

Arkansas's Educator Workforce, ESSA, and Impacts for Educator Effectiveness and Licensure

Presented by

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Arkansas Department of Education

**AAEA Summer Conference
August 2, 2016**



Student Focused Education

Quality Learning Standards

**Excellent Teachers
and Leaders -
excellence in
teaching and
learning**

Flexible,
comprehensive
Assessment Systems

Flexible, Comprehensive State Accountability System

- Performance
- Student Growth
- Personal Competencies
- Graduation rate
- 1st Year Postsecondary Engagement

National Trends: *Why?? And So What??*

“The teaching force is changing in very big ways with very big implications” -Richard Ingersoll 2013

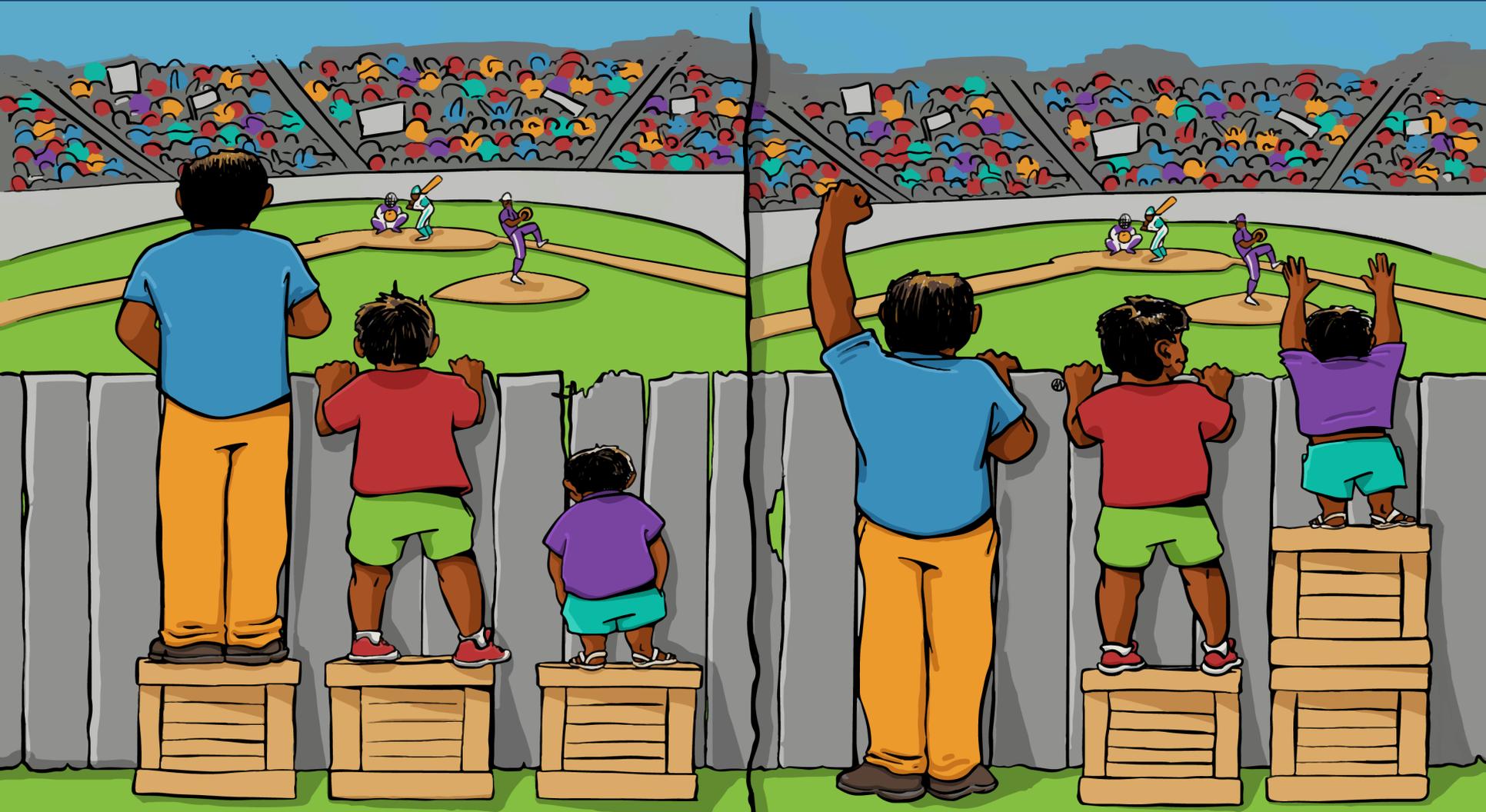
- 7 Trends
 - Greening of workforce
 - Graying of workforce
 - Ballooning
 - Less Gender Diversity: Women Increase
 - Minority Increase
 - Instability
 - Demonization of the Profession

ESSA: Teacher and Leader Quality

Teachers and leaders are the most important school-based factors in ensuring student success.

- States have an important responsibility in designing and implementing an education workforce system that **attracts** teachers and leaders to the profession, **prepares** them to be learner- and school-ready on day one, **develops** them throughout their careers, and **retains** the most effective educators.





EQUALITY

EQUITY

School Performance Reports

Section 200.37 Educator Qualifications

•...as amended by the ESSA, requires State and LEA report cards to include professional qualifications of teachers, including number and percentage of:

- 1) Inexperienced teachers, principals, and other school leaders;
- 2) teachers teaching with emergency or provisional credentials; and
- 3) teachers who are not teaching in the subject or field for which he or she is licensed.

•This section requires that the information be presented in the aggregate and disaggregated by high-poverty compared to low-poverty schools.



ESSA Proposed Rules

- Proposed § 200.37 would implement statutory requirements for reporting
 - Educator qualifications in State and LEA report cards.
 - States would be required to adopt ***consistent statewide definitions*** to **ensure uniformity** in how teachers who **have no experience** or are **teaching out-of-area** are identified and defined.
 - Arkansas’s definitions of **high poverty** and **low poverty** schools are already consistent with the required definitions under ESSA proposed rules (EPRM, § 200.37)
 - Information will be **disaggregated by high and low poverty schools** and provide **meaningful data** to better understand workforce needs while encouraging states to focus on efforts to recruit, prepare, support, and retain excellent educators (EPRM, § 200.37).
 - The definitions that would be required under proposed § 299.18(c)(2) ensure that **calculations of disproportionality** would be conducted and reported statewide using data that is similar across districts. The definitions must be based on distinct criteria so that each provides useful information about educator equity and disproportionality rates.

ESSA Proposed Rules, cont.

- Proposed § 299.18(c) would clarify the steps each State must take to meet the statutory requirement in section 1111(g)(1)(B) of the ESEA, as amended by the ESSA, that **low-income students and minority students are not taught at disproportionate rates by *ineffective, out-of-field, or inexperienced teachers***. These requirements align with the work all States have been doing in recent years to develop and implement State Plans to **Ensure Equitable Access to Excellent Educators** (Educator Equity Plans).
- Additionally, proposed § 299.18(c)(6) would list the **steps that would be required** if a State demonstrates that low-income or minority students are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, including **conducting a root cause analysis**, which is critical to help States identify the underlying causes or contributing factors of any disproportionalities that exist, **and describing the strategies, timelines, and funding sources** the State will use to eliminate the identified disproportionality.

Course SIS Data

Save Search List

Building: 39 - Your Town Elementary Course: 200111 Section: 1 Course Description:

Exclude From Cycle:	000000	Not In Oct 1
DO NOT USE (Previously HQT)	<input type="checkbox"/>	Passed Content Test
Licensure Exception:	NA	Not Applicable
Vocational LEA:		
Digital Learning Type:	NO	No
Digital Learning Provider:*	NA	Not Applicable
Digital Delivery:	NA	Not Applicable
Special Ed:	<input type="checkbox"/>	
Alternative Environment:	<input type="checkbox"/>	
Coding Block 7/8:	<input type="checkbox"/>	
College Credit:	<input type="checkbox"/>	
Institution Issuing Credit:		
Kindergarten Overage Flag:	<input type="checkbox"/>	
Course Minutes:	0	

HQT field is still on the screen but...
DO NOT USE.

Licensure Exception is the AQT field.

NA (Default)

AWL (Act 1240 of 2015 Waiver)

CWL (Charter School Waiver)

SOI (Sch. of Innov. Waiver)

ALP (Add'l Lic. Plan)

LTS (Long-term Sub)

Special Ed and ALE courses should be marked as done in the past. (Teachers not licensed for the course should meet AQT.)

Local district paperwork only needed for ADE on-site reviews



Standards Annual Accreditation System

Accreditation Status | Archive Reports

Accreditation Status

October 1 Status Report | District: Academics Plus School District

Back to District View | Exceptions

EXCEPTION_RULE	EXCEPTION_STANDARD	EXCEPTION_DESCRIPTION	OCTOBER_1_STATUS
<input type="text"/>	<input type="text"/>	<input type="text"/>	No Filter
9.03.3	IV	Secondary Course Offerings	●
10.02.2	V	Class Size: Kindergarten	●
10.02.3	V	Class Size: Grades 1-3	●
10.02.4	V	Class Size: Grades 4-6	●
10.02.5	V	Class Size: Grades 7-12	●
10.02.5	V	Total Students: Grades 7-12	●
15.01	X	Superintendent	●
15.02	X	Principal	●
15.03	X	Assistant Principal	●
15.03.1	X	Personnel Not Certified	●
15.03.2	X	Expired License	●
15.03.3	X	Job Not Certified	●
15.03.6	X	Provisional License	
9.03.3	IV	Grade Level	●
15.03.3	X	High Qualified Teacher (HQT)	●
16.01.3	XI	Counselor	●
16.02.3	XI	Library/Media Specialist	●
16.02.4	XI	Library Book Collection	●

SAAS REPORT

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Page: 1 of 13 Go Page size: 20 Change 1 to 20 of 259

ESSA Programs: Quick Overview Title II, Part A

- Basics
 - Designed to support teacher and principal quality to drive student achievement
 - State gets to keep some money for state activities
 - Most money flows to districts, which can run programs centrally or allocate money to schools
- ESSA expands and updates Title II spending options
 - **SEA-level permitted costs include** (list not exhaustive):
 - Teacher certification reform
 - Evaluation
 - Equitable access to teachers
 - Alternative routes for certification
 - Recruitment and retention
 - Establishing or expanding teacher or school leader academies
 - Appropriate data use
 - Professional development

ESSA Programs: Quick Overview Title II, Part A (continued)

- For **LEAs** permitted costs include (list not exhaustive):
 - Teacher evaluation and support systems
 - Recruiting, hiring, and retaining teachers
 - Teacher/principal leadership opportunities
 - Induction and mentoring programs
 - Methods to use evaluation results to inform professional development, improvement strategies, and personnel decisions
 - Reducing class size to **evidence-based** levels
 - **Evidence-based** personalized professional development
 - Training in recognizing trauma, mental illness and child sexual abuse
 - Training to support the identification of gifted and talented students
 - Developing feedback mechanisms
 - Professional development on integrated academics and career and technical education

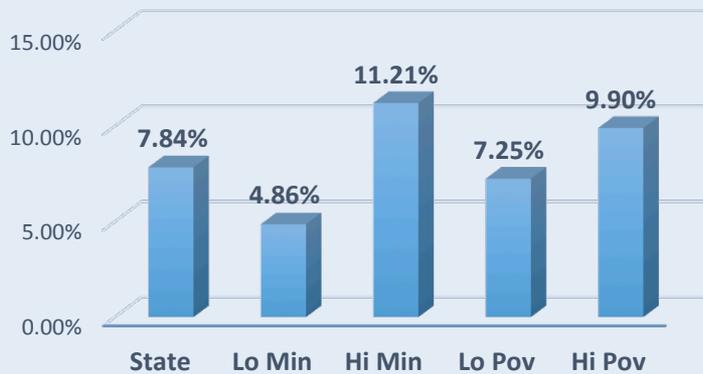
Equity Gaps

- Students in high poverty and high minority schools are more likely to have an **INEXPERIENCED** teacher than students in low poverty and low minority schools.
- Students in high poverty schools are more likely to have an **OUT-OF-FIELD** teacher than students in low poverty schools.
- There is a higher rate of teacher **TURNOVER** in high poverty and high minority schools



15-16 Equity Data

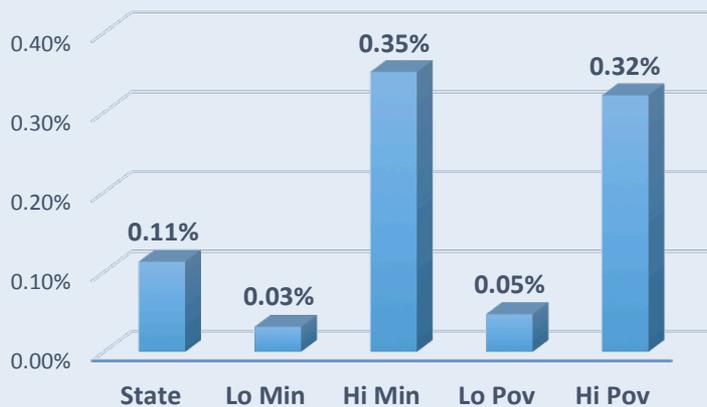
Inexperienced 15-16



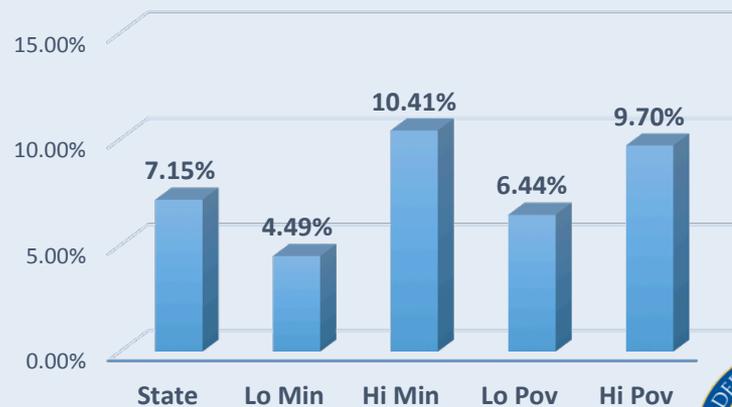
Out-of-Field 15-16



% Unqualified

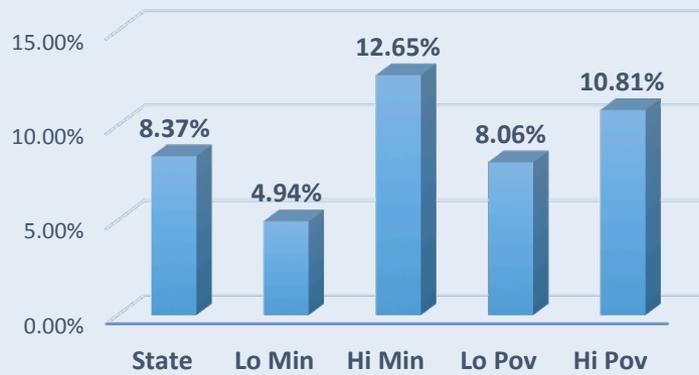


Turnover 15-16



3-yr Average Equity Data

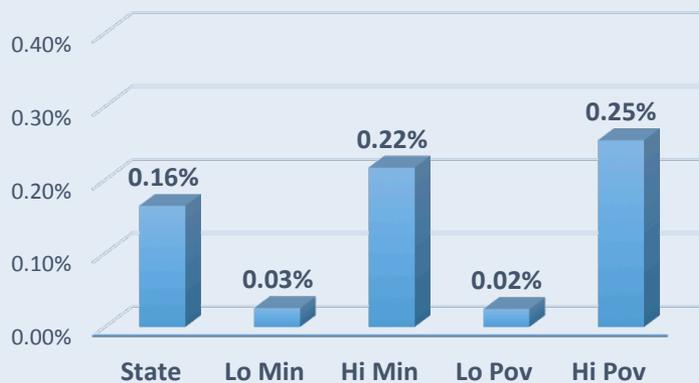
% Inexp. Teachers



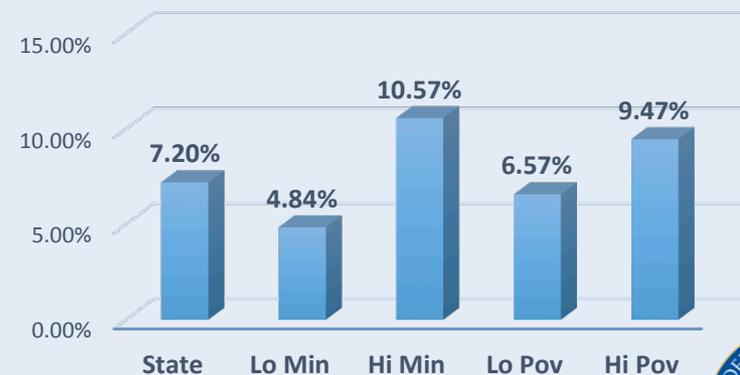
% Out-of-Field Teachers



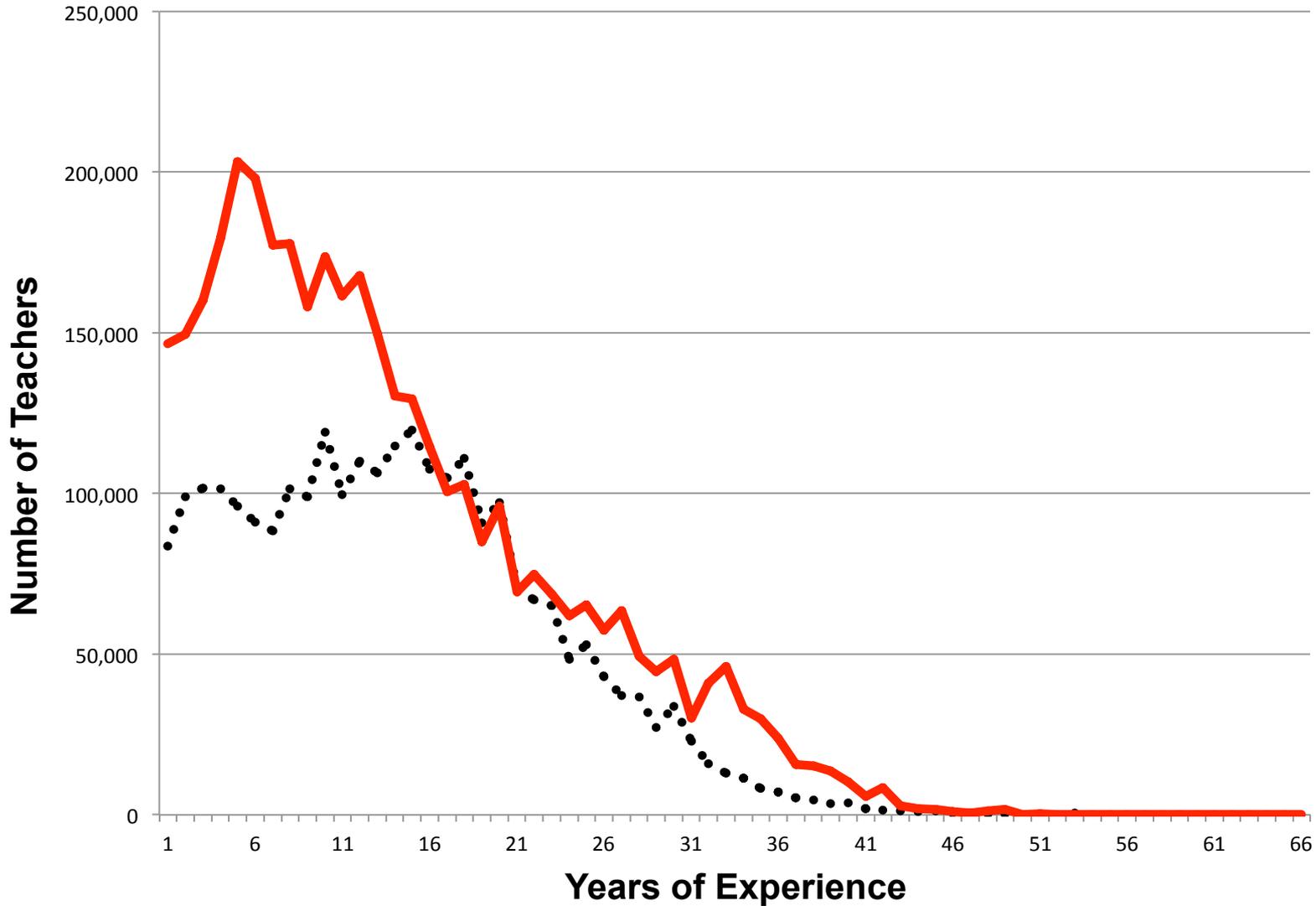
% Unqualified Teachers



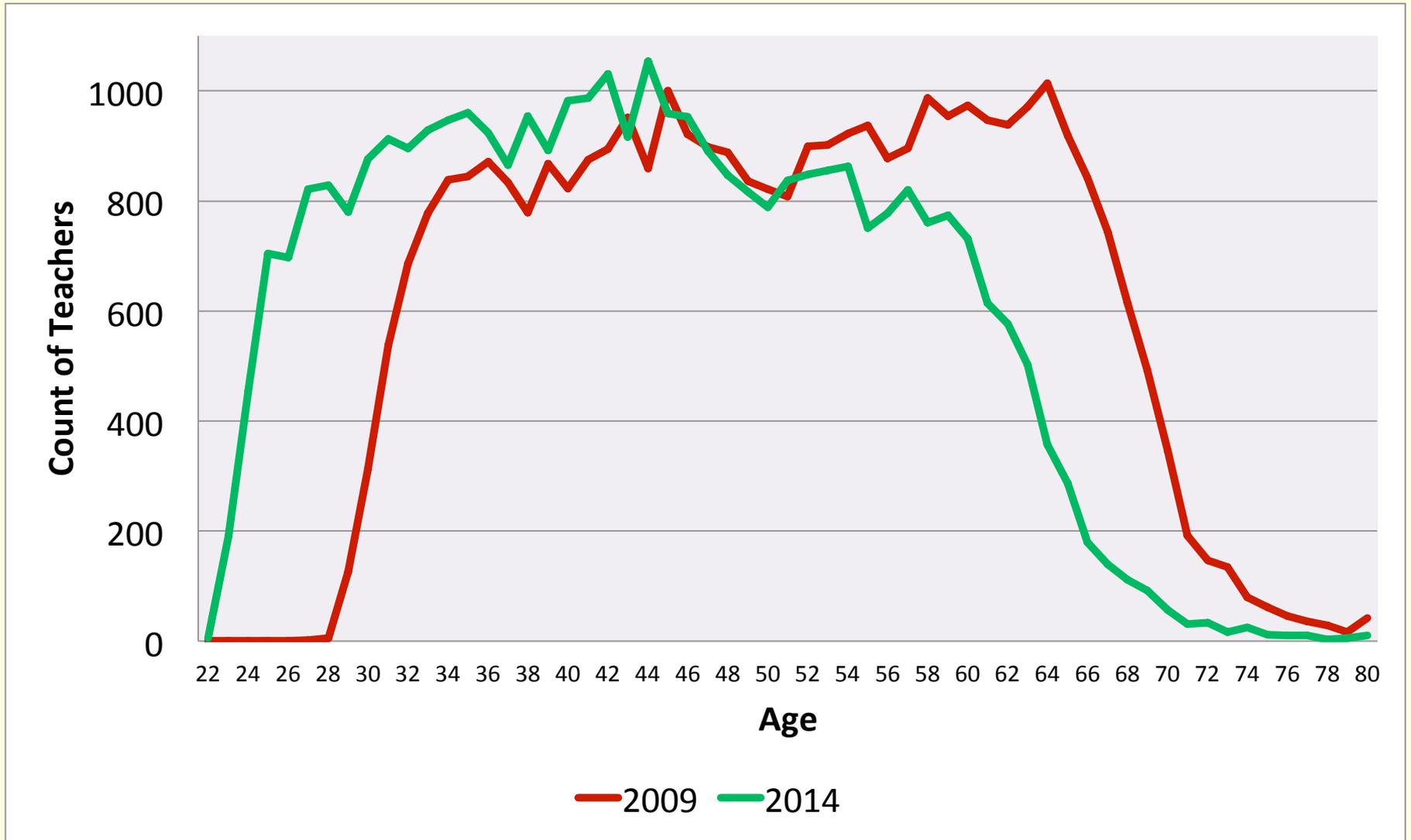
% Turnover



National Data: Teaching Experience of School Teachers, 1987-88 and 2011-12

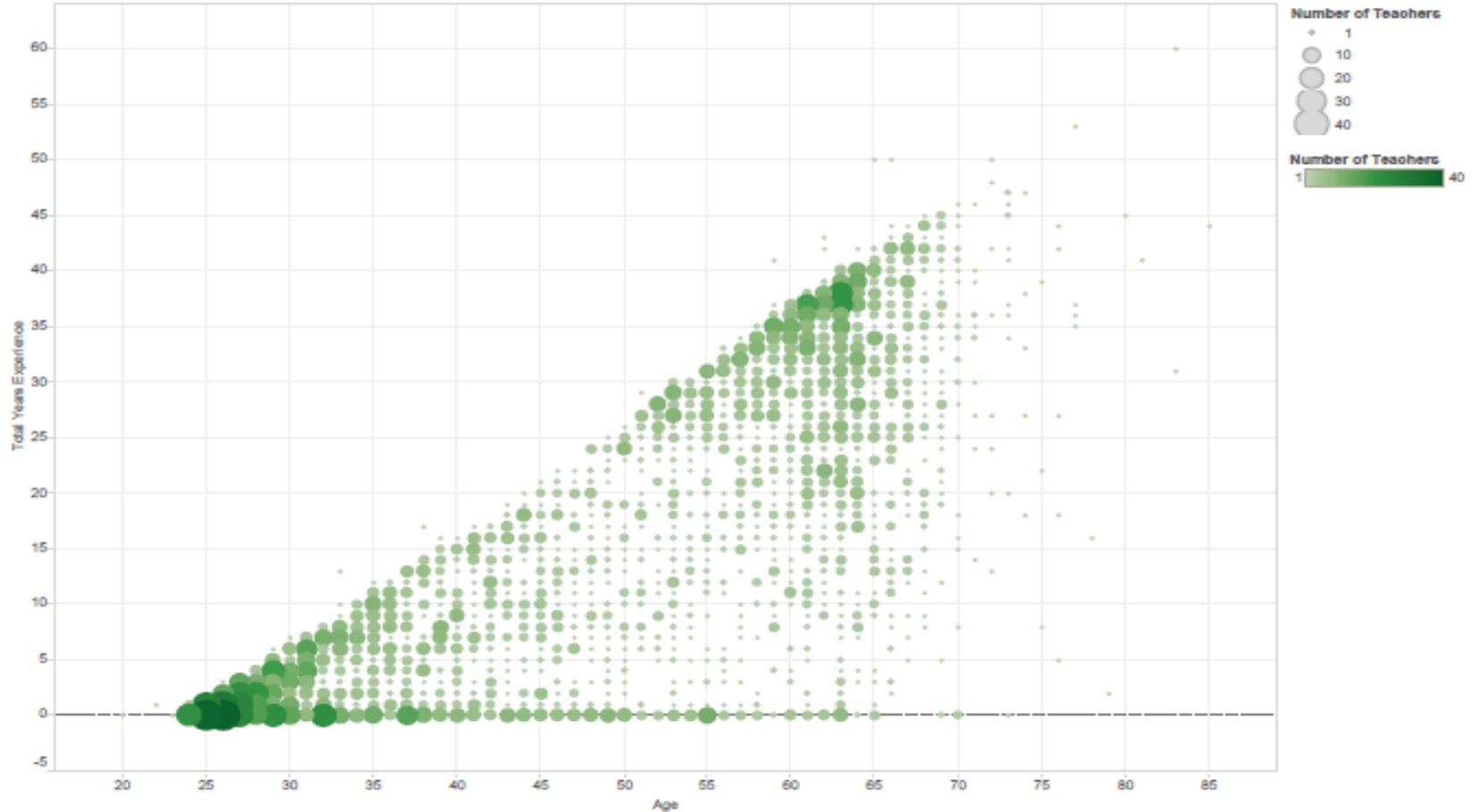


Large Change in the Age of Arkansas Teachers



Age vs. Years Experience

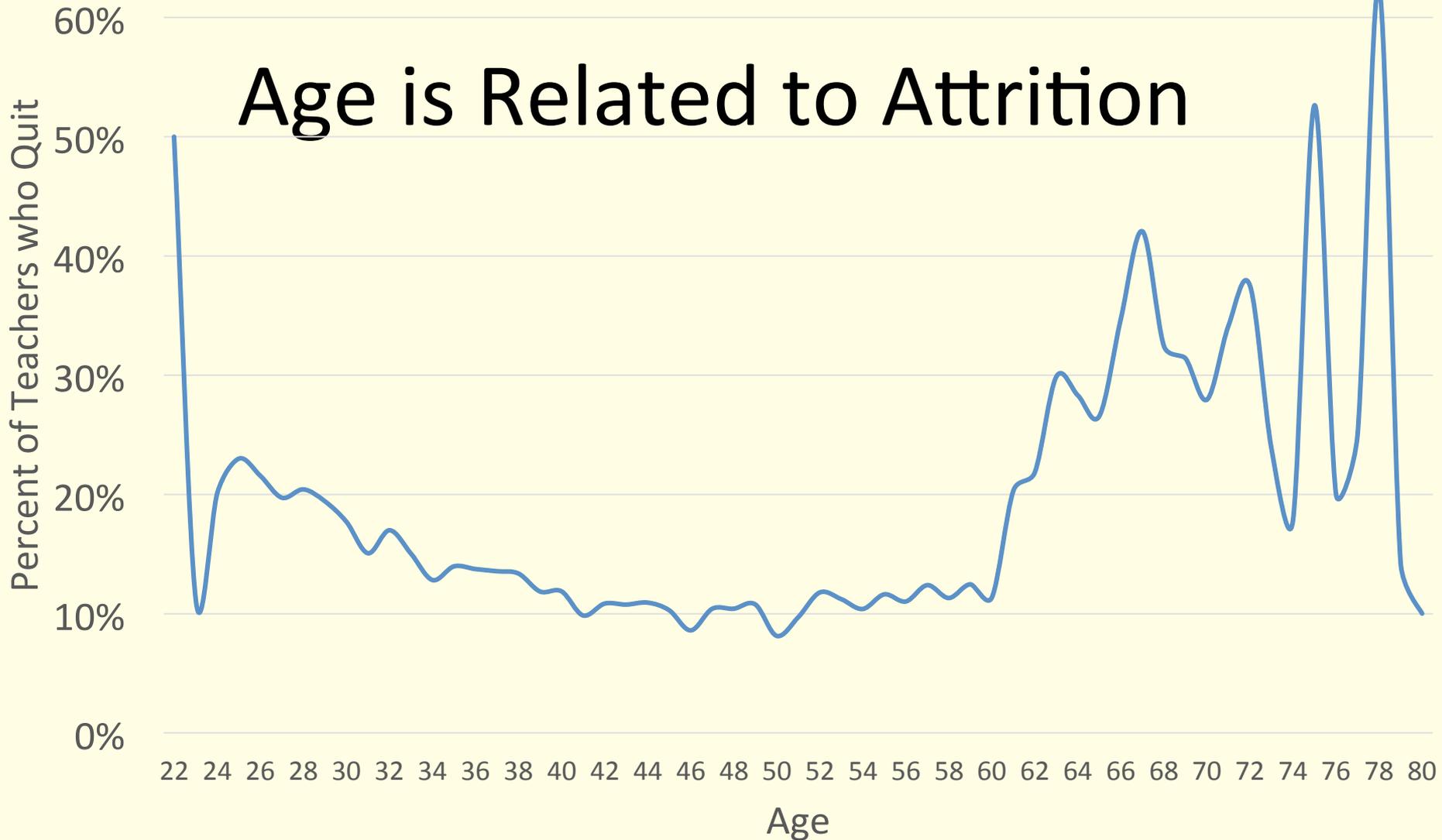
Age vs. Years Experience



Age vs. Total Years Experience (Teacher Employment). Color shows Number of Teachers. Size shows Number of Teachers. The data is filtered on Taught Next Year and School Year. The Taught Next Year filter keeps N. The School Year filter keeps 2014/15. The view is filtered on Age and Total Years Experience (Teacher Employment). The Age filter ranges from 20 to 85. The Total Years Experience (Teacher Employment) filter ranges from 0 to 60.



Age is Related to Attrition



II. Educator Workforce Data

Arkansas Public Schools (APS) employ over 2,000 new teachers each year. Table 2 demonstrates that many teachers return each year and continue to teach in APS. Since 2006 approximately 85 percent of new teachers did return to APS after one (1) year of teaching (~15% attrition). Seventy percent were still in APS after three (3) years (~30% attrition), and 64 percent remained in APS after five (5) years (~36% attrition). These state numbers are far above the often-reported national average of 50% after five (5) years. However, the ADE is committed to retaining as many effective teachers in classrooms as possible.

Table 2. Teacher Attrition

School Year	# Beginning Teachers	Attrition after 1 year	%	Attrition after 3 years	%	Attrition after 5 years	%
2006-07	2,504	173	6.91%	613	24.48%	798	31.87%
2007-08	2,507	342	13.64%	672	26.80%	861	34.34%
2008-09	2,284	326	14.27%	641	28.06%	798	34.94%
2009-10	2,413	326	13.51%	728	30.17%	961	39.83%
2010-11	2,266	343	15.14%	709	31.29%	916	40.42%
2011-12	2,432	403	16.57%	849	34.91%		
2012-13	2,959	697	23.56%	1,096	37.04%		
2013-14	2,937	469	15.97%				
2014-15	3,524	565	16.03%				
2015-16	3,387						
1-yr Attrition (2006-2015)	23,826	3,644	Avg. = 15.29%				
3-yr Attrition (2006-2013)	17,365			5,308	Avg. = 30.57%		
5-yr Attrition (2006-2011)	11,974					4,334	Avg. = 36.19%

1-yr attrition = the average % of teachers not returning in Arkansas Public Schools after one year
 3-yr attrition = the average % of teachers not returning in Arkansas Public Schools after three years
 5-yr attrition = the average % of teachers not returning in Arkansas Public Schools after five years
 Source: ADE Data Administration

Beginning Teachers Returning

Beginning Teachers by District

District Name	School Year / Taught Next Year					
	2012/13		2013/14		2014/15	
	N	Y	N	Y	N	Y
	5%	95%	14%	86%	23%	77%
		100%		100%		100%
	20%	80%		100%		100%
				100%	9%	91%
	33%	67%	11%	89%	15%	85%
				100%		100%
		100%	100%			
	17%	83%		100%	5%	95%
					75%	25%
	100%		8%	92%	47%	53%
	25%	75%		100%	17%	83%
		100%	14%	86%		100%
		100%		100%		100%
				100%	25%	75%
	100%		13%	88%		100%

Example



Teacher Retention by District

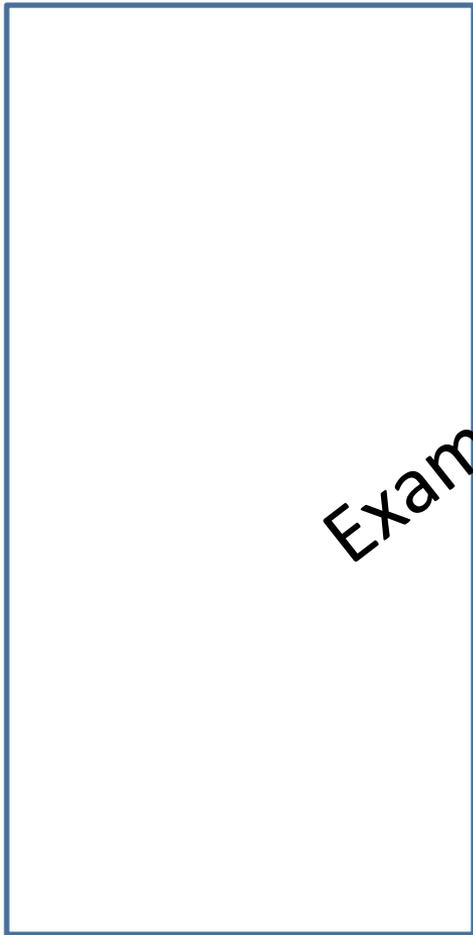
Teacher Retention by District

District Name

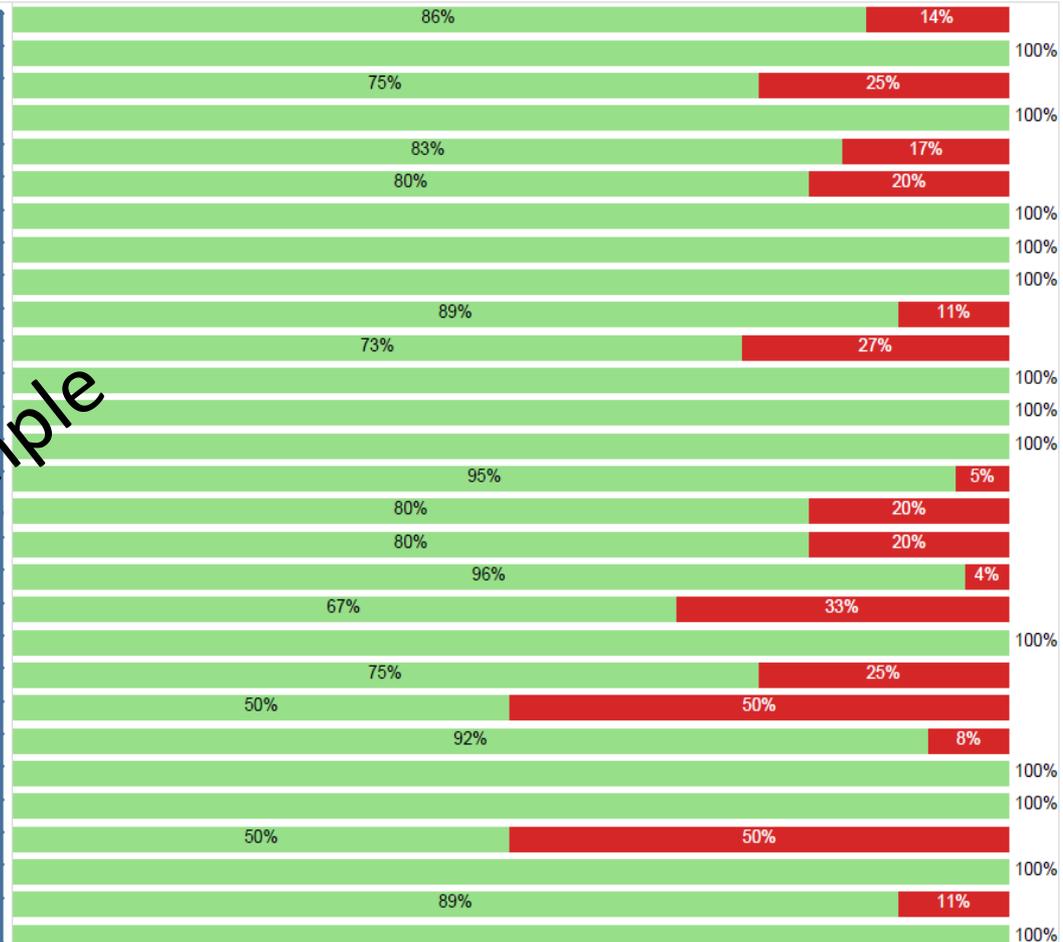
Taught Next Year

N

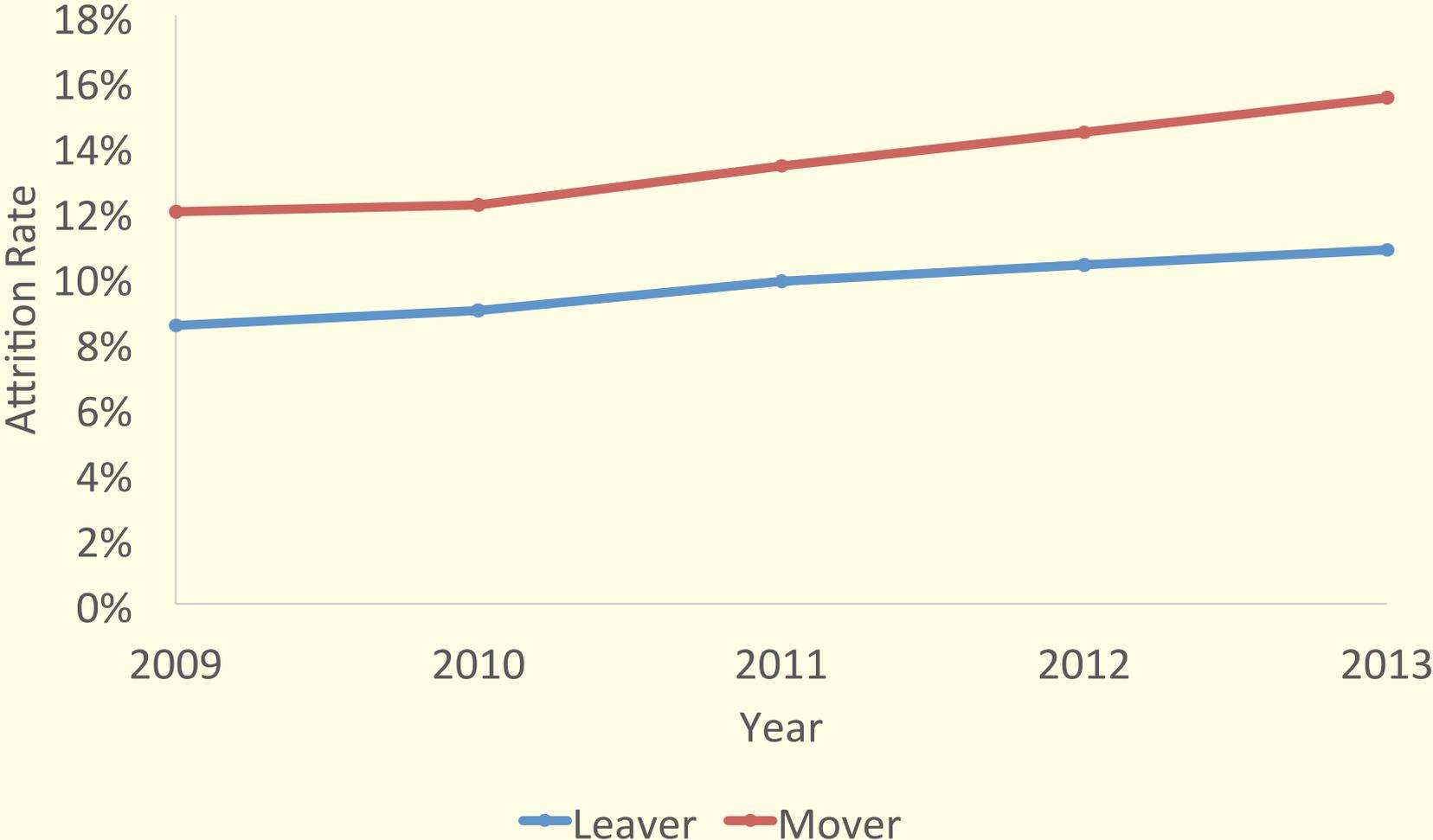
Y



Example



Movers Compared to Leavers



Traditional vs. Nontraditional

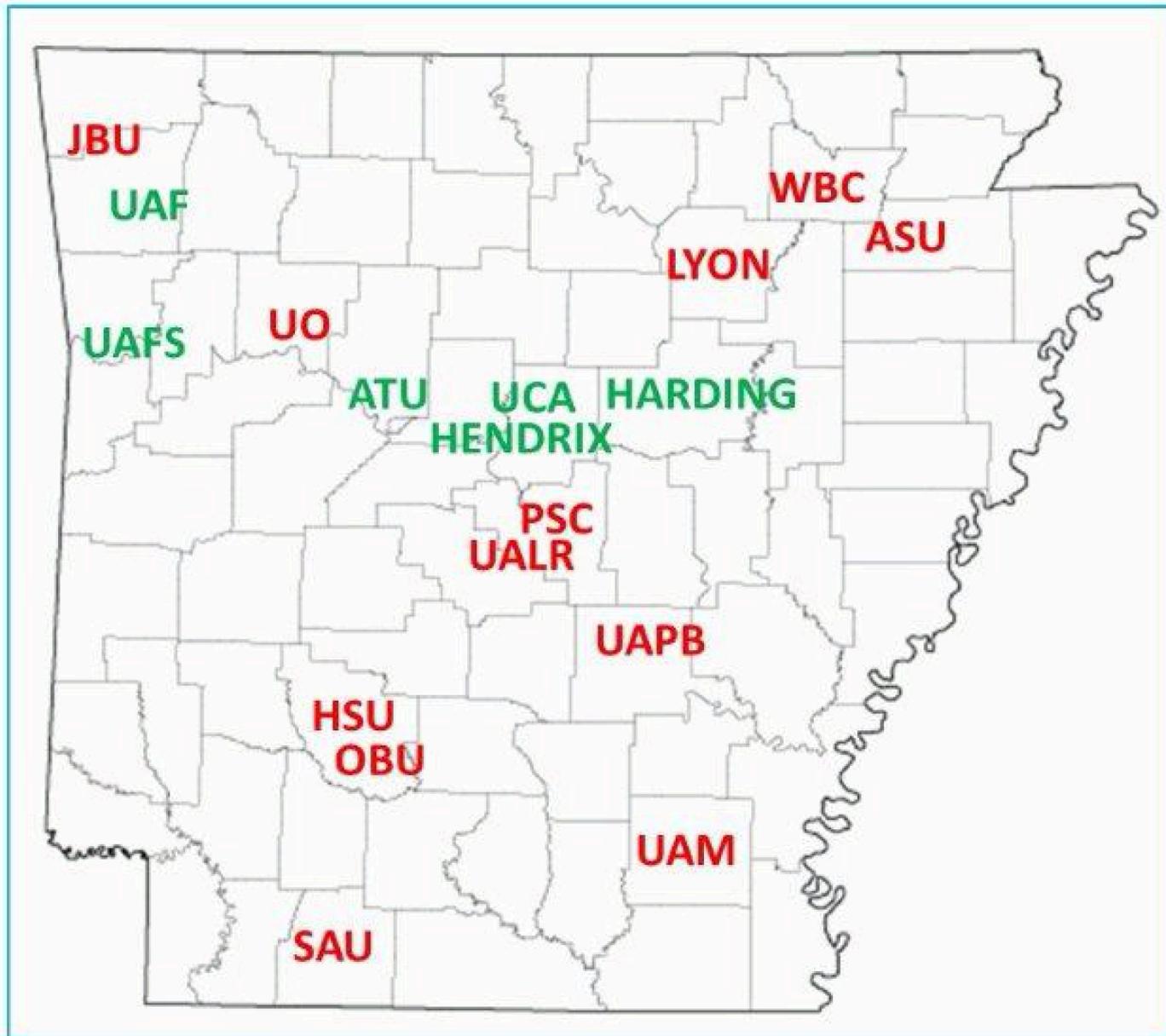
School Year / Taught Next Year

Degree Name (gr..	2012/13		2013/14		2014/15	
	N	Y	N	Y	N	Y
Traditional	9%	91%	8%	92%	9%	91%
Non-Traditional	18%	84%	12%	88%	13%	87%

% of Total Number of Teachers broken down by School Year and Taught Next Year vs. Degree Name (group).



Traditional Programs- Intern Placement



<https://adedata.arkansas.gov/eppr/docs/State/>



2016
Educator Preparation Provider Report
Arkansas

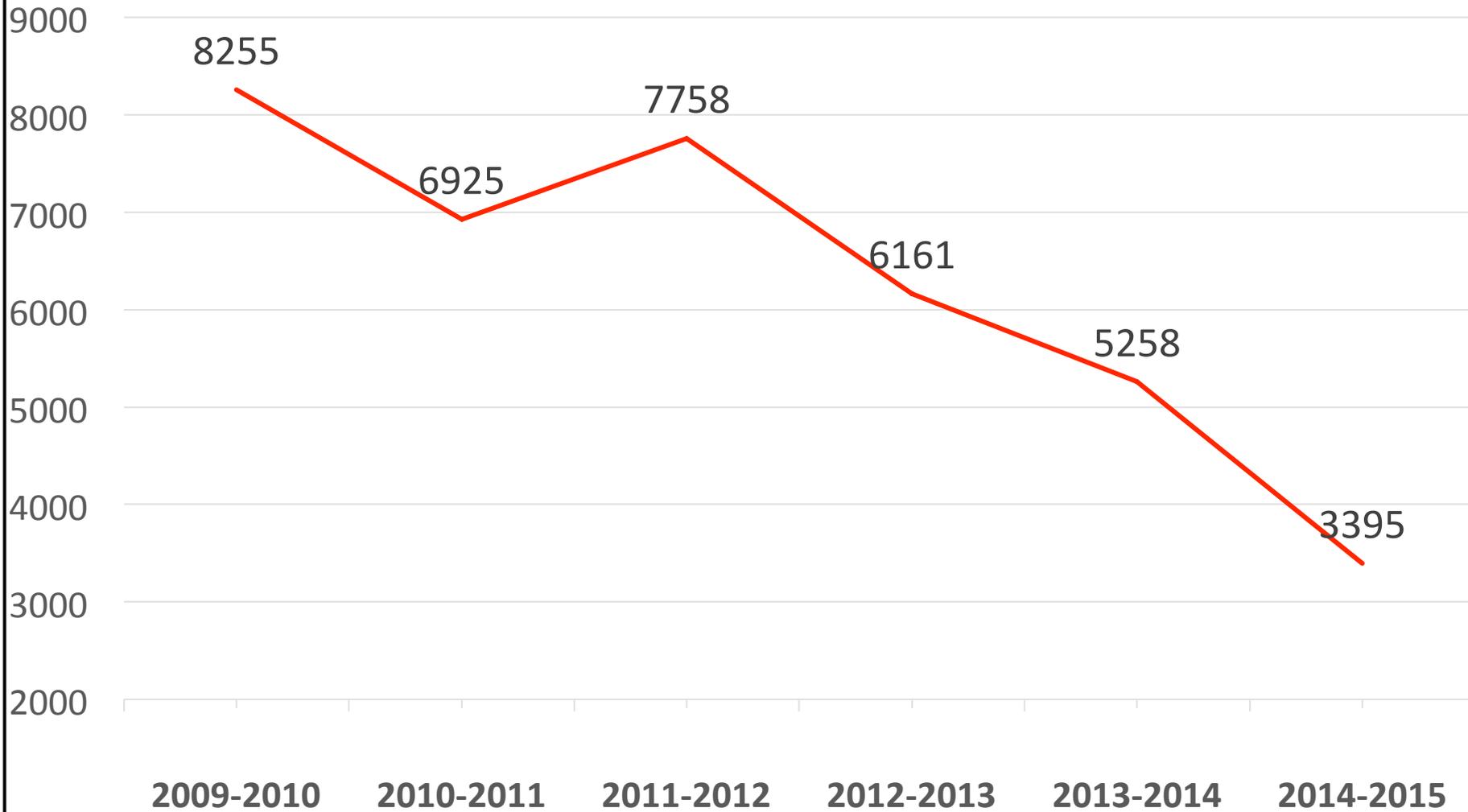


Arkansas Educator Preparation Provider Report

Table of Contents

I. Introduction	2
II. Educator Workforce Data	4
III. Teacher – EPP Enrollment Data	6
IV. Teacher – EPP Completer Data	8
V. Administrator - Enrollment and Completer Data	10
VI. Gender/Race/Ethnicity Data	11
VII. Number of Teacher Program Completers Working in Arkansas Public Schools (first-year)	13
VIII. Three-year Average Number of Teachers Prepared By License Area	15
IX. Praxis® Licensure Test Pass Rates	19
X. Praxis® Licensure Test Summary Pass Rates	21
XI. Novice Teacher Surveys - Perceptions of Preparation	22
XII. Glossary	23

EPP Enrollment in first-time license programs



III. Teacher – EPP Enrollment Data

Each year EPPs report program completers, enrollment, race, ethnicity, and gender of their students to the ADE directly and to the U.S. Dept. of Education via the HEA Title II Reports. The data presented below represent students in first-time licensure programs only; those preparing for their first educator license.

Table 3. Teacher Program Enrollees

EPP	2013 Title II 2011-12 SY		2014 Title II 2012-13 SY		2015 Title II 2013-14 SY		2014-15 SY ‡		Average		% of State Average	
	Traditional	Non-Traditional	Traditional	Non-Traditional	Traditional	Non-Traditional	Traditional	Non-Traditional	Traditional	Non-Traditional	Traditional	Non-Traditional
APPEL		721		420		532		364		509.3		9.0%
ASU	792	20	389	31	360	13	301	10	460.5	18.5	8.2%	0.3%
ATC		0 *		0 *		30		37		16.8		0.3%
ATU	350	182	276	198	238	134	107	155	242.8	167.3	4.3%	3.0%
CBC	0 *		4		8		14		6.5		0.1%	
CRC	0 *		0 *		0		31		7.8			
HU	207	85	273	143	211	125	216	108	226.8	115.3	4.0%	2.0%
HSU	227	49	204	29	197	12	163	20	197.8	27.5	3.5%	0.5%
HC	12		4		8		10		8.5		0.2%	
JBU	199		190		189		32		152.5		2.7%	
LC	10		7		5		2		6.0		0.1%	
OBU	193		84		54		60		97.8		1.7%	
PSC	12		8		10		1		7.8		0.1%	
SAU	367	154	276	165	301	174	60	54	251.0	136.8	4.4%	2.4%
TFA		295		92		63		110		140.0		2.5%
UAF	1315		770		852		277		803.5		14.2%	
UAFS	1032		1128		257		236		663.3		11.8%	
UALR	218	238	244	257	244	106	111	86	204.3	171.8	3.6%	3.0%
UAM	102	35	82	78	92	85	26	77	75.5	68.8	1.3%	1.2%
UAPB	53	7	53	5	50	10	9	3	41.3	6.3	0.7%	0.1%
UCA	513	304	407	289	426	419	366	318	428.0	332.5	7.6%	5.9%
UO	16		19		22		17		18.5		0.3%	
WBC	50		36		31		14		32.8		0.6%	
Subtotal	5,668	2,090	4,454	1,707	3,555	1,703	2,053	1,342	3,932.5	1,710.5	69.7%	30.3%
Total	7,758		6,161		5,258		3,395		5,643			

Source: HEA Title II Reports - 2013, 2014, 2015

* EPP not active these years.

‡ Source: Data submitted directly to ADE (not via Title II)

V. Administrator - Enrollment and Completer Data

Table 5. Administrator Program Enrollees

District Level					Building Level					Curriculum Program Administrator				
EPP	13-14	14-15	Avg.	%	EPP	13-14	14-15	Avg.	%	EPP	13-14	14-15	Avg.	%
ASU	104	465	284.5	75.10%	ASU	1,080	599	839.5	70.10%	ASU	264	140	202	74.40%
ATU	6	7	6.5	1.70%	ATU	59	66	62.5	5.20%	ATU	3	6	4.5	1.70%
HU	25	22	23.5	6.20%	HU	68	79	73.5	6.10%	HU	12	10	11	4.10%
HSU	29	16	22.5	5.90%	HSU	76	52	64	5.30%	HSU	20	12	16	5.90%
SAU	2	6	4	1.10%	SAU	28	20	24	2.00%	SAU	4	5	4.5	1.70%
UAF	24	22	23	6.10%	UAF	41	48	44.5	3.70%	UAF	16	2	9	3.30%
UALR	3	3	3	0.80%	UALR	16	20	18	1.50%	UALR	6	5	5.5	2.00%
UAM	0	1	0.5	0.10%	UAM	7	13	10	0.80%	UAM	0	0	0	0.00%
UCA	9	14	11.5	3.00%	UCA	77	47	62	5.20%	UCA	17	21	19	7.00%
Total	202	556	379	100%	Total	1,452	944	1,198.00	100%	Total	342	201	271.5	100%

Source: Data submitted directly to ADE (not via Title II)

Table 6. Administrator Program Completers

District Level					Building Level					Curriculum Program Administrator				
EPP	13-14	14-15	Avg.	%	EPP	13-14	14-15	Avg.	%	EPP	13-14	14-15	Avg.	%
ASU	79	300	189.5	85.00%	ASU	152	288	220	71.00%	ASU	47	69	58	73.40%
ATU	12	6	9	4.00%	ATU	21	20	20.5	6.60%	ATU	8	5	6.5	8.20%
HU	8	16	12	5.40%	HU	36	24	30	9.70%	HU	5	2	3.5	4.40%
HSU	5	4	4.5	2.00%	HSU	11	9	10	3.20%	HSU	10	2	6	7.60%
SAU	1	1	1	0.40%	SAU	5	8	6.5	2.10%	SAU	0	3	1.5	1.90%
UAF	5	1	3	1.30%	UAF	2	6	4	1.30%	UAF	1	0	0.5	0.60%
UALR	0	1	0.5	0.20%	UALR	2	5	3.5	1.10%	UALR	0	1	0.5	0.60%
UAM	0	0	0	0.00%	UAM	2	3	2.5	0.80%	UAM	0	0	0	0.00%
UCA	5	2	3.5	1.60%	UCA	11	15	13	4.20%	UCA	1	4	2.5	3.20%
Total	115	331	223	100%	Total	242	378	310	100%	Total	72	86	79	100%

Source: Data submitted directly to ADE (not via Title II)

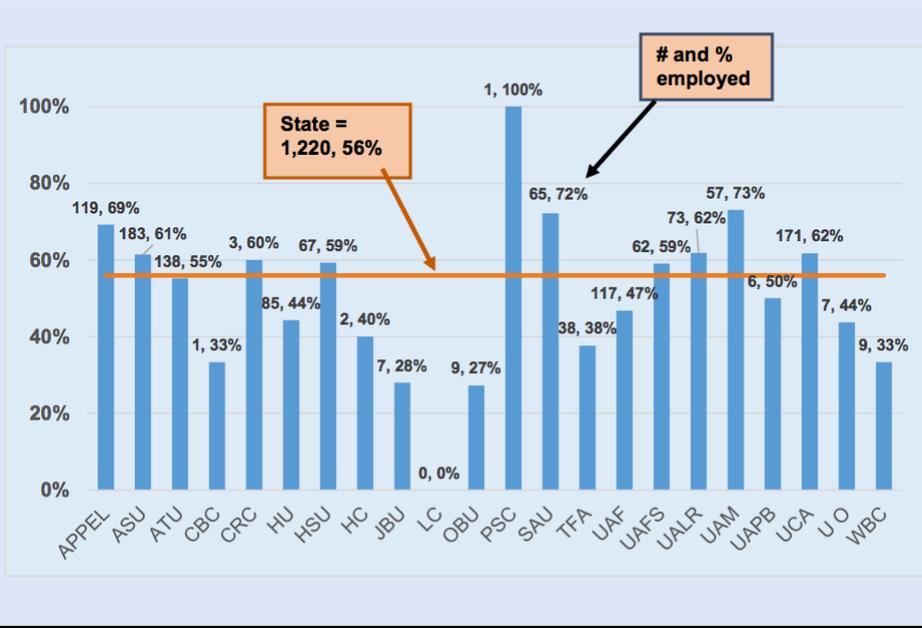
VII. Number of Teacher Program Completers Working in Arkansas Public Schools (first-year)

Arkansas teacher program completers (both traditional and nontraditional) were reported by the EPPs to the ADE Office of Research and Technology. The number found as employed in Arkansas Public Schools (APS) the following year are shown in Table 8.

Table 8. Completers working in APS in their first year of teaching

	Completers 2013-2014	Employed in APS 2014-2015	%	Completers 2014-2015	Employed in APS 2015-2016	%
APPEL	183	134	73%	172	119	69%
ASU	363	218	60%	298	183	61%
ATU	230	149	65%	250	138	55%
CBC	1	1	100%	3	1	33%
CRC	EPP not active 2013-2014		0%	5	3	60%
HU	187	78	42%	192	85	44%
HSU	142	98	69%	113	67	59%
HC	14	1	7%	5	2	40%
JBU	29	13	45%	25	7	28%
LC	7	4	57%	5	0	0%
OBU	40	15	38%	33	9	27%
PSC	3	1	33%	1	1	100%
SAU	77	58	75%	90	65	72%
TFA	79	24	30%	101	38	38%
UAF	222	111	50%	250	117	47%
UAFS	113	56	50%	105	62	59%
UALR	221	171	77%	119	73	62%
UAM	79	60	76%	78	57	73%
UAPB	15	13	87%	12	6	50%
UCA	263	161	61%	277	171	62%
U O	24	10	42%	16	7	44%
WBC	32	18	56%	27	9	33%
State	2,324	1,394	60%	2,177	1,220	56%

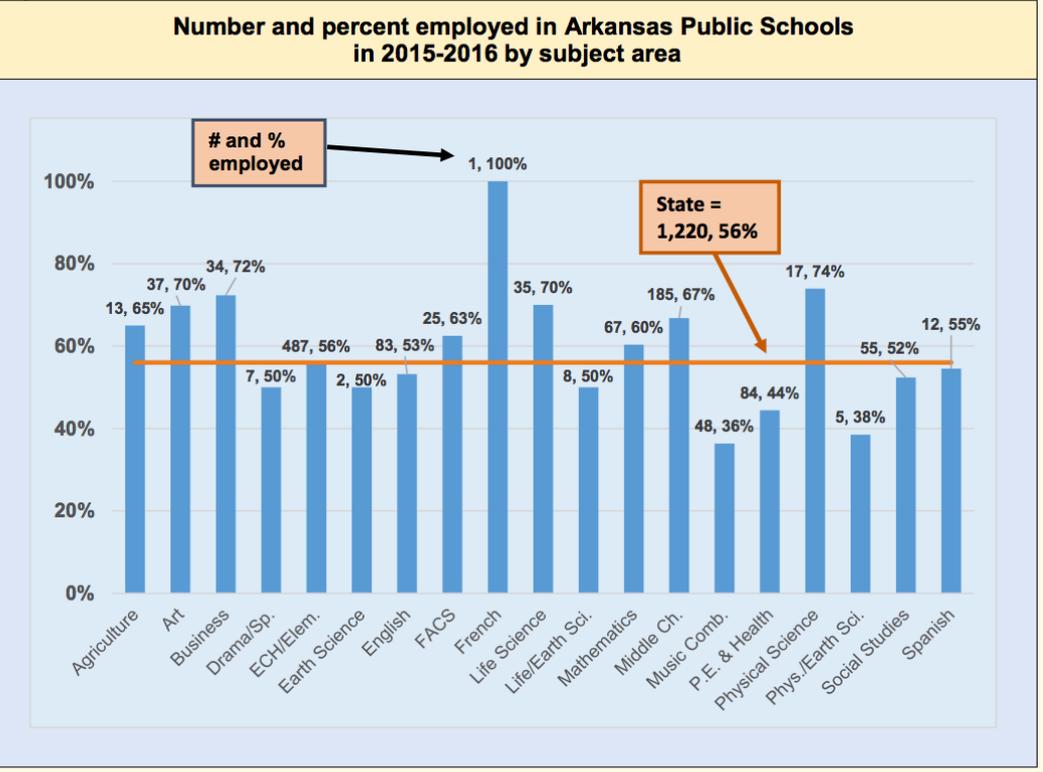
Number and percent employed in Arkansas Public Schools 2015-2016



Source: Program completers supplied by EPPs. Number of teachers found in APS supplied by ADE Research and Technology.

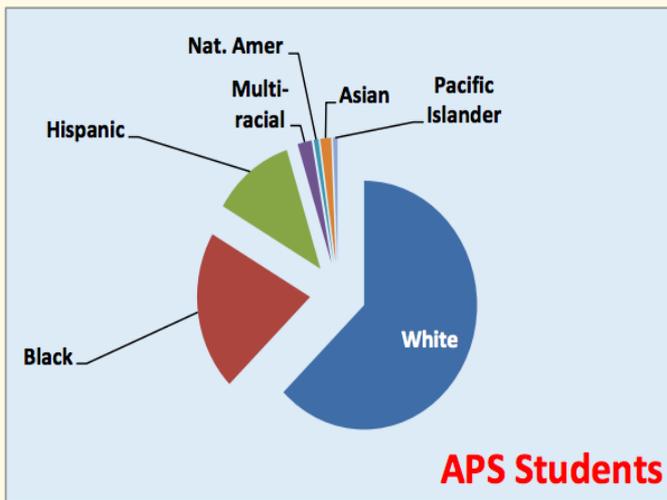
Table 9. Completers from 2014-2015 employed in APS in 2015-2016 by subject area

License Area	# Completers 14-15	In APS 15-16	% in APS 15-16
Agriculture	20	13	65%
Art	53	37	70%
Business	47	34	72%
Drama/Speech	14	7	50%
Early Childhood/Elementary	873	487	56%
Earth Science	4	2	50%
English	156	83	53%
Family & Cons. Science	40	25	63%
French	1	1	100%
Life Science	50	35	70%
Life/Earth Science	16	8	50%
Mathematics	111	67	60%
Middle Childhood (all areas)	277	185	67%
Music	132	48	36%
Physical Education & Health	189	84	44%
Physical Science	23	17	74%
Physical/Earth Science	13	5	38%
Social Studies	105	55	52%
Spanish	22	12	55%

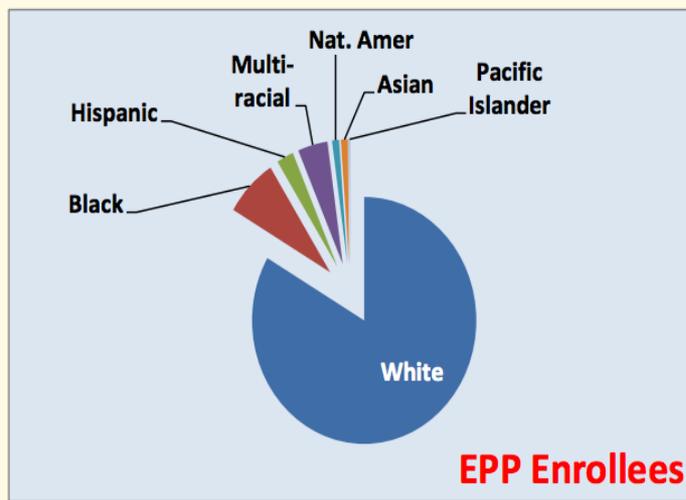


Source: Program completers supplied by EPPs. Number of teachers found in APS supplied by ADE Research and Technology.

Figure 7 demonstrates the racial and ethnic makeup of Arkansas public school (APS) students, Arkansas EPP Enrollees, APS Teachers and APS Administrators during 2014-2015.

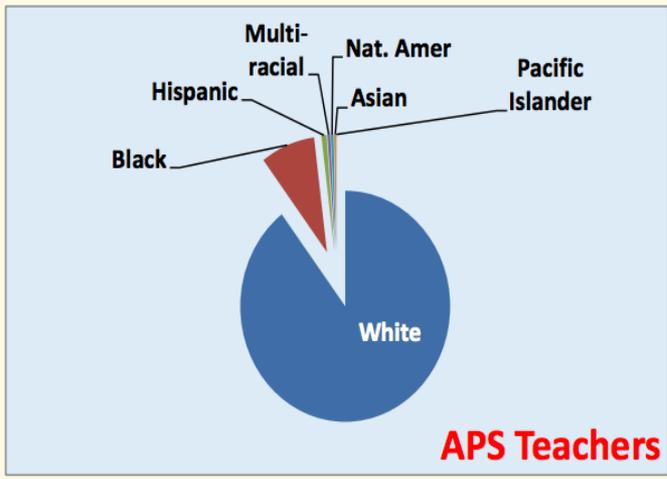


Source: AR Data Center (ADE)

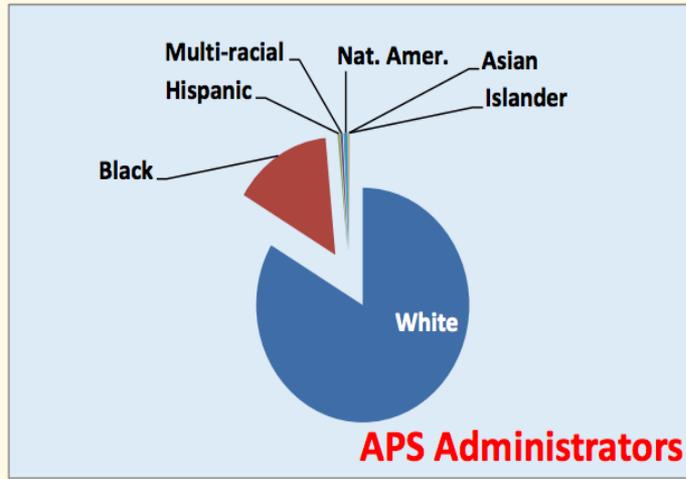


Source: Data submitted directly to ADE (not via Title II)

Figure 7.



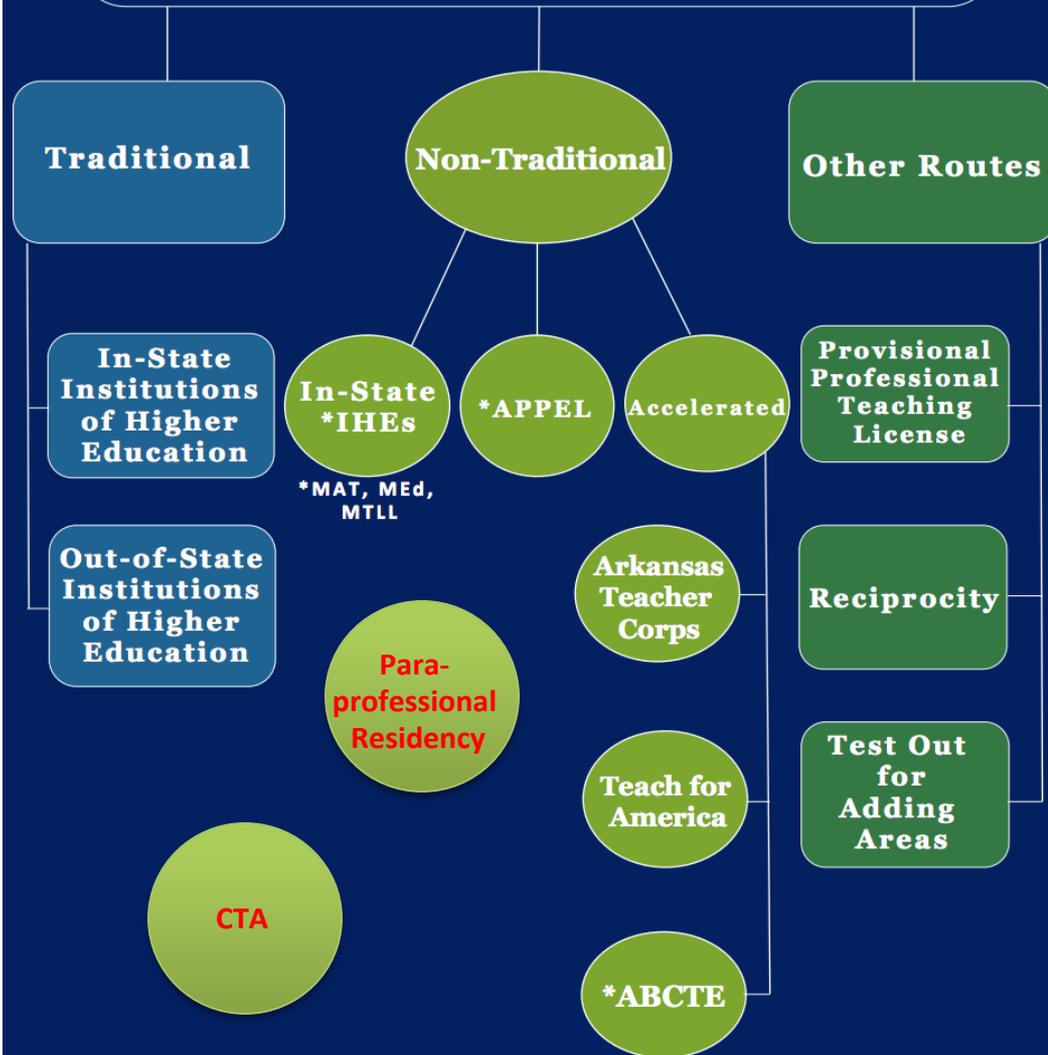
Source: AR Data Center (ADE)



Source: AR Data Center (ADE)

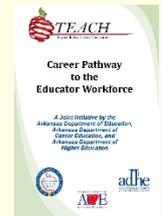
Arkansas Licensure

The Office of Educator Licensure is responsible for the licensure of all Arkansas educators. The unit processes applications and provides technical assistance to educators who are seeking an Arkansas Educator Licensure through one of the approved routes of preparation. Click on the buttons below for more information.



Recent Arkansas Responses to Recruitment and Retention

- Certified Teacher Assistant Pathway (CTA)
- Para-professional route to licensure (UAM)
- Arkansas's Leadership Quest
- Additional opportunities for Special Education licensure  (IC-16-040)
- New Professional Standards for Educational Leaders (PSEL)- proposed adoption July 2016
- Encouraging innovation and flexibility for higher ed preparation programs



Support, Develop... to Retain

- Mentoring
- Conversations
- Meaningful Feedback
- Resources and Tools
- Opportunities to Lead From the Classroom
- Opportunities for Building Leader Collaboration



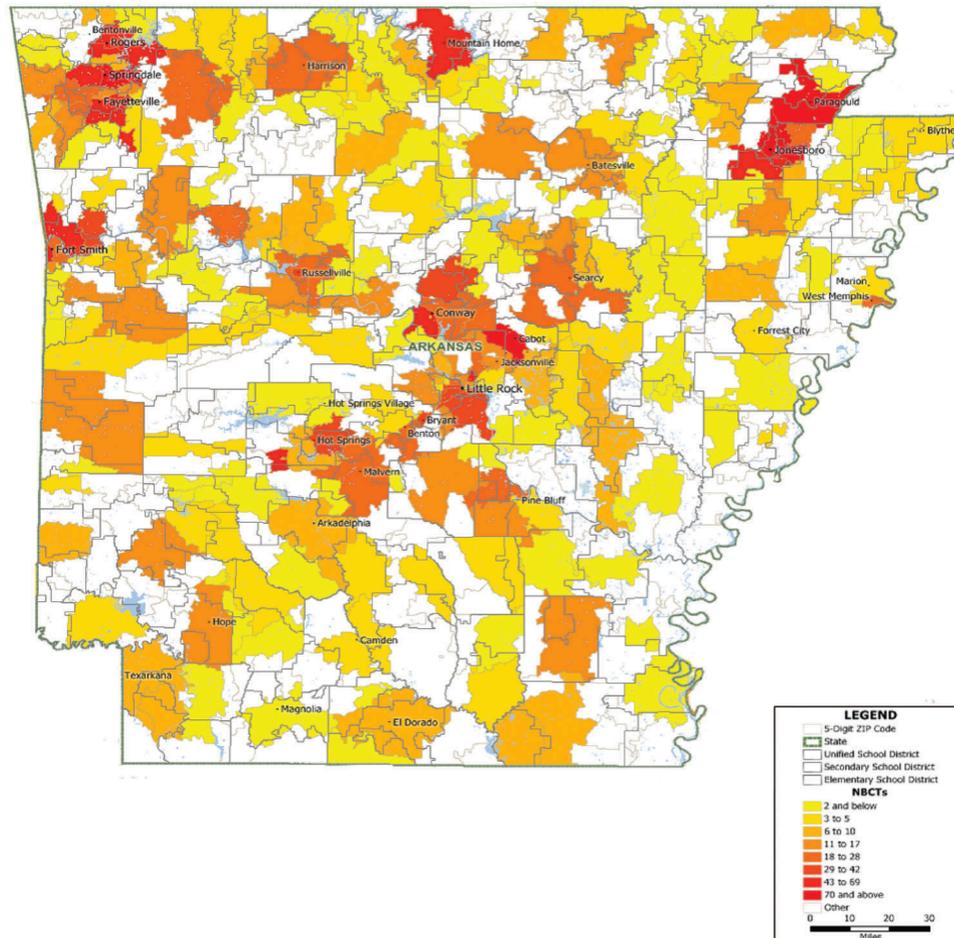
National Board Certification and Teacher Retention

- Sources estimate nationwide that 50% of teachers leave the field in the 1st five years of teaching. NBCT and former Arkansas educator, Dr. Darlynn Cast's research results indicated the financial incentives provided by Arkansas legislative policies provides an effective model for retaining NBCTs in the classroom.
 - *84% of NBCTs have remained in the school district they were in when they certified.*

Access to National Board Teachers Varies

NATIONAL BOARD
for Professional Teaching Standards®

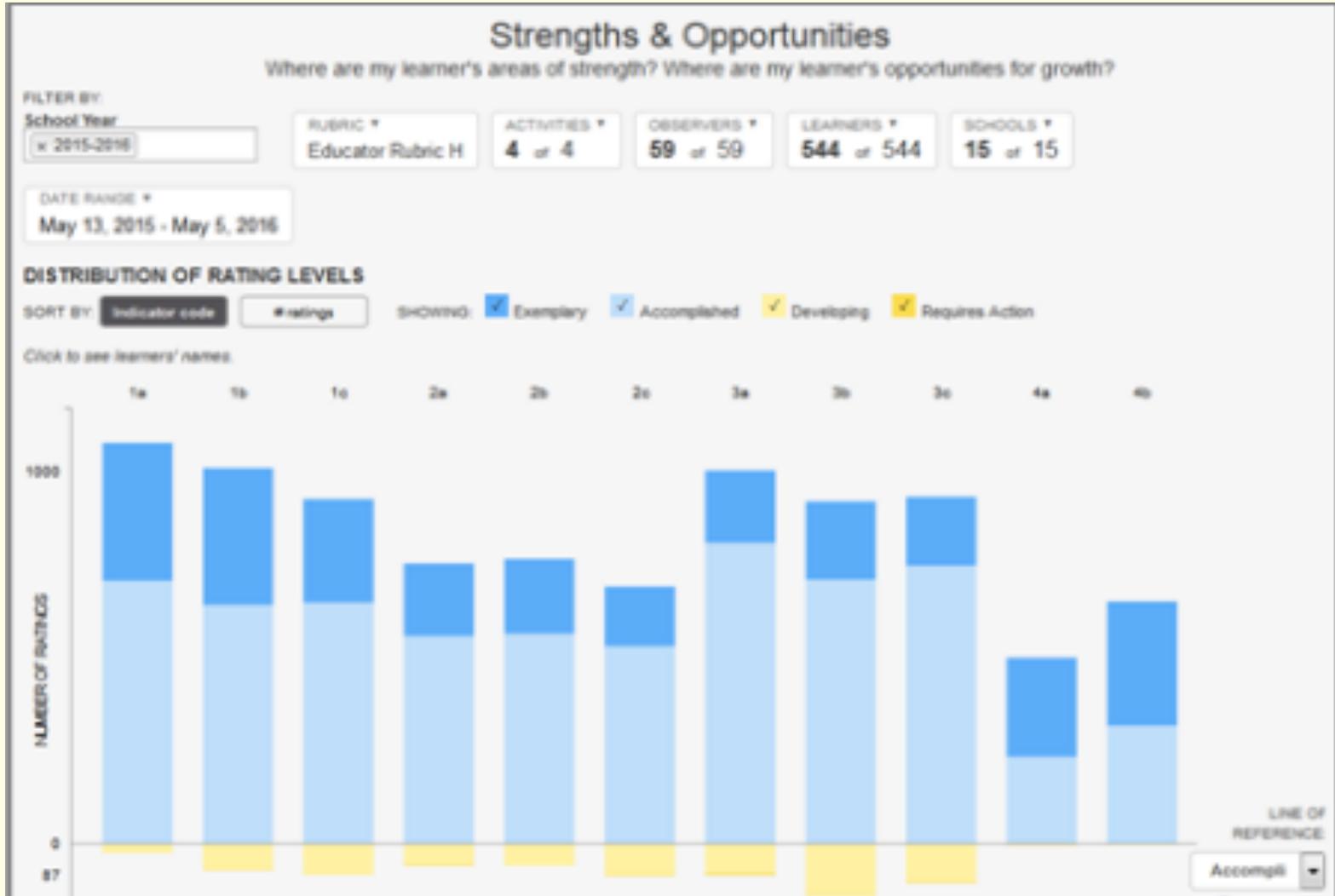
ARKANSAS NBCT Distribution 2015



Quality Data Matters!

- The BloomBoard Insight Reports are generated using all of the ratings entered into the BloomBoard platform over the year.
 - District administrators have access to data across all of the users in district
 - School administrators have access to users in their building (Note: APs may only have access to teachers that they observe)
 - There are two types of reports: **The Strengths and Opportunities Reports** and the Observation Progress Report

The Strengths and Opportunities Report



Filtering the Data

Strengths & Opportunities
Where are my learner's areas of strength? Where are my learner's opportunities for growth?

SHOW DATA FROM: RUBRIC ▾
Teaching Rubric for Effe

FILTER BY: ACTIVITIES ▾ 2 of 2 OBSERVERS ▾ 10 of 10 LEARNERS ▾ 23 of 23 SCHOOLS ▾ 5 of 5 DATE RANGE ▾ Sep 9, 2014 - Feb 23, 2015

DISTRIBUTION OF RATING LEVELS

SORT BY: **Indicator code** # ratings SHOWING: Exemplary Accomplished Developing Requires Action



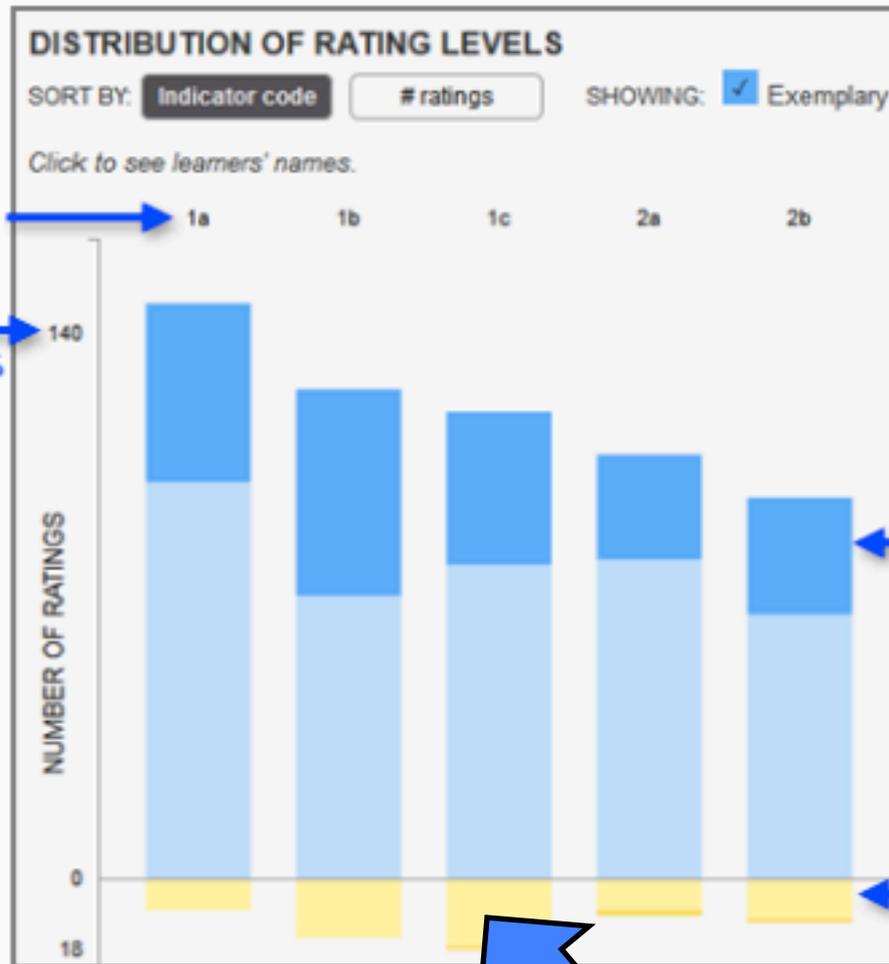
SCHOOLS ▾ DATE RANGE ▾
13 of 13 Nov 2, 2014 - Ma

Check all
 Uncheck All ←

Search... ←

Lincoln Middle School
 Washington
 Ben Franklin High School
 Thomas Academy

Understanding the Ratings Data

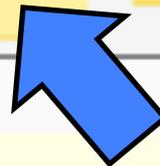


Rubric indicators

Total number of indicator ratings

Color-coded ratings per proficiency level

Reference line



Finding Supports

35 educators have received a rating of "Exemplary" on 2c

Kennedy
Amy
Beth
Edward
Elizabeth
Jessica
Shelley
John
Sarah
Krista
Cathy
Kelly
Nancy
Peter
Susan
David
Susan
Emily
Kari

xclose



Find resources to help these educators

Search BloomBoard for professional growth resources



e.g. "literacy strategies"

Go →

or view recommendations based on the teacher's goals and profile

See details →

Recommend

Spring Fever

\$3.00

5 Tips for Testing Time

\$3.00

Approach to Stress Management for Educators

Stress Management for...

FREE

Stress Management for Educators

Stu
The

Teachers Can Access Data Too

Home

Activities

End of Year Evaluation

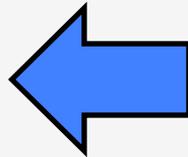
Explore BloomBoard Resources 



Welcome, Demo!

MASTER Arkansas

Visit My E-Portfolio



BloomList - To Do Items

Your BloomList is a place to keep track of your to do list.

Current Activities

Formal Observation - Educator Jul 2016

Aug 18 - 27

Formal Observation - Educator Jul 2016



PGP



next.bloomboard.com

(Previously known as the Market Place)

Collections



MICRO-CREDENTIALS

(COMPETENCY BASED)



MENTORING



**ADMINISTRATOR
CREDENTIALING**

Call to Action

- Promote the Profession
- Focus on Support and Development of Educators
- Be aware of trends and changes in workforce
- Re-focus on efforts to recruit and support
- Encourage Professional Advocacy
 - Personalized, Competency Based PD
 - Data-Driven Decisions