "High Performing" interns are hired as teachers in the two open classrooms (the vacant position and the mentor teacher's position).
- Each intern will have with the same responsibilities as any other teacher. Each intern is essentially a first-year teacher already, but with extra guidance and support.
- The mentor teacher will serve as the official teacher of record.

Statistical Data (University of West Georgia):

For a 5 year period (2008-2013) at UWG, 33 of 34 interns who completed the year-long internship are still employed.

UWG Comments:

- Better prepares interns for the teaching profession
- Creates stronger educators earlier in their careers
- Promotes retention of more teachers
- Attracts more students into the teaching profession through a collaborative, job-embedded program

Benefits if Implemented Statewide:

- Early tracking of potential teachers
- Addressing teacher shortage and attrition
- Recruitment of high quality teachers to the field

Program Implementation Target Date:

Fall 2019

Number of Interns in Pilot Program:

2 interns per year to start

Getting Started:

- **Need State Board of Education approval for a mentor teacher to serve as teacher of record for both Enhanced Internship classes.**



FORT SMITH

PUBLIC SCHOOLS

Doug Brubaker, Ph. D.
Superintendent of Schools

March 13, 2019

Members of the Arkansas State Board of Education:

In support of this waiver application, the district has compiled some input and feedback to share with you. In order to provide a sense of the benefits of the UAFS-FSPS Internship/Student Teaching Pilot Program from the perspective of FSPS Board members, some of their comments about the proposal are listed below:

"I'm so excited about the opportunity that is happening for our Fort Smith Schools. We get to partner with the University of Arkansas Fort Smith in receiving two of their top student interns which gives them a hands-on experience for a year with their own classrooms. Our students will benefit from the newest and latest in education with being overseen by a classroom teacher and Dr. Riley from U. A. Fort Smith. I see this as a win-win for everyone."

Mrs. Susan McFerran
President, Board of Education
March 12, 2019

"I think as this thing possibly moves forward that it would be a great way to support the teachers . . . As a former teacher, I really think that this is a great idea."

Mr. Bill Hanesworth
Vice President, Board of Education
March 11, 2019

"I wholeheartedly support the UAFS student teaching/internship program. It will be an asset not only to our students but the teachers also. Hopefully, it would encourage the interns to remain in our district. Additionally, it may encourage other interns."

Ms. Yvonne Keaton-Martin
Secretary, Board of Education
March 12, 2019

"I've studied this waiver and have come to the conclusion that this is a really great opportunity for our kids and potential new teachers in the future. I support it wholeheartedly."

Mr. Wade Gilkey
Board of Education
March 12, 2019

"I am eager for Fort Smith Public Schools to partner with the University of Arkansas Fort Smith with a pilot program pairing two student interns with one supervising teacher for one year. As an education major myself, I believe it would have been beneficial for me to have had more experience in the classroom before graduation, providing me with more confidence upon accepting a position. I knew my subject matter, but I was lacking in classroom management skills. Working with a supervising teacher for a full year would have helped me be more successful and perhaps stay with the profession.

Upon hearing the proposal last evening, I believe the staffs of both FSPS and UAFS will select the appropriate supervising teacher and two interns to pilot this program which has the potential to increase the number of successful education majors in Arkansas with a greater retention rate."

Mrs. Jeannie Cole
Board of Education
March 12, 2019

"Based on national trends and teacher shortages, I am pleased with the collaborative effort between UAFS and FSPS on the student teaching/internship pilot. By providing an extended training period in a classroom environment, prospective teachers can learn the importance of navigating relationships with parent and child, practical use instructional techniques, coupled with real time coaching of seasoned professionals. This pilot is an excellent starting point to address teacher recruitment and retention and could be the future of experience-based models for teachers."

Mrs. Talicia Richardson
Board of Education
March 11, 2019

The initiation of a research-based pilot marks the beginning of an extended evaluation cycle of data collection and review. If this small-scale pilot program is approved, input will be collected from teachers, parents, community members, and students involved in order to assess which steps to recommend in the future.

Respectfully,



Doug Brubaker, Ph.D.
Superintendent

Office of the Dean

College of Science, Technology, Engineering & Mathematics

Math/Science Building, Room 114, 5210 Grand Ave., Fort Smith, AR 72903

Phone: 479-788-7610. Fax: 479-424-6610. Email: ron.darbeau@uafs.edu

March 13, 2019

Members of the Arkansas State Board of Education

Dear Board members:

On behalf of the UAFS College of Science, Technology, Engineering and Mathematics, which includes the School of Education, I respectfully submit this letter in support of the *Enhanced Internship Program* being proposed by our School of Education and the Fort Smith Public Schools (FSPS). We are proud of the legacy of rich and fruitful partnerships between UAFS and FSPS. This joint proposal is yet further evidence of this innovative and mutually beneficial collaboration. Additionally, most of our Education graduates find homes in K-12 here, and, even more of them have their internship experiences at schools within the district.

The Fort Smith School District is the largest one served by UAFS with almost 14,250 students enrolled in 2017-2018. It is a diverse district with a high level of economic need. The demand for qualified teachers, and, more to the point, for qualified teachers who persist beyond their first and second years, is critical – particularly in the face of the upcoming teacher shortage. The national statistics are clear – the attrition rate for new teachers is simply staggering.

In response to this crisis, Education Preparation Programs and K-12 districts across the nation are struggling to find the panacea which allows them to retain well-trained, passionate young professionals in the classroom. A very promising candidate is the year-long internship program pioneered by the University of West Georgia in which 97% of participants were retained after five years. After months of discussion and engineering between UAFS and FSPS, we are proposing the *Enhanced Internship Pilot Program* in which two “high performing” interns will be employed to fill an upcoming teacher vacancy - with a teacher, at the same level, serving as the mentor for both interns. This program intuitively and demonstrably shows real promise for moving the needle by giving interns a better feel and more truthful experience of classroom teaching and responsibilities. It has been shown to work in Georgia, and, quite simply, Arkansas needs to do something bold to address the crippling legacy of attrition of novice teachers.

As dean of the College of STEM, and as a parent with children in FSPS, I am fully committed to this project. I urge the Board Members to lend their support to this bold, promising initiative which may well serve as a model for collaborations between other Educator Preparation Programs and School Districts across the state.

With sincerity and gratitude,



Ron W. Darbeau, Ph.D.
Professor & Dean

FORT SMITH PUBLIC SCHOOLS

Martin Mahan

Assistant Superintendent of Human Resources and Campus Support

March 14, 2019

Members of the Arkansas State Board of Education,

I appreciate your time and consideration concerning the waiver request that the Fort Smith Public Schools (FSPS) has submitted. This waiver request is a product of a yearlong collaborative process with The University of Arkansas Fort Smith (UAFS). The goal of the process was to craft an innovative approach to improving the recruitment, retention and training of intern teachers.

The collaborative team that created this proposal consisted of a team from UAFS that included of Dr. Monica Riley, Interim Director of the College of Education, Mr. Ron Orick, Executive Director of the Career Services, Ms. Ginger Osburn, Coordinator of Field Experience, Dr. Donna Scoggins, Assistant Professor, and two College of Education students. The Fort Smith Public Schools team consisted of Dr. Barry Owen, Chief Academic Officer, Dr. Samantha Hall, Supervisor of Professional Development, and myself. This collaborative process has allowed us to be here today to present this innovative proposal.

You will hear from a few of the members of the collaborative team today. I also wanted you to hear from a few of the teachers in the Fort Smith Public Schools. The quotes below are from teachers who have had experience mentoring first year novice teachers, and/or they have worked with the traditional student teaching interns.

Quotes:

"This model is a way better model. You don't really learn unless you are doing it, and this model forces new teachers to do it. Current interns spend most of their time watching instead of doing. I see this would force them to experience the whole process. I expect it would really prepare them to handle classroom management. One of the biggest challenges for first year teachers is classroom management. This model forces them to be in charge. It would be their room, and their kids. This model would also require the right mentor teacher that demonstrates or "shows" instead of tells."

-Ms. Lisa Johnson, Title I Elementary Specialist

"I like this idea of the apprenticeship approach. They are really getting to do the work. In my experiences as a Praxis Assessor I could tell who had a good mentor and who did not. So the mentor piece of this is probably the most important part. The mentor would have more time to reflect, plan, and assist the intern in visualizing the practice. It also gives an opportunity for the mentor and interns to collaboratively teach together. Sometimes, the classroom teacher wants to help interns more, but there is not enough time in the current student teaching model. This sounds like an innovative pilot program to discover if internship is a viable format for recruiting, supporting and retaining new teachers. I'm excited to see the results!"

-Ms. Wyann Stanton, 6th Grade Teacher

"This pilot essentially places two teachers in the classroom. It provides support to re-direct learning and instruction. The learning for the two intern teachers is huge, because it's their classroom and they get to make their own decisions with side by side support at the point of need. The students also get to see the teachers as learners. This creates a culture of learning with more ownership for everyone involved. The current student teaching experience is a "pretend" experience, this is a "real" experience."

-Julie Cobb, Technology Integration Specialist

"This model is intriguing. It will develop better "new" teachers. Issues and or the development of bad habits could be addressed with real time support. This model provides constant support, and I think it is a powerful model. I think this type of experience adds value to our profession."

-Kim Rahi, 5th Grade Teacher

I am very excited about the possibilities that this research-based pilot presents to our community. I would like to thank you for your time and consideration concerning this proposal.

Sincerely,



Martin Mahan

UTILIZING AN ENHANCED INTERNSHIP PROGRAM TO DEVELOP THE TEACHERS OF TOMORROW

Year Long Paid Internships for Education Majors



Issue: Addressing Looming Teacher Shortages

- Between 2009 and 2014, the most recent years of data available, teacher education enrollments dropped from 691,000 to 451,000, a 35% reduction. This amounts to a decrease of almost 240,000 professionals on their way to the classroom in the year 2014, as compared to 2009.
- Between 19% and 30% of teachers leave the profession before their fifth year
- As many as 16% public school teachers either move schools or leave the profession every year
- 90% of the annual demand for teachers stems from when teachers leave the profession.

www.ucea.org/wp-content/uploads/2018/01/Addressing-the-Importance-and-Scale-of-the-US-Teacher-Shortage.pdf

Reducing New Teacher Attrition

- Teachers with little preparation tend to leave at rates two to three times as high as those who have had a comprehensive preparation before they enter.
- Each year, more than 200,000 teachers leave the profession, with nearly two out of three leaving for reasons other than retirement.
- Beginning teachers with little or no preparation are 2½ times more likely to leave the classroom after one year compared to their well-prepared peers.

Source: https://learningpolicyinstitute.org/sites/default/files/Teacher_Exodus_Infographic.pdf

Recommendation to Help Address These Issues

Enhance the current internship program to better prepare new teachers.

- Collaborate with Fort Smith Public Schools to strengthen the current internship program with strong induction and mentoring.
- Address common issues with current internship program

Common Intern Issues with Current Internship Program

- Current internship is unpaid
- No time for additional job to meet expenses
- Housing issues (where to live if no income)
- Cost of school (how to pay school expenses with no income)

Proposal: Implement a Year Long Paid Internship Program

Key Points:

- Pilot Program between UAFS and Fort Smith Public Schools
 - Possible Program Name: Enhanced Internship Program
- Collaborate to identify “High Performing” intern candidates
- Utilize “High Performing” interns to fill upcoming teacher vacancies
- Pay interns at a reduced salary (1/2 of regular starting teacher salary)
- Utilize FSPS mentor teachers to supervise/coach interns
- Increased supervision from UAFS faculty

How the Enhanced Internship Program Would Work:

- When there is a teaching position vacancy that will begin in the fall and that is determined to be appropriate for the “Enhanced Internship Program”, a teacher in the (preferably) same subject and grade level is relieved of his/her own teaching responsibilities to serve as a full-time mentor teacher.
- Two “High Performing” interns are hired as teachers in the two open classrooms (the vacant position and the mentor teacher’s position).
- Each intern is the teacher in his/her classroom with the same responsibilities as any other teacher. Each intern is essentially a first-year teacher already, but with extra guidance and support. The mentor teacher serves as the teacher of record.

Benefits of the Enhanced Internship Program

For the school district:

- Advanced hiring opportunities of the top teacher candidates
- The ability to induct teacher candidates into the culture and climate of the school/district during the final stage of their educational preparation
- Hand-selecting mentors, who serve as role models for new teachers to emulate and are potentially seen as teacher leaders, resulting in a positive experience for both mentors and teachers
- Less distractions for interns (housing/jobs/pay)

Logistics at the University Level

- EIP Interns will be full-time students for both semesters
 - 1st semester – 15 hours
 - 2nd semester- 12 hours
- EIP interns will need to have alternative assignments during the 1st semester
- UAFS will report to ADE number and demographic of participants.
- UAFS may need additional faculty for UAFS mentoring/advising of EIP students
- EIP interns will be full-time employee at FSPS
 - Including benefits
 - Half salary

Requirements of the Teacher Candidates

- The internship program begins in August and runs for the full academic year. Candidates are university student interns and employees of the school district, under a contract with the same expectations as other teachers.

- In order to qualify for the program, EIP teacher candidates MUST:
 - Meet all criteria for teacher internship (pass all required Licensure exams, meet GPA and disposition requirements, have a successful interview with UAFS faculty, etc)
 - Complete courses except those in Practicum II block and the teacher internship
 - No course grade below a C and a GPA of at least 3.20
 - Have no dispositional concerns
 - Successfully interview with school district administrators and university faculty
 - Commit to a one-year internship
 - Enroll in professional insurance

Requirements of the Mentor Teacher

- The internship program begins in August and runs for the full academic year. Mentors are employees of the school district with protected time to coach, co-teach with, and mentor two UAFS interns.
- In order to qualify for the program, the mentor teacher must meet the following criteria:
 - Fully licensed with a standard teaching licensure in the State of Arkansas
 - At least 4 years teaching experience
 - Trained in the Teacher Excellence and Support System (TESS)
 - Highly effective teacher
 - Coaching Training with university and/or Cooperative
 - Demonstrated Leadership in the school setting
 - Strong commitment to the profession
 - Strong commitment to mentoring the next generation of teachers

Logistics as the School District Level

- In February/March, the school district meets prospective “high performing” interns on campus to review the program and requirements.
- Administrators must be proactive in anticipating vacancies.
- Toward the end of April, after job openings for all have been determined, students whose areas of certification match the needs of the district are contacted; interested and qualified interns complete the district’s application process.
- At the end of April or beginning of May, the district interviews qualified interns and hires those who are the best candidates for their schools.

Anticipated Cost of the Enhanced Internship Program

Assumptions:

▪ Interns:

- ½ of full-time starting teacher salary
(\$36,000/2 = \$18,000)
- Benefits (retirement/insurance/etc.)?
- 2 interns per school - \$36,000

▪ Mentor Teacher:

- Relieved of classroom duties to mentor full-time
- Supervise/Mentor both intern classrooms
- Salary of experience teacher - \$50,000

▪ Cost with Interns:

- | | |
|------------------------------|----------|
| ▪ Two Intern Salaries..... | \$36,000 |
| ▪ Mentor Teacher Salary..... | \$50,000 |
| ▪ Total cost..... | \$86,000 |

▪ Cost of two certified teachers:

- | | |
|-------------------------|----------|
| ▪ Mentor Teacher..... | \$50,000 |
| ▪ New Hire Teacher..... | \$36,000 |
| ▪ Total cost..... | \$86,000 |

▪ Cost to school district:

**Is the same with or without
interns...**

University of West Georgia – What They are Saying....

This type of program:

- Better prepares interns for the teaching profession
- Creates stronger educators earlier in their careers
- Promotes retention of more teachers
- Attracts more students into the teaching profession through a collaborative, job-embedded program

UWG Data – Success Stories

- In the first year of the program, on state mandated tests, interns met or exceeded state and district averages
- All interns hired by the school district are still employed
- Continued support by the school district has endured in difficult economic times

UWG Retention Data

- 2008-2009 academic year
 - 17 of 18 interns continued employment
- 2009-2010 academic year
 - 5 of 6 interns continued employment
- 2010-2011 academic year
 - 3 or 4 interns continued employment
- 2011-2012 academic year
 - 4 or 4 interns continued employment
- 2012-2013 academic year
 - 2 of 2 interns continued employment

33 of the 34 interns who completed the year-long internship remained employed today.

What We Need to Get Started

- Collaborate with FSPS to clearly define needs and roles
- Rework required curriculum for interns
- Identify pay structure for interns
 - Insurance/Worker Comp/Retirement/Etc.
 - Intern year count as first year on pay scale?
- Identify “high performing” intern qualifications
 - How many interns for the pilot program?
- Define mentor teacher role and establish training
- Work out legalities of intern/teacher contract
- Identify teachers who meet the requirements and who will serve as teachers of record to both interns.

Potential Benefits to ADE

- Early tracking of potential teachers
- Early detection of unfit teacher candidates (unsafe to practice)
- Addressing teacher shortage and attrition
- Recruitment of high quality teachers to the field

Target Date – Fall 2019

- Implement first “high performing” interns in the classroom with a mentor teacher beginning in school year 2019-2020



Martin Mahan <mmahan@fortsmithschools.org>

Re: UAFS pilot

1 message

Doug Brubaker <dbrubaker@fortsmithschools.org>

Wed, Mar 13, 2019 at 2:55 PM

To: Michele Linch <michele@astapro.org>, Martin Mahan <mmahan@fortsmithschools.org>

I thought that it would be helpful to add a link to the text of the actual waiver. It also speaks to the scope: two interns, one cooperating/supervising teacher, five years.

<https://v3.boardbook.org/Public/PublicItemDownload.aspx?ik=44026731>

Doug Brubaker, Ph.D.
Superintendent
Fort Smith Public Schools



On Wed, Mar 13, 2019 at 2:43 PM Doug Brubaker <dbrubaker@fortsmithschools.org> wrote:

Dr. Linch,

Thank you for your message. I appreciate your efforts to share accurate information with our team members and to forward questions.

It is true that ADE stipulated that the District would have to apply for a waiver in order to implement this limited pilot program. We had reservations about submitting a waiver application but saw the potential long-term benefits to students and the profession as outweighing the initial costs.

It is true that the waiver is requested only to implement the pilot program.

The waiver cannot be applied to other circumstances. As you know, any exceptions to class size limits and teacher load are cited by ADE as cycle reports are submitted. The requested waiver allows the District to secure authorization for this limited scope pilot program so that it does not receive a citation as a result of its implementation. Otherwise, a citation would be generated on the District's cycle report as the result of having to designate the one supervising/cooperating teacher as the teacher of record for two interns' classes.

I agree that careful assessment of interns and cooperating/supervising teacher candidates will be vital to the success of the program. The traditional intern experience will continue to be available to other UAFS interns as well as interns from other teacher preparation programs.

I am pleased that some ASTA members are interested in serving as supervising/cooperating teachers. I hope that this explanation of how a waiver would be applied and enforced under this unique set of circumstances illustrates how expansion of its scope to affect class sizes and teacher loads outside of the pilot would not be possible.

Please continue to contact me with any questions.

Best regards,

Doug Brubaker, Ph.D.
Superintendent
Fort Smith Public Schools



On Wed, Mar 13, 2019 at 1:43 PM Michele Linch <michele@astapro.org> wrote:

Dr. Brubaker,

We are aware the Arkansas Department of Education has told FSPS the District needs to apply for waivers in order to be able to meet accreditation standards if the District wants to work with UAFS to implement a pilot teacher intern program.

The pilot itself is definitely the direction teacher education programs are headed as our state struggles with teacher retention and recruitment. As we understand, "The pilot program would have FSPS hire two UAFS student interns who would teach a full year in a Fort Smith school under the supervision of a certified FSPS teacher who will mentor them. The teacher interns will be receive a one-year contract with the FSPS district, which will provide each intern with 50% of a first year teacher's contract. Interns will be coded as a first year teacher, and FSPS will work with ATRS to ensure each intern receives a year of experience and a year toward retirement." Full article here: <https://talkbusiness.net/2019/03/fort-smith-schools-see-state-waiver-to-support-teacher-intern-program/>

In conversations with you, I do not hear any other intentions except to apply these waivers to the pilot program. What I see is teacher leader opportunity – yet another area we are working on as education stakeholders. A certified FSPS teacher will be the Teacher of Record for the interns' students is the reason ADE says FSPSs need the waiver for class size/student load. As we work to create teacher leader roles that increase income potential while allowing great teachers to remain in the classroom, the possibilities are exciting.

As someone who has been a program head for teacher education programs, I can attest to the fact that there are those pre-service teachers perfectly capable of stepping into a classroom by their senior year, with the proper supports. On the other hand, many are not ready for such a responsibility and need the traditional intern experience. My hopes would be that universities and districts work together to carefully determine readiness of interns.

I understand the waiver route, while not your first choice, is what has to happen in order to move forward with the intern program. This is an opportunity for you and FSPS teachers to continue to build trust and rapport while being on the cutting edge of teacher preparation in Arkansas. So far the only feedback I've heard from FSPS ASTA members is an interest in being an intern supervisor and wanting to be reassured the waivers are narrow to the internship program. If I hear any other concerns, I will definitely pass them on to you.

Take care,

Michele

Michele Ballentine-Linch, PhD

Executive Director

Arkansas State Teachers Association

Cell: 501-766-3931

Email: michele@astapro.org

Fort Smith schools seek state waiver to support teacher intern program

The Fort Smith Public School District is asking the Arkansas Department of Education for a classroom size and teaching load waiver in order to partner with the University of Arkansas at Fort Smith on a pilot teacher recruitment program.

The state board of education will consider the waiver when it meets Friday (March 15). Dr. Doug Brubaker, superintendent of schools, informed the FSPS Board of Education of the waiver request and the program at a called board meeting Monday (March 11).

The program would extend the UAFS teaching internship at Fort Smith schools to a full year from one semester. Teaching internships, commonly known as student teaching, are required for students pursuing a bachelor's degree in education.

The pilot program would have FSPS hire two UAFS student interns who would teach a full year in a Fort Smith school under the supervision of a certified FSPS teacher who will mentor them. The teacher interns will be receive a one-year contract with the FSPS district, which will provide each intern with 50% of a first year teacher's contract. Interns will be coded as a first year teacher, and FSPS will work with ATRS to ensure each intern receives a year of experience and a year toward retirement.

Martin Mahan, assistant superintendent of human resources and campus support, said the perfect scenario will have to be in place for the pilot to work. There will need to be an opening in a classroom at a school where there are at least two classrooms of that grade. He gave the school board the example of there being a teaching vacancies in a third-grade classroom. One intern would be hired for that classroom. The teacher who normally teaches another third-grade class at that same school would be pulled from the classroom, and the second intern would take on that class. The FSPS teacher pulled from the class would then supervise/mentor both teachers.

Dr. Monica Riley, interim executive director for the school of education at UAFS, said the teaching interns would also be coached by their supervisor at the university. Because the interns would spend two semesters teaching, they will miss a semester of classes at UAFS, but their graduation will not be delayed because of it. Credit hours will be imbedded in the internship, Mahan said. Students approved for the program must have met all their requirements and coursework will be imbedded in the first semester of the internship, Riley added.

([HTTPS://TALKBUSINESS.NET/](https://talkbusiness.net/))



The waiver is needed in order for the supervising teacher to be allowed to supervise both classrooms, Mahan explained. The school district is asking the waiver be granted for five years to see if the pilot program is successful.

Information provided to the state board of education by Riley and FSPS shows that "between 2009 and 2014, the most recent years of data available, teacher education enrollments dropped from 691,000 to 451,000, a 35% reduction. This amounts to a decrease of almost 240,000 professionals on their way to the classroom in the year 2014, as compared to 2009. Between 19% and 30% of teachers leave the profession before their fifth year. As many as 16% public school teachers either move schools or leave the profession every year."

This pilot internship program was created to address both teacher recruitment and retention, Brubaker said.

"We believe that creating a system that fosters longer internships with compensation will enhance interest in teacher education and equip new teachers to sustain their career," he said, both to the board and the waiver application.

Lynn Peevehouse, a teacher at Ballman Elementary School, addressed the school board Monday night stating she was against the waiver because it could lead to class sizes being increased throughout the district.

"Although (it was stated in emails) that this is a waiver that would be narrowly applied to only this one instance, the fact is that waivers are not granted in this way. If the state board approves this waiver, this administration and any subsequent administrations could use this waiver to increase any non-special education class to any size they wish. Special Education classes would not fall under this waiver, as the State Board cannot waive federal law. There is also no way I know of for a current Superintendent to constrain a future Superintendent in the application of a granted waiver," Peevehouse said in an email to Wade Gilkey, school board member, which she read at the meeting.

The pilot program will only include two students from UAFS a year, Mahan said. If the program is successful, they may look at adding to the program. FSPS had approximately 15 teaching interns in the fall semester and has 25-30 for the spring semester. Teaching interns come from several regional universities, according to Zena Featherston, FSPS executive director of communication and community partnerships.

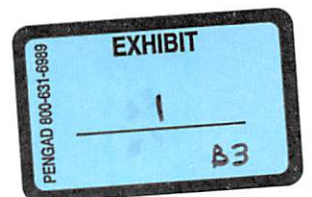
1 comments

Fort Smith is changing. Don't miss the next big development.
(HTTPS://TALKBUSINESS.NET/)
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B-3: ACT 1240 CLASS SIZE & TEACHING LOAD TRANSITION
EXHIBIT ONE (1)

Act 1240 Standards Waiver Transition										
District LEA	District Name	Waiver Type	Previous Standard	New Standard	Topic	Date Granted	Date Expires	Notes/Comments	Waiver Path	Charter Holding Waiver
3004000	MALVERN SCHOOL DISTRICT	Standard	10.01.4	1-A.5.2	Flexible Schedule	6/9/2016	6/30/2021		Act 1240	Arkansas Virtual Academy



C E R T I F I C A T E

STATE OF ARKANSAS)
) ss.
 COUNTY OF SALINE)

I, SHARON K. HILL, CCR, a Certified Stenomask Reporter and Notary Public before whom the foregoing proceedings was taken, do hereby certify that the same is a true and correct transcription before the Arkansas State Department of Education, State Board of Education, in Little Rock, Arkansas, on March 14, 2019, that the said proceedings was reduced to typewritten form by me or under my direction and supervision; and that the foregoing pages constitute a true and correct transcription of all proceedings had in said matter.

I FURTHER CERTIFY that I am neither counsel for, related to, nor employed by any of the parties to this action.

I FURTHER CERTIFY that I have no contract with any parties within this action that affects or has a substantial tendency to affect impartiality, that requires me to relinquish control of an original transcript or copies of the transcript before it is certified and delivered to the custodial agency, or that requires me to provide any service not made available to all parties to the action.

WITNESS, MY HAND AND SEAL, THIS DATE: March 23, 2019.



Sharon K. Hill

SHARON K. HILL, CCR
 Certified Court Reporter
 Certificate No. 670

